# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

# Augmented Benchmark Examinations Grades 5 and 7

## 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 test booklets and used answer documents must be returned as directed.

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

## Important Dates

**April 8–12, 2013** Augmented Benchmark Examinations testing dates for grades 5 and 7.
**April 17, 2013** Make-up test administrations for the Augmented Benchmark Examinations must be completed.

The success of the Arkansas testing program depends upon your assistance.
The Arkansas Department of Education thanks you for your valuable assistance in administering the Augmented Benchmark Examinations.
Arkansas Department of Education
April 2013

# Table of Contents

PAGE

**General Information**
Overview of the Augmented Benchmark Examinations ..... 1
This Test Administration Manual ..... 1
Important Dates ..... 1
Test Administrator Responsibilities ..... 2

**New for 2013**
New—Answer Document Grids ..... 3
New—Shipping of Large Print, Braille, and Read-aloud ..... 3
New—504 Accommodations Section ..... 3
New—Preliminary Demographic Verification Rosters Posted to ServicePoint ..... 3
New—Read-aloud Test Administrator's Test Booklet ..... 3
New—Affidavit Waiver Form for Providing an Approved Accommodation ..... 3

**Guidelines for Students to be Tested**
Students to be Tested ..... 4
Disabled Students (P.L. 94-142) ..... 4
Limited English Proficient (LEP) Students ..... 5
First-Year Limited English Proficient Students ..... 5
Transfer Students ..... 5
Migrant Students ..... 5
Highly Mobile Students ..... 6
Alternative Learning Environment (ALE) ..... 6

**Students NOT Tested** ..... 7

**Student Information**
Student Identification Numbers ..... 8
Ethnicity Codes ..... 8

**Verification and Correction of Student Information**
Student Information from APSCN/Triand ..... 9
Preliminary Demographic Verification Roster ..... 9
Student Labels ..... 10
Students NOT Listed on the Preliminary Demographic Verification Roster/No Student Label ..... 10
Incorrect Labels ..... 10

**Procedures Prior to Test Administration**
Advance Announcements ..... 11

**Student Testing Materials**
Materials Needed for Test Administration ..... 12
Pre-assembly of Manipulatives ..... 13
Overview of Testing Sessions and Layout of Materials ..... 14
Answer Document Layout ..... 14
Test Booklet Layout ..... 16

# Table of Contents

PAGE

**Testing Guidelines and Security**
Test Security Guidelines ..... 17
Test Security Procedures ..... 18
Mathematics Reference Sheet ..... 19
Materials Prohibited during Test Administration ..... 19
Testing Environment ..... 19
Assigning Test Materials to Students ..... 20
Multiple Test Booklet Forms ..... 20
Monitoring Students during Testing Sessions ..... 20
Alerts ..... 21
Calculator Use and Restrictions ..... 21
Overview of the Test Administration Script ..... 22

**2013 Testing Session Guidelines and Schedule**
Testing Session Guidelines and Schedule ..... 23
Session Time Limits ..... 23
Breaks between Sessions ..... 25
Interruption of Testing Sessions ..... 25
Make-up Testing Sessions ..... 25

**Checklist for Test Administrators**
Before Testing ..... 26
Final Preparations for Testing ..... 26
During Testing ..... 26
Following Testing ..... 27

**Test Administration Script**
Student Demographic Information ..... 28
Session S1—Science ..... 32
Session S2—Science ..... 34
Session S3—Science ..... 36
Session S4—Science ..... 38
Session S5—Science ..... 40
Session M6—Mathematics (No Calculator) ..... 42
Session M7—Mathematics (Calculator) ..... 45
Session M8—Mathematics (Calculator) ..... 47
Session W9—Writing Prompt #1 ..... 49
Session M10—Mathematics (Calculator) ..... 52
Session M11—Mathematics (Calculator) ..... 55
Session W12—Writing Prompt #2 ..... 58
Session R13—Reading ..... 61
Session R14—Reading ..... 63
Session R15—Reading ..... 65
Session R16—Reading ..... 67
Session W17—Writing ..... 69
Session R18—Reading: Part 1 ..... 71
Session R18—Reading: Part 2 ..... 73
Session L19—Language ..... 75
Session M20—Mathematics: Part 1 (Calculator) ..... 78

PAGE

Session M20—Mathematics: Part 2 (No Calculator) ..... 82
Session S21—Science ..... 84

**PROCEDURES FOLLOWING TEST ADMINISTRATION**
Completing the "Teacher Use Only" Box ..... 86
Monitored Former LEP ..... 87
504 Accommodations ..... 87
ESI Codes ..... 88
Special Education Accommodations ..... 88
Free and/or Reduced Lunch Students ..... 89
Migrant Students ..... 89
Gifted and Talented Students ..... 89
Highly Mobile Students ..... 89
Limited English Proficient (LEP) Students ..... 89
LEP student less than one year in the U.S. ..... 90
LEP Accommodations ..... 90
Student NOT Tested ..... 91
Test Administrator Instructions for Returning Test Materials to the School Test Coordinator ..... 92
Separate and Organize Test Materials ..... 92

**APPENDIX A**
Accommodations for Testing ..... 95
Students Not Tested ..... 97

**APPENDIX B**
Reading, Recording, and Transcription of Student Responses ..... 98
Augmented Benchmark Examinations and The Iowa Tests® Affidavit Waiver Form ..... 99

**APPENDIX C**
Sample Preliminary Demographic Verification Roster ..... 101

**APPENDIX D**
Sample Student Not Tested Form ..... 103

**APPENDIX E**
Space for Test Administrator Notes ..... 105

## Overview of the Augmented Benchmark Examinations

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** (ACTAAP) is comprised of criterion-referenced test (CRT) and norm-referenced test (NRT) components including the Augmented Benchmark Examinations. The Augmented Benchmark Examinations consist of multiple-choice and open-response questions in mathematics, reading, and writing at grades 3–8, a writing component that directly assesses student writing at grades 3–8, and multiple-choice and open-response questions in science at grades 5 and 7. The *Arkansas Mathematics, Science,* and *English Language Arts Curriculum Frameworks* are the basis for development of the Augmented Benchmark Examinations.

Results of the Augmented Benchmark Examinations 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 Augmented Benchmark Examinations testing sessions. If you have any questions concerning the Augmented Benchmark Examinations, the testing procedures, or the instructions in this manual, contact your School Test Coordinator.

## Important Dates

The Augmented Benchmark Examinations at grades 5 and 7 consist of 21 full sessions with testing scheduled for Monday through Friday, April 8–12, 2013. 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 25.

# General Information

## 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 17–18 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 pages 18–19;
- ensure a standardized testing environment in which no coaching, prompting, or pronunciation of words occurs;
- 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 test 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 26–27. 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—Answer Document Grids

Information has been added to the Test Administration Script regarding grids in the answer document open-response boxes. Some of the boxes for answering open-response questions will contain a grid, which may or may not be needed to answer the question. Students must keep their responses inside the boxes provided. However, if the question does not direct the student to use the grid when one is provided, they may answer the question anywhere inside the box, including across the grid.

## New—Shipping of Large Print, Braille, and Read-aloud

All Large Print, Braille, and Read-aloud accommodated test booklets will now be shipped in the boxes of school materials and will no longer be provided in the district's box of materials. Separate Large Print, Braille, and/or Read-aloud Test Booklet Security Forms will also be provided in the school boxes for schools that ordered Large Print, Braille, and/or Read-aloud materials.

## New—504 Accommodations Section

A 504 Accommodations section has been added to the "Teacher Use Only" box on the student answer documents for 504 students taking a Large Print, Braille, or Read-aloud version of the test. See page 87 for instructions regarding coding 504 Accommodations.

## New—Preliminary Demographic Verification Rosters Posted to ServicePoint

Preliminary Demographic Verification Rosters will be posted to ServicePoint five (5) business days prior to the arrival of testing materials. Districts and schools will continue to receive hard copies of the Preliminary Demographic Verification Rosters in their shipments of materials. The Preliminary Demographic Verification Rosters are posted to ServicePoint in order to provide districts with additional time, if needed, to check and correct student demographic information.

An email with a Quick Reference Guide will be sent to districts when Preliminary Demographic Verification Rosters are available on ServicePoint.

## New—Read-aloud Test Administrator's Test Booklet

A new secure test booklet has been produced specifically for Test Administrators who are providing a Read-aloud accommodation to a student. These booklets will be distributed in the school-level Secure Materials Shipment.

## New—Affidavit Waiver Form for Providing an Approved Accommodation

The Affidavit Waiver Form has been revised to require the Arkansas licensed teacher or administrator providing an approved accommodation to sign the form both **before and after** the examination is administered to the student with the accommodation.

# Guidelines for Students to be Tested

## Students to be Tested

It is important to know who should be tested. All students who are able to test under standardized conditions, with or without allowable accommodations, are required to take the Augmented Benchmark Examinations in grades 3–8.

All students, including the following, should be tested:

- Title I students—all students identified as eligible for Free and/or Reduced Lunch
- Transfer students
- LEP students—with or without accommodations
- Disabled students—if their IEPs indicate paper and pencil testing is appropriate, with or without accommodations
- Alternative Learning Environment (ALE) students
- Foreign exchange students
- Day Treatment students

Exceptions:

- Homebound 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, must be tested if their Individualized Education Programs (IEPs) indicate that paper and pencil testing is appropriate. In grades 3–8, if a student's IEP indicates that it is inappropriate to administer the Augmented Benchmark Examination, that student must participate in the Alternate Portfolio Assessment for the corresponding grade. Students in 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 is included in the student label barcode and on the Preliminary Demographic Verification Roster and does not need to be coded on the answer document if a student label is used. If a student label is not used for a disabled student, the School Test Coordinator (or designated person) must code the student's answer document. Specific directions for coding student answer documents are provided on pages 86–91 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 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, the 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 86–91 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. who are scheduled to participate in the Augmented Benchmark Examinations must take the Mathematics and Science portions but are **not** required to be tested in Literacy. However, the decision to test LEP students who have been in the U.S. for less than one year should be based on the professional judgment of a language assessment committee composed of appropriate district and school personnel.

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, the 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 86–91 of this manual. Once the answer documents are returned for scoring, students cannot be reassigned.

## Transfer Students

Any student meeting the criteria for taking the Augmented Benchmark Examinations, who is enrolled in school **on or before** the first day of testing, should be tested. District Test Coordinators must contact the ADE Office of Student Assessment for instructions regarding the transfer of a used answer document for any students moving from one district to another during testing.

## 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 86–91 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.

# Guidelines for Students to be Tested

## Highly Mobile Students

Any student enrolled in the school or moving between schools in the district **after** October 1, 2012, 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 86–91 of this manual.

## Alternative Learning Environment (ALE)

Alternative Learning Environment students shall participate in the Augmented Benchmark Examinations, as appropriate. 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 (ADE) as a teacher or administrator and must be properly trained in test administration procedures.

Every student who meets the requirement to test 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 is not testing and did not receive a student label, if the label is damaged, or if a student's school, grade, State ID number, and/or last name are incorrect, do **not** use the Student Not Tested Form. In these cases, 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 each student.

The 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 in the Scoreable Materials Return Shipment. Please follow the instructions provided in the manuals and return kits for returning forms. Maintain copies of the completed Student Not Tested Forms for your district records.

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 with 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 applicable reports.

**Important:** Any blank answer document with a student label or demographic information on it **without** a "Student NOT Tested" reason bubbled WILL BE SCORED.

# Student Information

## 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. Prior to the first day of testing, advise students to have their 10-digit State Reporting Identification Numbers and Social Security Numbers or federally-assigned identification numbers available on the first day of testing. Please contact Susan Gray at the ADE Office of Student Assessment at 501-682-4559 for additional information.

## Ethnicity Codes

If a student label is not used, the student or the Test Administrator should fill in the circle(s) on the answer document in box 6 (Ethnic Background) beside the best description(s) of the student's ethnic background. More than one circle may be filled in 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 on the Preliminary Demographic Verification Roster 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 and reports)

Students will be reported with only one ethnicity code. If a student or Test Administrator has filled in the circle next to Hispanic and any additional ethnicity code, the student will be reported as "Hispanic." If a student or Test Administrator 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.

## 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). Please note that if the student's school, grade, State ID number, and/or last name are incorrect on the Preliminary Demographic Verification Roster, the student label cannot be used and all demographic information must be completed on the answer document. 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, April 5, 2013, for the Augmented Benchmark Examinations. 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 grade to each school; districts will be provided with copies for each school within the district where students are being tested. Preliminary Demographic Verification Rosters are also located on ServicePoint prior to testing. 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, ESI code, 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 accuracy of student information in APSCN/Triand. 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 are incorrect on the Preliminary Demographic Verification Roster, the student's label cannot be used and all demographic information must be bubbled on the answer document. 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, all demographic information 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, April 5, 2013.**

# Verification and Correction of Student Information

## 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, and grade. The label also includes additional student information in the barcode (SS ID, ESI code, Monitored Former LEP status, LEP status, 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.

The student labels will be provided to each school by grade in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. 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 all demographic information 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, the test booklet form letter in box 8, 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 all demographic information 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 be shredded or otherwise disposed of in a secure manner.

Instructions for completing the "Teacher Use Only" box are on pages 86–91 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 on the answer document. 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, all demographic information on the answer document must be completed by the student or the Test Administrator.

## 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.** Golf, mechanical, or any pencil that is not a No. 2 pencil, including No. 2.5 pencils, may not be used. 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 to students that they should bring calculators, if calculators are not provided by the school, and to 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.

# Student Testing Materials

## Materials Needed for Test Administration

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

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

- **Sharpened No. 2 Pencils:** If it is not your normal procedure to furnish pencils, students should be told to bring two sharpened No. 2 pencils on each day of the test. You should have extra No. 2 pencils on hand. **ONLY No. 2 pencils may be used on answer documents.** Golf, mechanical, or any pencil that is not a No. 2 pencil, including No. 2.5 pencils, may not be used. Responses may not be captured if any writing instrument other than a No. 2 pencil is used.

- **Calculators:** During Mathematics Sessions M7, M8, M10, M11, and Part 1 of M20, calculators may be used. During Session M6 and Part 2 of Session M20, however, calculators may **not** be used. Remind students to bring calculators on the testing days if needed. See pages 21–22 of this manual for information regarding calculator use and restrictions. The school must provide calculators for students who do not have them and wish to use them during testing.

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

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

- **Test Booklets:** You should have counted and signed for the secure test booklets you will need to administer the test. Different forms of the test booklets are arranged in a special order in the class packs you have been given. **Do NOT alter the order of the forms when you distribute them.**

- **Answer Documents:** Follow your School Test Coordinator's instructions for completing the demographic information on the answer document. The information requested in the "Teacher Use Only" box must be coded by the School Test Coordinator or person designated to do so after all testing is completed. Instructions are provided on pages 86–91 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 unless the student's school, grade, State ID number, and/or last name are incorrect. 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, April 5, 2013).

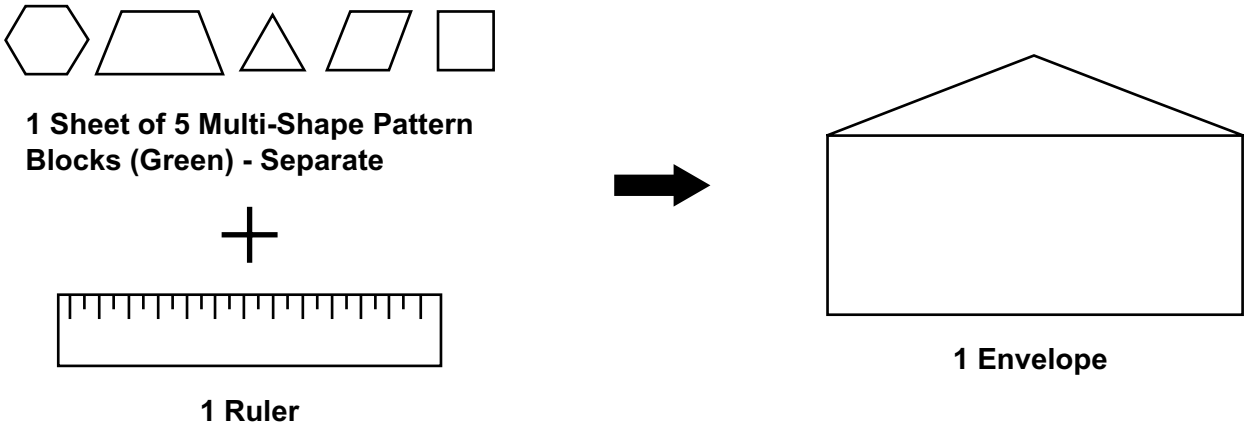
- **Mathematics Manipulatives:** Specific mathematics questions may require the use of a metric/standard ruler at both grades, a protractor at grade 7, and multi-shape pattern blocks (green, perforated geometric shapes) at grade 5. Since it will not be possible to identify students who will need the pattern blocks, all students in grade 5 should receive the pattern blocks and envelopes. Prior to the start of testing, the pattern blocks for grade 5 must be separated and placed into the envelopes, along with the rulers. Rulers must be used as they are packaged, and may not be altered in any way. Altering of the rulers is a testing impropriety. See page 13 for instructions regarding pre-assembly of manipulatives.

## PRE-ASSEMBLY OF MANIPULATIVES

Rulers, protractors, and manipulatives will be provided as part of the Non-secure Materials Shipment. Students in grade 5 will need a ruler and the manipulatives, while students in grade 7 will need a ruler and a protractor.

It is recommended that the manipulatives be pre-assembled and students given a chance to practice with them prior to testing. As soon as the materials have been received, inventoried, and distributed, the School Test Coordinator and Test Administrators may work jointly to pre-assemble these materials. However, you may have students separate the pattern blocks and place them into an envelope along with a ruler immediately prior to Session M6 on the second day of testing. If students in grade 5 will be assembling these materials, allow an extra 5 minutes to complete the task.

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



# Student Testing Materials

## Overview of Testing Sessions and Layout of Materials

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

| DAY | SESSION | TEST BOOKLET BEGINS ON | | ANSWER DOCUMENTS |
|---|---|---|---|---|
| | | Gr 5 | Gr 7 | |
| 1 | Student Demographic Information | N/A | | Page 1 (cover) and 2 |
| | S1 | 1 | 1 | 3 |
| | S2 | 8 | 10 | 4–5 |
| | S3 | 10 | 12 | 6–7 |
| | S4 | 12 | 14 | 9 |
| | S5 | 18 | 20 | 10–11 |
| 2 | M6 | 20 | 22 | 13 |
| | M7 | 24 | 28 | 14–15 |
| | M8 | 26 | 30 | 16–17 |
| | W9 | 29 | 33 | 18–20 |
| 3 | M10 | 30 | 34 | 23 |
| | M11 | 40 | 46 | 24–25 |
| | W12 | 43 | 49 | 26–28 |
| 4 | R13 | 44 | 50 | 31 |
| | R14 | 50 | 56 | 32 |
| | R15 | 54 | 60 | 33 |
| | R16 | 60 | 66 | 34 |
| | W17 | 64 | 70 | 35 |
| 5 | R18: Part 1 | 67 | 75 | 36 |
| | R18: Part 2 | 69 | 77 | 36 |
| | L19 | 77 | 85 | 37 |
| | M20: Part 1 | 87 | 95 | 38 |
| | M20: Part 2 | 93 | 101 | 38 |
| | S21 | 95 | 103 | 39 |

## 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. Extraneous materials (rulers, extra sheets of paper,* etc.) inside of answer documents cannot be processed and will cause the scanner to stop. **ONLY No. 2 pencils may be used on answer documents.** Golf, mechanical, or any pencil that is not a No. 2 pencil, including No. 2.5 pencils, may not be used. Responses may not be captured if any writing instrument other than a No. 2 pencil is used. 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

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

outside the box will **not** be scored. Some of the boxes for answering open-response questions contain a grid, which may or may not be needed to answer the question. Students must keep their responses inside the boxes provided. However, if the question does not direct the student to use the grid when one is provided, they may answer the question anywhere inside the box, including across the grid. 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 for Session S1.
- **Pages 4 and 5** contain spaces for the answers to open-response questions A and B for Session S2.
- **Pages 6 and 7** contain spaces for the answers to open-response questions C and D for Session S3.
- **Page 9** contains space for students to mark their answers to multiple-choice questions for Session S4.
- **Pages 10 and 11** contain spaces for the answers to open-response questions E and F for Session S5.

**DAY 2**

- **Page 13** contains space for students to mark their answers to multiple-choice questions for Session M6.
- **Pages 14 and 15** contain spaces for the answers to open-response questions A and B for Session M7.
- **Pages 16 and 17** contain spaces for the answers to open-response questions C and D for Session M8.
- **Pages 18–20** contain prewriting space and space for Writing Prompt #1 for Session W9.

**DAY 3**

- **Page 23** contains space for students to mark their answers to multiple-choice questions for Session M10.
- **Pages 24 and 25** contain spaces for the answers to open-response questions E and F for Session M11.
- **Pages 26–28** contain prewriting space and space for Writing Prompt #2 for Session W12.

**DAY 4**

- **Page 31** contains spaces for students to mark their answers to multiple-choice questions and open-response item A for Session R13.
- **Page 32** contains spaces for students to mark their answers to multiple-choice questions and open-response item B for Session R14.
- **Page 33** contains spaces for students to mark their answers to multiple-choice questions and open-response item C for Session R15.
- **Page 34** contains spaces for students to mark their answers to multiple-choice questions and open-response item D for Session R16.
- **Page 35** contains space for students to mark their answers to multiple-choice questions for Session W17.

**DAY 5**

- **Page 36** contains spaces for students to mark their answers to multiple-choice questions for Reading: Part 1 and Part 2 for Session R18.
- **Page 37** contains space for students to mark their answers to multiple-choice questions for Language for Session L19.
- **Page 38** contains spaces for students to mark their answers to multiple-choice questions for Math: Part 1 and Part 2 for Session M20.
- **Page 39** contains space for students to mark their answers to multiple-choice questions for Science for Session S21.

**Pages 8, 12, 21–22, 29–30, and 40** are blank pages—**DO NOT USE.**

Please see the "Testing Session Guidelines and Schedule" on pages 23–25 for more detailed information, by grade.

# Student Testing Materials

## Test Booklet Layout

The test booklet is divided into 21 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 using only the appropriate Read-aloud test booklet. Each test booklet contains a sequential, unique security ID number and barcode. This unique security ID number and barcode are for document security only and do not correspond with numbers printed on the answer documents. Numbers printed on the answer documents are used to identify the documents during scoring. Test booklets must be distributed to all students in spiral order (A, B, C, D, etc.). Each student must receive one test booklet and one answer document to be used for all testing sessions. Calculators may be used for sessions M7, M8, M10, M11, and Part 1 of M20 only.

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

**DAY 1**

- **Session S1** includes multiple-choice questions in the area of science.
- **Sessions S2 and S3** include open-response questions in the area of science.
- **Session S4** includes multiple-choice questions in the area of science.
- **Session S5** includes open-response questions in the area of science.

**DAY 2**

- **Session M6** includes multiple-choice questions in the area of mathematics. If needed, the students may use the Mathematics Reference Sheet provided for all mathematics sessions.
- **Sessions M7 and M8** include open-response questions in the area of mathematics. For the open-response questions in each session, students must show all of the diagrams, computations, equations, etc., that they use to find the answers. They must also explain how they calculated answers to the questions if they used a calculator or did the work in their heads.
- **Session W9** includes a writing prompt.

**DAY 3**

- **Session M10** includes multiple-choice questions in the area of mathematics.
- **Session M11** includes open-response questions in the area of mathematics. Students must show or explain all their work for the open-response questions (see Sessions M7 and M8 above).
- **Session W12** includes a writing prompt.

**DAY 4**

- **Sessions R13, R14, R15, and R16** each include multiple-choice questions and an open-response item in the area of reading.
- **Session W17** includes multiple-choice questions in the area of writing.

**DAY 5**

- **Session R18** consists of two parts, each including multiple-choice questions in the area of reading.
- **Session L19** includes multiple-choice questions in the area of language.
- **Session M20** consists of two parts, each including multiple-choice questions in the area of mathematics.
- **Session S21** includes multiple-choice questions in the area of science.

For more information, please see the "Overview of Testing Sessions and Layout of Materials" table found on page 14 of this manual.

## 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 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.

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

All test booklets are secure and contain sequential, unique document security ID numbers and barcodes. 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 Augmented Benchmark Examinations 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**

The Test Administrator must sign this form to certify that appropriate security procedures are followed and that a breach of security could result in the revocation of his/her 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, Braille, and Read-aloud test booklets. For each Read-aloud accommodated test session, include the security ID number of the Read-aloud test booklet assigned to the Test Administrator.

**Affidavit Waiver Form for Providing an Approved Accommodation**

The Test Administrator providing the reading, transcribing, or recording accommodation must sign this form both before and after the examination is administered to indicate that he/she understands and follows all test administration procedures for providing the accommodation.

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

## Mathematics Reference Sheet

The Mathematics Reference Sheets, for use on some portions of the Augmented Benchmark Examinations, are provided as separate single sheets. Students may reference these sheets as needed, but under no circumstances should the sheets be copied. Copying the Mathematics Reference Sheets compromises the integrity of the tests and is a breach of security.

## 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 until the session ends. Collect Mathematics Reference Sheets, rulers, protractors, and/or manipulatives from students, as applicable, after the completion of the last mathematics session on which these materials can be used.

**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 the 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.** Golf, mechanical, or any pencil that is not a No. 2 pencil, including No. 2.5 pencils, may not be used. Responses may not be captured if any writing instrument other than a No. 2 pencil is used.

## 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.

# Testing Guidelines and Security

## 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. During mathematics testing sessions, students must use the same Mathematics Reference Sheet given to them on the first day of mathematics testing. 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 first and last names on the front covers of their test booklets on the first day of testing. See page 16, "Test Booklet Layout," for additional information.

## Multiple Test Booklet Forms

When handing out test booklets to students, you will notice that each booklet has a letter (A–L) in the upper right-hand corner. Students are asked to identify their specific test booklet form by filling in the appropriate circle in box 8 on the cover (page 1) of their answer document during the Student Demographic Information Session on Day 1. Each test booklet form contains a number of different trial test questions, or "field-test items." Students will not be scored on these field-test items, but the data collected from their responses will be used to determine which field-test items will become part of the regular test during the next administration. By matching each answer document to a specific test booklet form, test-scoring personnel are able to match student responses to the appropriate series of field-test items. If a student's test booklet is damaged or lost, it must be replaced with the same form.

**Important:** The test booklets are arranged in a special order in the class packs you receive. **Do NOT alter the order of the test booklets when you distribute them to students.**

## Monitoring Students during Testing Sessions

You may not cue or aid any student in answering or understanding any test questions. (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.

**Note:** Students with an approved RMT/RWT/RST accommodation may have test items read verbatim.

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., S1), is printed in large type on the answer document to make it easier to see that a student is answering on the correct page.**

## Alerts

Student responses are confidential with scorers seeing only an answer document identification number when scoring 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 others, illegal activity, cheating, breach of test security). In the case of an alert situation, Questar will notify the ADE Office of Student Assessment who will notify the Superintendent. In these cases, the Arkansas Department of Education and the Superintendent constantly maintain student confidentiality.

## Calculator Use and Restrictions

Within the Augmented Benchmark Examinations, most mathematics sessions permit calculator use. However, during Sessions M6 and M20: Part 2, calculators may **not** be used. Calculators may **not** be used on the science portions of the Augmented Benchmark Examinations. **Students may NOT share calculators during testing sessions and may have only ONE calculator during testing.**

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

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

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

**Some examples of specific calculator models prohibited include the following:**

- Casio CFX-9970G, Algebra FX 2.0, and ClassPad300
- Hewlett-Packard HP-40G, HP-48gll, HP-49G, and HP-50G
- Texas Instruments TI-89 or TI-92
- Voyage 200

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

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

If students are permitted to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the above requirements. Failure on the part of the Test Administrator to verify that each calculator meets the above requirements will constitute a breach of security.

It is the responsibility of the Test Administrator to 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.

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

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

No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod, MP3 player).

## 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 student labels are 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 14, 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 Augmented Benchmark Examinations are timed tests. 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 of test security.** Test Administrators should have received a specific testing schedule from the School Test Coordinator including session times and break times.

Sessions should not end before the scheduled time. 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 | GRADES | SESSION | TESTS | MINUTES |
|---|---|---|---|---|
| **Monday** April 8, 2013 | Grade 5 | - | Student Demographic Information | 15 |
| | | S1 | 24 multiple-choice items | 35 |
| | | S2 | 2 open-response items | 30 |
| | | S3 | 2 open-response items | 30 |
| | | S4 | 14 multiple-choice items | 25 |
| | | S5 | 2 open-response items | 30 |
| | Grade 7 | - | Student Demographic Information | 15 |
| | | S1 | 24 multiple-choice items | 35 |
| | | S2 | 2 open-response items | 30 |
| | | S3 | 2 open-response items | 30 |
| | | S4 | 14 multiple-choice items | 25 |
| | | S5 | 2 open-response items | 30 |

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

# 2013 Testing Session Guidelines and Schedule

| DAY | GRADES | SESSION | TESTS | MINUTES |
|---|---|---|---|---|
| **Tuesday** April 9, 2013 | Grade 5 | M6 | 10 multiple-choice items (non-calculator) | 15 |
| | | M7 | 2 open-response items (calculator) | 30 |
| | | M8 | 2 open-response items (calculator) | 30 |
| | | W9 | Writing Prompt #1 | 45 |
| | Grade 7 | M6 | 10 multiple-choice items (non-calculator) | 15 |
| | | M7 | 2 open-response items (calculator) | 30 |
| | | M8 | 2 open-response items (calculator) | 30 |
| | | W9 | Writing Prompt #1 | 45 |
| **Wednesday** April 10, 2013 | Grade 5 | M10 | 25 multiple-choice items (calculator) | 40 |
| | | M11 | 2 open-response items (calculator) | 30 |
| | | W12 | Writing Prompt #2 | 45 |
| | Grade 7 | M10 | 20 multiple-choice items (calculator) | 30 |
| | | M11 | 2 open-response items (calculator) | 30 |
| | | W12 | Writing Prompt #2 | 45 |
| **Thursday** April 11, 2013 | Grade 5 | R13 | 8 multiple-choice items / 1 open-response item | 30 |
| | | R14 | 8 multiple-choice items / 1 open-response item | 30 |
| | | R15 | 8 multiple-choice items / 1 open-response item | 30 |
| | | R16 | 8 multiple-choice items / 1 open-response item | 30 |
| | | W17 | 8 multiple-choice items | 12 |
| | Grade 7 | R13 | 8 multiple-choice items / 1 open-response item | 30 |
| | | R14 | 8 multiple-choice items / 1 open-response item | 30 |
| | | R15 | 8 multiple-choice items / 1 open-response item | 30 |
| | | R16 | 8 multiple-choice items / 1 open-response item | 30 |
| | | W17 | 8 multiple-choice items | 12 |

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

| DAY | GRADES | SESSION | TESTS | MINUTES |
|---|---|---|---|---|
| **Friday** April 12, 2013 | Grade 5 | R18 | Part 1—12 multiple-choice items | 5 |
| | | | Part 2—20 multiple-choice items | 25 |
| | | L19 | 51 multiple-choice items | 30 |
| | | M20 | Part 1—23 multiple-choice items (calculator) | 22 |
| | | | Part 2—5 multiple-choice items (non-calculator) | 3 |
| | | S21 | 37 multiple-choice items | 30 |
| | Grade 7 | R18 | Part 1—14 multiple-choice items | 5 |
| | | | Part 2—22 multiple-choice items | 25 |
| | | L19 | 57 multiple-choice items | 30 |
| | | M20 | Part 1—27 multiple-choice items (calculator) | 22 |
| | | | Part 2—6 multiple-choice items (non-calculator) | 3 |
| | | S21 | 41 multiple-choice items | 30 |

*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 the following sessions: S2, S4, M7, M8, M11, R14, L19, and M20. It is also recommended that students be given short breaks of 5 minutes after all other sessions. Lunch and other breaks can be added to the schedule between sessions. Each testing session must be completed in the order prescribed before moving on to 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.

## 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 Office of Student Assessment 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 the Augmented Benchmark Examinations **must be completed no later than Wednesday, April 17, 2013**. Every attempt should be made to administer make-up tests to students who were absent during original testing sessions. Test Administrators should consult their 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.

____ Read and sign the required portion of an Affidavit Waiver Form for Providing an Approved Accommodation, if needed.

____ Inform students if they need to bring sharpened No. 2 pencils and calculators. Obtain extra, sharpened No. 2 pencils and calculators for students who do not supply their own but wish to use them during testing. **ONLY No. 2 pencils may be used on answer documents.** Golf, mechanical, or any pencil that is not a No. 2 pencil, including No. 2.5 pencils, may not be used. Responses may not be captured if any writing instrument other than a No. 2 pencil is used.

____ 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.

____ Separate the multi-shape pattern blocks and put them in the envelope, along with a ruler, if appropriate. See the instructions on page 13 of this manual.

____ 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.

____ Pre-assign answer documents by affixing student labels or by completing the student name and demographic information, if assigned to do so.

## Final Preparations for Testing

____ Receive testing materials 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.

____ Follow directions for administering the Student Demographic Information Session.

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

____ Circulate and monitor students throughout the testing sessions.

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

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

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

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

## Following Testing

____ Verify that each student has filled in the district, school, and classroom/group name spaces and the test booklet form letter in box 8 on page 1 (front cover) of the answer document, and that all demographic information (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 inside the test booklets.

____ Prepare test materials according to the instructions on page 92 and return them to the School Test Coordinator.

____ Complete an Affidavit Waiver Form for Providing an Approved Accommodation, if needed.

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

**DAY 1: Monday, April 8**

**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 1–5 to ALL students. Read the directions numbered 6–8 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 Monday, April 8th. You will be taking a test in reading, writing, mathematics, and science. All third- through eighth-grade students in the state of Arkansas are taking this test. Some of the questions are easier and some are harder, but you are expected to answer every question and to do your best. There is no penalty for guessing so you should answer every question. If you do not have a sharpened No. 2 pencil, please raise your hand. **[*Supply sharpened No. 2 pencils to students who need them. Golf, mechanical, or any pencil that is not a No. 2 pencil, including No. 2.5 pencils, may not be used. Responses may not be captured if any writing instrument other than a No. 2 pencil is used.*]**

***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.*]**



continued on next page

***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. If students' names have been filled in on answer documents or student labels have been applied to answer documents prior to testing, say to the students:***

Before we begin, please check that the name on the student label or the name filled in on your answer document matches your name. **[*Pause. If any student has an answer document with the wrong label or name, make sure the student receives the correct answer document, if available, before testing begins. If an answer document coded with the student's demographic information is not available, please provide that student with a blank answer document, then refer to instructions #6–#8.*]**

***4. Say to the students:***

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

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

Now, on your answer document, find **box 8, "Test Booklet Form." [*Pause.*]** Look on the cover of your test booklet and find the letter in the upper right corner next to the word "Form." **[*Pause.*]** In box 8, "Test Booklet Form" on your answer document, carefully fill in the circle for the same letter as what is on your test booklet. **[*Pause. Check to make sure students are correctly marking their test booklet form.*]**

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.*]**



continued on next page

***5. 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 (#6–#8) 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.**

***6. 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 correct circle for your gender, either female or male. **[*Pause.*]**



continued on next page

***7 . 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.

***8. 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 column that says **"Year."** In the last two boxes, 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.*]**

**DAY 1: Monday, April 8**

**SESSION S1—SCIENCE**

**Permitted time: 35 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.**

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

Today is Monday, April 8th. You are now going to take the first part of the science test. You will have 35 minutes to complete Session S1. You should do the best work you can, and your answers should reflect that effort.

Turn to page 3 of your answer document. You should see "S1" at the top of the page. **[*Pause.*]**

This testing session contains multiple-choice science questions 1 through 24. Mark your answer choices for the session labeled "S1" on page 3 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the "Marking Directions" section on the front cover of your answer document.

**[*BOTH GRADES*]** Now turn to page 1 in your test booklet to "Session S1—Science." **[*Pause.*]**

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[*Pause. Answer any questions students have about the 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 35 minutes. You may begin.

***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.***

continued on next page

***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 35 minutes have ended, say to the students:***

| |
|---|
| This is the end of Session S1. Close your test booklet and answer document. |

***6. Give the students a short break of at least 5 minutes before Session S2.***

**DAY 1: Monday, April 8**

**SESSION S2—SCIENCE**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.**

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

Today is Monday, April 8th. You are going to take the next part of the science test. You will have 30 minutes to complete Session S2. You should do the best work you can, and your answers should reflect that effort.

Turn to page 4 of your answer document. You should see "S2" at the top of the page. **[*Pause.*]**

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.

For these questions, you must write your answers in the space provided in your answer document. Keep your writing inside of the box provided for the question you are answering.

**[*GRADE 5*]** Now turn to page 8 in your test booklet to "Session S2—Science." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 10 in your test booklet to "Session S2—Science." **[*Pause.*]**

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

continued on next page

> 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.

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 Session S2. Close your test booklet and answer document.

6. ***Give the students a break of at least 15 minutes before Session S3.***

**DAY 1: Monday, April 8**

**SESSION S3—SCIENCE**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.**

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

Today is Monday, April 8th. You are going to take the next part of the science test. You will have 30 minutes to complete Session S3. You should do the best work you can, and your answers should reflect that effort.

Turn to page 6 of your answer document. You should see "S3" at the top of the page. **[*Pause.*]**

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.

For these questions, you must write your answers in the space provided in your answer document. Keep your writing inside of the box provided for the question you are answering.

**[*GRADE 5*]** Now turn to page 10 in your test booklet to "Session S3—Science." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 12 in your test booklet to "Session S3—Science." **[*Pause.*]**

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



continued on next page

> 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.

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 Session S3. Close your test booklet and answer document.

6. ***Give the students a short break of at least 5 minutes before Session S4.***

**DAY 1: Monday, April 8**

**SESSION S4—SCIENCE**

**Permitted time: 25 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.**

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

Today is Monday, April 8th. You are now going to take the next part of the science test. You will have 25 minutes to complete Session S4. You should do the best work you can, and your answers should reflect that effort.

Turn to page 9 of your answer document. You should see "S4" at the top of the page. **[*Pause.*]**

This testing session contains multiple-choice science questions 25 through 38. Mark your answer choices for the session labeled "S4" on page 9 of your answer document. Mark only one answer for each of the questions. Each mark should completely fill the circle.

Do not make any stray marks or notes in your answer document. If you wish, you may review the "Marking Directions" section on the front cover of your answer document.

**[*GRADE 5*]** Now turn to page 12 in your test booklet to "Session S4—Science." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 14 in your test booklet to "Session S4—Science." **[*Pause.*]**

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

When you 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 25 minutes. You may begin.



continued on next page

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 25 minutes have ended, say to the students:***

> This is the end of Session S4. Close your test booklet and answer document.

6. ***Give the students a break of at least 15 minutes before Session S5.***

**DAY 1: Monday, April 8**

**SESSION S5—SCIENCE**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet.**

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

Today is Monday, April 8th. You are going to take the last part of the science test. You will have 30 minutes to complete Session S5. You should do the best work you can, and your answers should reflect that effort.

Turn to page 10 of your answer document. You should see "S5" at the top of the page. **[*Pause.*]**

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.

For these questions, you must write your answers in the space provided in your answer document. Keep your writing inside of the box provided for the question you are answering.

**[*GRADE 5*]** Now turn to page 18 in your test booklet to "Session S5—Science." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 20 in your test booklet to "Session S5—Science." **[*Pause.*]**

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

continued on next page

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 testing for today. Close your test booklet and your 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. Account for all materials.***
7. ***Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.***

**DAY 2: Tuesday, April 9**

**SESSION M6—MATHEMATICS (No Calculator)**

**Permitted time: 15 minutes + directions**

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

- **Sharpened No. 2 Pencils**
- **Mathematics Reference Sheet**
- **Envelope with Ruler and Manipulatives (Grade 5)**
- **Ruler and Protractor (Grade 7)**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may NOT be used during this testing session.**

1. ***GRADE 5: Hand out a Mathematics Reference Sheet and an envelope containing a ruler and multi-shape pattern blocks to each student. (If students are separating the pattern blocks and placing them into an envelope along with a ruler, modify the instructions being read to students where noted.)***

   ***GRADE 7: Hand out a Mathematics Reference Sheet, a ruler, and a protractor to each student.***

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

> Today is Tuesday, April 9th. You are now going to take the first part of the mathematics test. You will have 15 minutes to complete Session M6. You are NOT permitted to use a calculator during this session. You should do the best work you can, and your answers should reflect that effort.
>
> Turn to page 13 of your answer document. You should see "M6" at the top of the page. **[*Pause.*]**
>
> This testing session contains multiple-choice mathematics questions 1–10. Mark your answer choices for questions 1 through 10 for the session labeled "M6" on page 13 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" section on the front cover of your answer document.
>
> Do not make any stray marks or notes in your answer document. You may use space in your test booklet as scratch paper to do any figuring or calculations for an item.
>
> You may NOT use a calculator during this session. You may use the Mathematics Reference Sheet that I gave you for help with your calculations.

continued on next page

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

> **[*GRADE 5 (modify the instructions if students are separating the pattern blocks and placing them in an envelope along with a ruler)*]** You may also need to use a ruler or green multi-shape pattern blocks to answer some of the questions during this mathematics session.
>
> Please look in your envelope. Inside the envelope, you should have a ruler and a set of green multi-shape pattern blocks. You should have the following green shapes: 1 hexagon, 1 parallelogram, 1 square, 1 trapezoid, and 1 triangle. You may use these materials during this mathematics session if you need them to answer a question. Raise your hand if you are not sure you have everything. **[*Pause.*]** Set the envelope aside.
>
> **[*GRADE 7*]** You may also use the ruler or the protractor during this mathematics session if you need them to answer a question.

***4. Say to the students:***

> **[*GRADE 5*]** Now turn to page 20 in your test booklet to "Session M6—Mathematics (No Calculator)." **[*Pause*.]**
>
> **[*GRADE 7*]** Now turn to page 22 in your test booklet to "Session M6—Mathematics (No Calculator)." **[*Pause*.]**
>
> The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[*Pause. Answer any questions students have about test and response locations.*]**
>
> When you 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 15 minutes. You may begin.

***5. 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.***

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

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

continued on next page ➡

***8. When the 15 minutes have ended, say to the students:***

> **[*GRADE 5*]** This is the end of Session M6. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them. Put your Mathematics Reference Sheet and your envelope inside the front cover of your test booklet.
>
> **[*GRADE 7*]** This is the end of Session M6. Close your test booklet and answer document. Put your ruler, protractor, and Mathematics Reference Sheet inside the front cover of your test booklet.

***9. Give the students a short break of at least 5 minutes before Session M7.***

**DAY 2: Tuesday, April 9**

**SESSION M7—MATHEMATICS (Calculator)**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**
- **Mathematics Reference Sheet**
- **Envelope with Ruler and Manipulatives (Grade 5)**
- **Ruler and Protractor (Grade 7)**
- **Calculator, if used**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must ensure that the memory of each calculator is cleared both at the beginning and end of testing each day. EACH STUDENT MAY USE ONLY ONE CALCULATOR.**

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

Today is Tuesday, April 9th. You will have 30 minutes to complete Session M7, the next part of the mathematics test. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

This testing session consists of two open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

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

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

Remember, you may use your Mathematics Reference Sheet for help with your calculations.

**[*GRADE 5*]** You may also use the ruler or the green multi-shape pattern blocks if you need them to answer a question.

**[*GRADE 7*]** You may also use the ruler or protractor if you need them to answer a question.

continued on next page

***2. Say to all students:***

> In this session, boxes for answering open-response questions A and B are on pages 14 and 15 of your answer document. Turn to page 14 of your answer document. You should see "M7" at the top of the page. **[*Pause.*]** You must keep your response inside the boxes provided. **[*Please emphasize the following new information regarding grids to students.*]** Some of the boxes for answering open-response questions contain a grid. You may or may not need the grid to answer the question. If the question does not direct you to use the grid when one is provided, you may answer the question anywhere inside the box, including across the grid.
>
> **[*GRADE 5*]** Now turn to page 24 in your test booklet to "Session M7—Mathematics (Calculator)." **[*Pause*.]**
>
> **[*GRADE 7*]** Now turn to page 28 in your test booklet to "Session M7—Mathematics (Calculator)." **[*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.*]**

***3. 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 that you won't disturb those who are still working.
>
> You will have exactly 30 minutes. You may begin.

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

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

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

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

> **[*GRADE 5*]** This is the end of Session M7. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them. Put your Mathematics Reference Sheet and your envelope inside the front cover of your test booklet.
>
> **[*GRADE 7*]** This is the end of Session M7. Close your test booklet and answer document. Put your ruler, protractor, and Mathematics Reference Sheet inside the front cover of your test booklet.

***8. Give the students a break of at least 15 minutes before Session M8.***

**DAY 2: Tuesday, April 9**

**SESSION M8—MATHEMATICS (Calculator)**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**
- **Mathematics Reference Sheet**
- **Envelope with Ruler and Manipulatives (Grade 5)**
- **Ruler and Protractor (Grade 7)**
- **Calculator, if used**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must ensure that the memory of each calculator is cleared both at the beginning and end of testing each day. EACH STUDENT MAY USE ONLY ONE CALCULATOR.**

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

Today is Tuesday, April 9th. You will have 30 minutes to complete Session M8, the next part of the mathematics test. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

This testing session consists of two open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

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

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

Remember, you may use your Mathematics Reference Sheet for help with your calculations.

**[*GRADE 5*]** You may also use the ruler or the green multi-shape pattern blocks if you need them to answer a question.

**[*GRADE 7*]** You may also use the ruler or protractor if you need them to answer a question.

continued on next page

***2. Say to all students:***

> In this session, boxes for answering open-response questions C and D are on pages 16 and 17 of your answer document. Turn to page 16 of your answer document. You should see "M8" at the top of the page. **[*Pause.*]** You must keep your response inside the boxes provided. **[*Please emphasize the following new information regarding grids to students.*]** Some of the boxes for answering open-response questions contain a grid. You may or may not need the grid to answer the question. If the question does not direct you to use the grid when one is provided, you may answer the question anywhere inside the box, including across the grid.
>
> **[*GRADE 5*]** Now turn to page 26 in your test booklet to "Session M8—Mathematics (Calculator)." **[*Pause.*]**
>
> **[*GRADE 7*]** Now turn to page 30 in your test booklet to "Session M8—Mathematics (Calculator)." **[*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.

***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 30 minutes have ended, say to the students:***

> **[*GRADE 5*]** This is the end of Session M8. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them. Put your Mathematics Reference Sheet and your envelope inside the front cover of your test booklet.
>
> **[*GRADE 7*]** This is the end of Session M8. Close your test booklet and answer document. Put your ruler, protractor, and Mathematics Reference Sheet inside the front cover of your test booklet.
>
> **[*Read only if the class is allowed to use calculators.*]** Also put your calculator away. You may not use your calculator on any other parts of the test. **[*Test Administrators must ensure that the memory of each calculator equipped with such a feature is cleared.*]**

***7. Give the students a break of at least 15 minutes before Session W9.***

**DAY 2: Tuesday, April 9**

**SESSION W9—WRITING PROMPT #1**

**Permitted time: 45 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Tuesday, April 9th. Now you will take a test of your writing skills. You will have 45 minutes to complete Session W9. You should do the best work you can, and your writing sample should reflect that effort.

**[*GRADE 5*]** Turn to page 29 in your test booklet to "Session W9—Writing Prompt #1." **[*Pause*.]**

**[*GRADE 7*]** Turn to page 33 in your test booklet to "Session W9—Writing Prompt #1." **[*Pause*.]**

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

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



continued on next page

***2. Say to the students:***

**WRITER'S CHECKLIST**

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

***3. Say to the students:***

Now turn to page 18 of your answer document. You should see "W9" at the top of the page. **[*Pause*.]** This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 19 and 20. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.

Remember, the writing sample that is to be scored must be written in your answer document on pages 19 and 20. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session? **[*Pause. Answer any questions students have about test and response locations.*]**

There is a stop sign at the end of this session. After you are finished, do not turn to any other page or session in your test booklet. If you finish the 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 writing.

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

continued on next page

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

> **[*GRADE 5*]** This is the end of testing for today. Close your test booklet and answer document. Insert your answer document, envelope, and Mathematics Reference Sheet into your test booklet, and I will collect them.
>
> **[*GRADE 7*]** This is the end of testing for today. Close your test booklet and answer document. Insert your answer document, ruler, protractor, and Mathematics Reference Sheet into your test booklet, and I will collect them.

8. ***Check each set of materials to see that the answer document has been inserted into the test booklet. Also ensure that each test booklet contains the student's Mathematics Reference Sheet, envelope, ruler, and protractor (as appropriate). Account for all materials.***
9. ***Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.***

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

**DAY 3: Wednesday, April 10**

**SESSION M10—MATHEMATICS (Calculator)**

**Permitted time:**
**Grade 5: 40 minutes + directions**
**Grade 7: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**
- **Mathematics Reference Sheet**
- **Envelope with Ruler and Manipulatives (Grade 5)**
- **Ruler and Protractor (Grade 7)**
- **Calculator, if used**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must ensure that the memory of each calculator is cleared both at the beginning and end of testing each day. EACH STUDENT MAY USE ONLY ONE CALCULATOR.**

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

**[*GRADE 5*]** Today is Wednesday, April 10th. You will have 40 minutes to complete Session M10, the next part of the mathematics test. You are permitted to use a calculator during this session. You should do the best work you can, and your answers should reflect that effort. Turn to page 23 of your answer document. You should see "M10" at the top of the page. **[*Pause.*]** This testing session contains multiple-choice mathematics questions 11 through 35. Mark your answer choices for the session labeled "M10" on page 23 of your answer document.

**[*GRADE 7*]** Today is Wednesday, April 10th. You will have 30 minutes to complete Session M10, the next part of the mathematics test. You are permitted to use a calculator during this session. You should do the best work you can, and your answers should reflect that effort. Turn to page 23 of your answer document. You should see "M10" at the top of the page. **[*Pause.*]** This testing session contains multiple-choice mathematics questions 11 through 30. Mark your answer choices for the session labeled "M10" on page 23 of your answer document.

continued on next page

**[*BOTH GRADES*]** Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" section on the front cover of your answer document.

Do not make any stray marks or notes in your answer document. You may use space in your test booklet as scratch paper to do any figuring or calculations for an item.

Remember, you may use the Mathematics Reference Sheet for help with your calculations.

**[*GRADE 5*]** You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.

**[*GRADE 7*]** You may also use the ruler or protractor during this mathematics session if you need them to answer a question.

***2. Say to the students:***

**[*GRADE 5*]** Now turn to page 30 in your test booklet to "Session M10—Mathematics (Calculator)." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 34 in your test booklet to "Session M10—Mathematics (Calculator)." **[*Pause.*]**

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

***3. Say to 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 that you won't disturb those who are still working.

**[*GRADE 5*]** You will have exactly 40 minutes. You may begin.

**[*GRADE 7*]** You will have exactly 30 minutes. You may begin.

***4. 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.***

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

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

continued on next page

***7. When the testing time has ended (40 minutes for Grade 5 and 30 minutes for Grade 7), say to the students:***

> **[*GRADE 5*]** This is the end of Session M10. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them. Put your Mathematics Reference Sheet and your envelope inside the front cover of your test booklet.
>
> **[*GRADE 7*]** This is the end of Session M10. Close your test booklet and answer document. Put your ruler, protractor, and Mathematics Reference Sheet inside the front cover of your test booklet.

***8. Give the students a short break of at least 5 minutes before Session M11.***

**DAY 3: Wednesday, April 10**

**SESSION M11—MATHEMATICS (Calculator)**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**
- **Mathematics Reference Sheet**
- **Envelope with Ruler and Manipulatives (Grade 5)**
- **Ruler and Protractor (Grade 7)**
- **Calculator, if used**

**Note: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must ensure that the memory of each calculator is cleared both at the beginning and end of testing each day. EACH STUDENT MAY USE ONLY ONE CALCULATOR.**

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

Today is Wednesday, April 10th. You will have 30 minutes to complete Session M11, the next part of the mathematics test. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

This testing session consists of two open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

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

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

Remember, you may use your Mathematics Reference Sheet for help with your calculations.

**[*GRADE 5*]** You may also use the ruler or the green multi-shape pattern blocks if you need them to answer a question.

**[*GRADE 7*]** You may also use the ruler or protractor if you need them to answer a question.

continued on next page

***2. Say to all students:***

In this session, boxes for answering open-response questions E and F are on pages 24 and 25 of your answer document. Turn to page 24 of your answer document. You should see "M11" at the top of the page. **[*Pause.*]** You must keep your response inside the boxes provided. **[*Please emphasize the following new information regarding grids to students.*]** Some of the boxes for answering open-response questions contain a grid. You may or may not need the grid to answer the question. If the question does not direct you to use the grid when one is provided, you may answer the question anywhere inside the box, including across the grid.

**[*GRADE 5*]** Now turn to page 40 in your test booklet to "Session M11—Mathematics (Calculator)." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 46 in your test booklet to "Session M11—Mathematics (Calculator)." **[*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.*]**

***3. 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 that you won't disturb those who are still working.

You will have exactly 30 minutes. You may begin.

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

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

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

continued on next page ➡

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

> **[*GRADE 5*]** This is the end of Session M11. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them. Put your Mathematics Reference Sheet and your envelope inside the front cover of your test booklet.
>
> **[*GRADE 7*]** This is the end of Session M11. Close your test booklet and answer document. Put your ruler, protractor, and Mathematics Reference Sheet inside the front cover of your test booklet.
>
> **[*Read only if the class is allowed to use calculators.*]** Also put your calculator away. You may not use your calculator on any other parts of the test. **[*Test Administrators must ensure that the memory of each calculator equipped with such a feature is cleared.*]**

***8. Give the students a break of at least 15 minutes before Session W12.***

**DAY 3: Wednesday, April 10**

**SESSION W12—WRITING PROMPT #2**

**Permitted time: 45 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Wednesday, April 10th. Now you will take a test of your writing skills. You will have 45 minutes to complete Session W12. You should do the best work you can, and your writing sample should reflect that effort.

**[*GRADE 5*]** Turn to page 43 in your test booklet to "Session W12—Writing Prompt #2." **[*Pause.*]**

**[*GRADE 7*]** Turn to page 49 in your test booklet to "Session W12—Writing Prompt #2." **[*Pause.*]**

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

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

continued on next page

***2. Say to the students:***

**WRITER'S CHECKLIST**

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

***3. Say to the students:***

Now turn to page 26 of your answer document to "Session W12—Writing Prompt #2." **[*Pause.*]** This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 27 and 28. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.

Remember, the writing sample that is to be scored must be written in your answer document on pages 27 and 28. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session? **[*Pause. Answer any questions students have about test and response locations.*]**

There is a stop sign at the end of this session. After you are finished, do not turn to any other page or session in your test booklet. If you finish the 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 writing.

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



continued on next page

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

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

8. ***Check each set of materials to see that the answer document has been inserted into the test booklet. Remove all rulers, protractors, manipulatives, and Mathematics Reference Sheets from the test booklets as students will not use these materials in the remaining testing sessions of the Augmented Benchmark Examinations. Account for all materials.***
9. ***Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.***

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

**DAY 4: Thursday, April 11**

**SESSION R13—READING**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Thursday, April 11th. You are now going to take the first part of the reading test. You will have 30 minutes to complete Session R13.

Turn to page 31 of your answer document. You should see "R13" at the top of the page. **[*Pause.*]**

This testing session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. Mark your answer choices for questions 1 through 8 on page 31 of your answer document. In your test booklet, open-response question A follows multiple-choice questions 1 through 8. Write your answer to the open-response question in the workspace marked A on page 31 of your answer document. Be sure to read the passage before answering the questions. **[*Pause.*]**

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

**[*GRADE 5*]** Now turn to page 44 in your test booklet to "Session R13—Reading." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 50 in your test booklet to "Session R13—Reading." **[*Pause.*]**

The directions telling where to put your answers in your answer document are located at the start of the session. 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.*]**

There is a stop sign at the end of this session. After you have finished answering the questions in this session, review your work or close your test booklet and answer document. 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 30 minutes. You may begin.

continued on next page

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 Session R13. Close your test booklet and answer document. |

6. ***Give the students a short break of at least 5 minutes before Session R14.***

**DAY 4: Thursday, April 11**

**SESSION R14—READING**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Thursday, April 11th. You will have 30 minutes to complete Session R14, the next part of the reading test.

Turn to page 32 of your answer document. You should see "R14" at the top of the page. **[*Pause.*]**

This testing session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. Mark your answer choices for questions 9 through 16 on page 32 of your answer document. In your test booklet, open-response question B follows multiple-choice questions 9 through 16. Write your answer to the open-response question in the workspace marked B on page 32 of your answer document. Be sure to read the passage before answering the questions. **[*Pause.*]**

Mark your answers the same way you did for Session R13. Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question.

**[*GRADE 5*]** Now turn to page 50 in your test booklet to "Session R14—Reading." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 56 in your test booklet to "Session R14—Reading." **[*Pause.*]**

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

There is a stop sign at the end of this session. After you have finished answering the questions in this session, review your work or close your test booklet and answer document. 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 30 minutes. You may begin.

continued on next page

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 Session R14. Close your test booklet and answer document. |

6. ***Give the students a break of at least 15 minutes before Session R15.***

**DAY 4: Thursday, April 11**

**SESSION R15—READING**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Thursday, April 11th. You will have 30 minutes to complete Session R15, the next part of the reading test.

Turn to page 33 of your answer document. You should see "R15" at the top of the page. **[*Pause.*]**

This testing session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. Mark your answer choices for questions 17 through 24 on page 33 of your answer document. In your test booklet, open-response question C follows multiple-choice questions 17 through 24. Write your answer to the open-response question in the workspace marked C on page 33 of your answer document. Be sure to read the passage before answering the questions. **[*Pause.*]**

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

**[*GRADE 5*]** Now turn to page 54 in your test booklet to "Session R15—Reading." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 60 in your test booklet to "Session R15—Reading." **[*Pause.*]**

The directions telling where to put your answers in your answer document are located at the start of the session. 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.*]**

There is a stop sign at the end of this session. After you have finished answering the questions in this session, review your work or close your test booklet and answer document. 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 30 minutes. You may begin.

continued on next page

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 Session R15. Close your test booklet and answer document. |

6. ***Give the students a short break of at least 5 minutes before Session R16.***

**DAY 4: Thursday, April 11**

**SESSION R16—READING**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Thursday, April 11th. You will have 30 minutes to complete Session R16, the next part of the reading test.

Turn to page 34 of your answer document. You should see "R16" at the top of the page. **[*Pause.*]**

This testing session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. Mark your answer choices for questions 25 through 32 on page 34 of your answer document. In your test booklet, open-response question D follows multiple-choice questions 25 through 32. Write your answer to the open-response question in the workspace marked D on page 34 of your answer document. Be sure to read the passage before answering the questions. **[*Pause.*]**

Mark your answers the same way you did for Session R15. Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question.

**[*GRADE 5*]** Now turn to page 60 in your test booklet to "Session R16—Reading." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 66 in your test booklet to "Session R16—Reading." **[*Pause.*]**

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

There is a stop sign at the end of this session. After you have finished answering the questions in this session, review your work or close your test booklet and answer document. 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 30 minutes. You may begin.

continued on next page

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 Session R16. Close your test booklet and answer document. |

6. ***Give the students a short break of at least 5 minutes before Session W17.***

**DAY 4: Thursday, April 11**

**SESSION W17—WRITING**

**Permitted time: 12 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Thursday, April 11th. You will have 12 minutes to complete Session W17.

Turn to page 35 of your answer document. You should see "W17" at the top of the page. **[*Pause.*]**

This testing session contains eight multiple-choice questions. Mark your answer choices for questions 1 through 8 on page 35 of your answer document. **[*Pause.*]**

**[*GRADE 5*]** Now turn to page 64 in your test booklet to "Session W17—Writing." **[*Pause.*]**

**[*GRADE 7*]** Now turn to page 70 in your test booklet to "Session W17—Writing." **[*Pause.*]**

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

There is a stop sign at the end of this session. After you have finished answering the questions in this session, review your work or close your test booklet and answer document. 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 12 minutes. You may begin.



continued on next page

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 5 minutes remaining.***
5. ***When the 12 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. Account for all materials.***
7. ***Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.***

**DAY 5: Friday, April 12**

**SESSION R18—READING: Part 1**

**Permitted time: 5 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**Note: Students must take both parts of the Reading test in order to obtain a Reading score. The actual working time for the two parts of the Reading test is 30 minutes. The total administration time, including directions for each of the parts, is about 35 minutes.**

**Students should use only a No. 2 pencil to mark on their answer documents. It is important that any stray pencil marks on the answer document be erased.**

**You may repeat any part of these directions as many times as needed, but you should not modify the words used.**

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

Today is Friday, April 12th. You will have 5 minutes to complete Session R18—Reading: Part 1, the first part of today's Reading test. You should do the best work you can, and your answers should reflect that effort.

Turn to page 36 of your answer document. You should see "R18" at the top of the page. **[*Pause to see that everyone has found the proper page of their answer document.*]** You must record your answers to the multiple-choice questions in the box titled "Part 1."

**[*GRADE 5*]** Turn to page 67 in your test booklet to "Session R18—Reading: Part 1." **[*Pause.*]**

**[*GRADE 7*]** Turn to page 75 in your test booklet to "Session R18—Reading: Part 1." **[*Pause.*]**



continued on next page

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

This is a test about words and their meanings.

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

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

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

What is the right answer to the sample question? **[*Pause for reply.*]** Yes, answer D, "look," is correct because "peek" means "look." Notice that the fourth answer space, D, has been filled in for question S to show that D is the correct answer. **[*Pause.*]** Does everyone understand? **[*Pause.*]**

***2. Say to the students:***

If you finish the session early, you may go back over your work, but do not look at any of the other sessions in the test booklet. If you have any questions, raise your hand and I will help you after the others have begun.

Now turn the page in your test booklet. **[*Pause.*]** Does everyone have the right place? **[*Pause to do a visual check.*]** After you begin, you should continue working until you reach the stop sign at the bottom of the page. You will have 5 minutes for this part of the test. 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. When the 5 minutes have ended, say to the students:***

Stop. Put your pencil down. This is the end of this session. Close your test booklet and place your answer document inside the front cover of your test booklet.

***6. Give the students a short break of at least 5 minutes before beginning Reading: Part 2. Note that both parts of the Reading test must be given for students to obtain a Reading score.***

**DAY 5: Friday, April 12**

**SESSION R18—READING: Part 2**

**Permitted time: 25 minutes + directions**

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

- **Sharpened No. 2 Pencils**

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

Today is Friday, April 12th. You will have 25 minutes to complete Session R18—Reading: Part 2, the second part of today's Reading test. You should do the best work you can, and your answers should reflect that effort. Find the section for Reading: Part 2 on page 36 on your answer document. **[*Pause.*]** This session contains multiple-choice questions, and you will record your answers to this session in the box titled "Part 2."

**[*GRADE 5*]** Turn to page 69 in your test booklet to "Session R18—Reading: Part 2." **[*Pause.*]**

**[*GRADE 7*]** Turn to page 77 in your test booklet to "Session R18—Reading: Part 2." **[*Pause.*]**

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

> This is a test of how well you understand what you read.
>
> This test consists of reading passages followed by questions.
>
> Read each passage and then answer the questions.
>
> Four answers are given for each question. You are to choose the answer that you think is better than the others.
>
> Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the answer space for the best answer.
>
> The sample on this page shows you what the questions are like and how to mark your answers.

Now read the sample reading selection and the question. **[*Pause.*]** What is the right answer to the sample question? **[*Pause for reply.*]** Yes, answer C, "To look for Julie," is correct, so the third answer space, C, has been filled in for question S. **[*Pause.*]** Does everyone understand? **[*Pause.*]**



continued on next page

***2. Say to the students:***

> If you finish the session early, you may go back over your work in Part 2, but do not look at any of the other sessions in the test booklet. If you have any questions, raise your hand, and I will help you after the others have begun.
>
> Now, turn the page in your test booklet. **[*Pause.*]** Does everyone have the right place? **[*Pause to do a visual check.*]** After you begin, you should continue working until you get to the stop sign. You will have 25 minutes for this part of the test. 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 10 and 5 minutes remaining.***

***6. At the end of exactly 25 minutes, say to the students:***

> Stop. Put your pencil down. This is the end of today's Reading test. Close your test booklet and place your answer document inside the front cover of your test booklet.

***7. Give the students a short break of at least 5 minutes before beginning Session L19.***

**DAY 5: Friday, April 12**

**SESSION L19—LANGUAGE**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**The actual working time for the Language test is 30 minutes. The total administration time, including the directions, is about 35 minutes.**

**Students should use only a No. 2 pencil to mark on their answer documents. It is important that any stray pencil marks on the answer document be erased.**

**You may repeat any part of these directions as many times as needed, but you should not modify the words used.**

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

Today is Friday, April 12th. You will have 30 minutes to complete the Language session. You should do the best work you can, and your answers should reflect that effort. Find the section for Language on page 37 of your answer document. You should see "L19" at the top of the page. **[*Pause.*]** This testing session contains multiple-choice questions, and you will record your answers to this session in the section labeled "Language—L19."

**[*GRADE 5*]** Turn to page 77 in your test booklet to "Session L19—Language." **[*Pause.*]**

**[*GRADE 7*]** Turn to page 85 in your test booklet to "Session L19—Language." **[*Pause.*]**



continued on next page

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

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

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

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

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

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

***2. Say to the students:***

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

Now look at the second sample question, S2. Look for a mistake in capitalization. **[*Pause.*]** What mistake did you find? **[*Pause for reply.*]** Yes, the word "mr." in line B should be capitalized. Answer space B, the second answer space for question S2, has been filled in to show that the mistake is in the second line.

Some questions do not contain any mistakes. Look at S3, the third sample question, and look for mistakes in punctuation. **[*Pause.*]** Are there any mistakes in it? **[*Pause for reply.*]** No, there are no mistakes in this question. So answer space D, the last answer space, has been filled in for question S3 to show that there are no mistakes.

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

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

Be sure that you mark only one answer space for each question.

continued on next page

***3. Say to the students:***

> If you finish the session early, you may go back over your work, but do not look at any of the other sessions in the test booklet. If you have any questions, raise your hand, and I will help you after the others have begun.
>
> Now turn the page in your test booklet. Does everyone have the right place? **[*Pause to do a visual check.*]** After you begin, you should continue working until you get to the stop sign. You will have 30 minutes for this session of the test. You may begin.

***4. 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.***

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

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

***7. At the end of exactly 30 minutes, say to the students:***

> Stop. Put your pencil down. This is the end of the Language test. Close your test booklet and place your answer document inside the front cover of your test booklet.

***8. Give the students a break of at least 15 minutes before beginning Session M20.***

**DAY 5: Friday, April 12**

**SESSION M20—MATHEMATICS: Part 1 (Calculator)**

**Permitted time: 22 minutes + directions**

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

- **Sharpened No. 2 Pencils**
- **Calculator, if used**

**The actual working time for the two parts of the Mathematics test is 25 minutes.**

**The following rules apply to the use of calculators on the Mathematics test:**

1. **Calculators may be used on Part 1 of the Mathematics test.**
2. **Calculators may not be used on Part 2 of the Mathematics test.**

**The directions for administering these parts explain how students who have been allowed to use a calculator should mark their answer documents. (See pages 21–22 of this manual for further considerations in using calculators on this test.)**

**Students should use only a No. 2 pencil to mark their answer documents. It is important that any stray pencil marks on the answer document be erased. Students may use space in their test booklets as scratch paper to do any figuring or calculations for an item.**

**You may repeat any part of these directions as many times as needed, but you should not modify the words used.**

**Distribute the test booklets and answer documents, if necessary, ensuring that each student gets the *same* test booklet and answer document as in the previous session.**

**The actual working time for Part 1 is 22 minutes. The use of calculators is permitted on Part 1. If your group will be permitted to use calculators, you should follow the calculator directions in this section as you come to them. If your group will not be permitted to use calculators, you should skip the calculator directions in this section.**

continued on next page

***CALCULATORS* [*Read only if the class is allowed to use calculators.*]**

You may use your calculator in answering the questions on Mathematics: Part 1. Put your calculator on the top of your desk now so that it will be available to use. You do not need to use your calculator on this test if you do not want to. Some questions do not require any computation and other questions ask you to do fairly easy computation. You may use your calculator for any problems you wish, or you need not use it at all.

If you have a problem with your calculator during this test, raise your hand and I will come to help you. Are there any questions about using calculators on this test? **[*Pause to deal with questions.*]**

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

Today is Friday, April 12th. You will have 22 minutes to complete Mathematics: Part 1, the first part of today's Mathematics test. You should do the best work you can, and your answers should reflect that effort.

Turn to page 38 of your answer document. You should see "M20" at the top of the page. **[*Pause.*]** You must record your answers to the multiple-choice questions in the box titled "Part 1 (Calculators may be used)."

**[*GRADE 5*]** Turn to page 87 in your test booklet to "Session M20—Mathematics: Part 1." **[*Pause.*]**

**[*GRADE 7*]** Turn to page 95 in your test booklet to "Session M20—Mathematics: Part 1." **[*Pause.*]**

This page contains the directions for Part 1 of the Mathematics test. **[*Pause to see that everyone is in the right place.*]** Read the directions on this page to yourself while I read them aloud. They say:

> This is a test of your math knowledge and of your ability to solve math problems using information from stories, graphs, and tables.
>
> Four answers are given for each problem. Choose the answer you think is better than the others.
>
> Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the answer space for the best answer.
>
> The samples on this page show you what the problems are like and how to mark your answers.



continued on next page ➡

***2. Say to the students:***

> Now look at the graph so you can use it to answer the first two sample questions. **[*Pause.*]**
>
> Now read the first sample problem, S1. **[*Pause.*]** What is the right answer for this problem? **[*Pause for reply.*]** Yes, the second answer, "5," is the correct answer because there are 5 books in the row marked "Children." Notice that answer space B has been filled in for problem S1 to show that the second answer is the correct one.
>
> Now read S2, the second sample problem. **[*Pause.*]** What is the right answer for this problem? **[*Pause for reply.*]** Yes, the third answer, "4," is the correct answer. Notice that the third answer space, C, has been filled in for problem S2 to show that the third answer is the correct one.
>
> Now read the third sample problem, S3. **[*Pause.*]** What is the right answer for this problem? **[*Pause for reply.*]** Yes, the third answer, "How long the path was," is the correct answer. Notice that the third answer space, C, has been filled in for problem S3 to show that the third answer is the correct one.
>
> Now read the fourth sample problem, S4. **[*Pause.*]** What is the right answer for this problem? **[*Pause for reply.*]** Yes, the first number, 6, is less than 7. So space A has been filled in for problem S4.

***3. Say to the students:***

> If you finish the session early, do not go on to Part 2. You may check your work on Part 1, but do not look at the other sessions in the test booklet. If you have any questions, raise your hand, and I will help you after the others have begun.
>
> You may use space in your test booklet as scratch paper to do any figuring or calculations for an item.
>
> Now turn the page in your test booklet. **[*Pause to do a visual check.*]** After you begin, you should continue working until you reach the stop sign. You will have 22 minutes for this part of the test. You may begin.

***4. 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.***

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

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



continued on next page

***7. At the end of exactly 22 minutes, say to the students:***

> Stop. Put your pencil down. This is the end of this session. Close your test booklet and place your answer document inside the front cover of your test booklet.
>
> **[*Read only if the class is allowed to use calculators.*]** Also put your calculator away. You may not use your calculator on any other parts of the test. **[*Test Administrators must ensure that the memory of each calculator equipped with such a feature is cleared.*]**

***8. Give the students a short break of at least 5 minutes before beginning Mathematics: Part 2.***

**DAY 5: Friday, April 12**

**SESSION M20—MATHEMATICS: Part 2 (No Calculator)**

**Permitted time: 3 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**No calculators are allowed on Part 2.**

**The actual working time for Part 2 is 3 minutes.**

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

Today is Friday, April 12th. You will have 3 minutes to complete Mathematics: Part 2, the second part of today's Mathematics test. You should do the best work you can, and your answers should reflect that effort.

Find the section for Part 2 on page 38 of your answer document. **[*Pause.*]** This session contains multiple-choice questions, and you will record your answers to this session in the box titled "Part 2 (Calculators may NOT be used)."

**[*GRADE 5*]** Turn to page 93 in your test booklet to "Session M20—Math: Part 2 (No Calculator)." **[*Pause.*]**

**[*GRADE 7*]** Turn to page 101 in your test booklet to "Session M20—Math: Part 2 (No Calculator)." **[*Pause.*]**

You may not use scratch paper while doing this test.

This page contains the directions for Part 2. **[*Pause to see that everyone is in the right place.*]** Read the directions on this page to yourself while I read them aloud. They say:

> This is a test of your skill in estimating answers to math problems.
>
> Four possible answers are given for each problem. Estimate the answer to each problem in your head. **No scratch work is allowed.**
>
> Choose the answer that is the best estimate of the exact answer. Do not spend too much time on any one problem, or you will not finish all the problems.
>
> **Remember, estimate. Do not try to compute exact answers.**
>
> The samples on this page show you what the problems are like and how to mark your answers.

continued on next page

***2. Say to the students:***

> Now look at the first sample problem, S1. **[*Pause.*]** When estimating the sum of 13 plus 49, think, "13 + 49 is about the same as 10 + 50, which is 60." Since the closest estimate of 13 + 49 is 60, the second answer space, B, has been filled in for problem S1.
>
> Look at S2, the second sample problem. **[*Pause.*]** Estimate the cost of 4 batteries at $1.84 each. Think, "$1.84 is about the same as $2, and 2 x 4 is 8." Since the answer is about $8, answer space B, the second answer space, has been filled in for problem S2.
>
> Look at the third sample problem, S3. **[*Pause.*]** Estimate the product of 11 times 21. Think, "11 x 21 is a little more than 10 x 20, which is 200." Since the answer is between 200 and 300, the third answer space, C, has been filled in for problem S3.

***3. Say to the students:***

> Remember, you are to estimate the answers to each problem, and no scratch work is allowed. It is very important that you do not waste time. You will have exactly 3 minutes to work on this part of the test. Unless you estimate the answers to the problems, you will not be able to finish before time is called. Work as rapidly as you can, but don't worry if you do not finish. If you do finish the session early, you may check your work on Part 2, but do not look at other sessions in the test booklet.
>
> Remember, for this session you may **not** use your test booklet for scratch work.
>
> Now turn the page in your test booklet. **[*Pause to do a visual check.*]** After you begin, you should continue until you reach the stop sign. You will have 3 minutes for this part of the test. You may begin.

***4. 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. Ensure that students are not marking in their test booklets.***

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

***6. At the end of exactly 3 minutes, say to the students:***

> Stop. Put your pencil down. This is the end of today's Mathematics test. Close your test booklet and place your answer document inside the front cover of your test booklet.

***7. Give the students a break of at least 15 minutes before beginning Session S21.***

**DAY 5: Friday, April 12**

**SESSION S21—SCIENCE**

**Permitted time: 30 minutes + directions**

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

- **Sharpened No. 2 Pencils**

**Distribute the test booklets and answer documents, if necessary, ensuring that each student gets the same test booklet and answer document as in the previous session. The actual working time for the Science test is 30 minutes.**

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

Today is Friday, April 12th. You will have 30 minutes to complete this Science session. You should do the best work you can, and your answers should reflect that effort.

Find the section for Science on page 39 of your answer document. You should see "S21" at the top of the page. **[*Pause.*]**

**[*GRADE 5*]** Turn to page 95 in your test booklet to "Session S21—Science." **[*Pause.*]**

**[*GRADE 7*]** Turn to page 103 in your test booklet to "Session S21—Science." **[*Pause.*]**

This page contains the directions for the Science test. **[*Pause to see that everyone is in the right place.*]** Read the directions on this page to yourself while I read them aloud. They say:

> This is a test of your knowledge and understanding of science.
>
> Four answers are given for each question. You should choose the answer you think is better than the others. Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the answer space for the best answer.
>
> The sample on this page shows you what the questions are like and how to mark your answers.

Look at the sample question. **[*Pause.*]** What is the right answer to the sample question? **[*Pause for reply.*]** Yes, the third answer, "A horse," is correct. Notice that answer space C, the third circle, has been filled in to show that the third answer is correct.



continued on next page

***2. Say to the students:***

> If you finish the session early, you may go back over your work, but do not look at any of the other sessions in the test booklet. If you have any questions, raise your hand, and I will help you after the others have begun.
>
> Now turn the page. **[*Pause to do a visual check.*]** After you begin, you should continue working until you get to the stop sign. You will have 30 minutes for this session. 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. At the end of exactly 30 minutes say to the students:***

> Stop. Put your pencil down. This is the end of the test. Close your test booklet and your answer document.
>
> Please check to see that you have correctly marked the test booklet form letter in box 8 on the cover of your answer document. Look through your answer document to make sure there is nothing inside of it.
>
> When you have finished checking your answer document, insert it inside the front cover of your test booklet, and I will collect them. Make sure your name is printed at the top of the test booklet.

***8. Check each set of materials to see if the answer document has been inserted into the test booklet. Account for all test materials. Test Administrators must ensure that the memory of each calculator equipped with such a feature is cleared.***

***9. 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.*]**

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

***11. Separate the answer documents from the test booklets, then organize all materials according to the "Procedures Following Test Administration" on pages 86–92 of this manual.***

## COMPLETING THE "TEACHER USE ONLY" BOX

**Information coded in the "Teacher Use Only" box is used to place students in the appropriate reporting categories 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 of student information cannot be changed after answer documents are sent to Questar.**

The School Test Coordinator and/or the person authorized to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. See page 89 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, 504 Accommodations, 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, ESI Codes, 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 (504 Accommodations, 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.

**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. A sample of the "Teacher Use Only" box appears below.

**TEACHER USE ONLY**

Monitored Former LEP
◯ Year 1 ◯ Year 2

*504 Accommodations
◯ 504 – RMT/RWT/RST
◯ 504 – LPT
◯ 504 – BT

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, 2012

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 those who

- have exited out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
- 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
- were identified as LEP at some time in the prior two years but who no longer meet the state's definition of LEP.

***504 Accommodations**

Complete the 504 Accommodations section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. Fill in the circle for Read-aloud (RMT/RWT/RST) for any 504 student taking the Read-aloud version of the test. Fill in the circle for Large Print Test (LPT) for any 504 student taking the Large Print version of the test, and fill in the circle for Braille Test (BT) for any 504 student taking the Braille version of the test.

**Note:** 504 students may receive additional accommodations included in their plan but do not bubble them in the "Teacher Use Only" box.

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

**ESI Codes**

A student's ESI (Exceptional Student Identification) code does not need to be coded if a student label is used. If a student label is not used, complete the ESI Codes section of the "Teacher Use Only" box, as appropriate.

If a student participated in the testing and is part of a specific educational program, fill in the appropriate circle in the section labeled "ESI Codes." 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 the circle for each accommodation the student received during testing. **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<br>**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 |

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

**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 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.

**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 and/or 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, 2012.

**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.

***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 the circle for each accommodation the student used during testing.

**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<br>**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 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 Augmented Benchmark Examination and/or received a label but **took NO portion of the test**. All students who received a student label must be accounted for by returning either an answer document or a Student Not Tested Form. 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, if the student did not receive a student label, if the label was damaged, or if the student's school, grade, State ID number, or last name are incorrect on the label, complete the demographic information on page 1 of the answer document.

Fill in the circle for the appropriate reason code (mark **only** one) on page 2 of the student answer document. If the reason the student did not test is not listed on page 2 of the answer document, or if the student refused 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 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 *Grade 5 Augmented Benchmark 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. If a Student NOT Tested circle is filled in, the student response portion of the answer document should be completely blank and contain no eraser marks.

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. Withdrew from school
14. SRT
15. Deceased
16. School district/school failed to administer the examination

**Important:** Fill in circle 14, 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 contact the District Test Coordinator who will then notify the ADE Office of Student Assessment.)

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.

## TEST ADMINISTRATOR INSTRUCTIONS FOR RETURNING TEST MATERIALS TO THE SCHOOL TEST COORDINATOR

**Separate and Organize Test Materials**

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

A. Answer Documents
1. Separate **used** answer documents from **unused** answer documents.
2. Verify that there are no extraneous materials (rulers) inside the answer documents.
3. Verify that all answer documents have been accounted for.

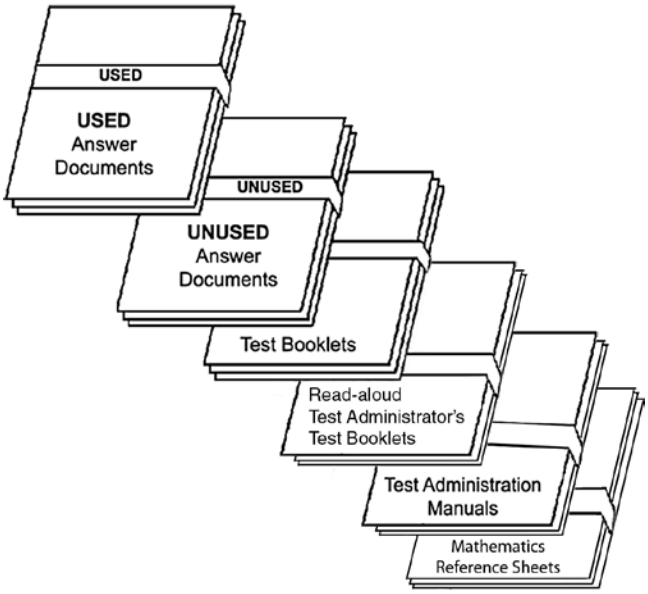
B. Test Booklets
1. Organize all test booklets (used and unused together) including Large Print, Braille, and Read-aloud test booklets in security ID number order with the lowest number on top and the highest number on the bottom.
2. Verify there are no answer documents inside of test booklets.
3. Organize all Read-aloud Test Administrator's test booklets in security ID number order with the lowest number on top and the highest number on the bottom.
4. Verify that all test booklets assigned to you are accounted for.

C. Test Administration Manual(s)

D. Mathematics Reference Sheets

After Test Administrators return materials to the School Test Coordinator, the School Test Coordinator will organize and inventory all materials from all classes, ensure that no test materials are missing, fill out the appropriate header sheets, verify that all affidavits/affidavit waivers are completed, and return materials to the District Test Coordinator.

Stack materials in the order shown:




**Please return these materials promptly to your School Test Coordinator.**

**THANK YOU FOR YOUR TIME AND COOPERATION.**

# APPENDICES

## 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 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 LEP as indicated in their Language Assessment Plans.

**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**<br>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.<br>(**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**<br>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.<br>(**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**<br>**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.**

| Code | Definition |
|---|---|
| **11 ET** | **extended time**<br>**Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.* |
| **12 LPT*** | **Large Print test booklet**<br>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**<br>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 Office of Student Assessment. A copy of the approved form must be kept in the School Test Coordinator's office. Contact the ADE Office of Student Assessment at 501-682-4558.

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

| Code | Definition |
|---|---|
| **1 LEP - ET** | **extended time**<br>**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**<br>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**<br>**Important:** *No portion of the reading test may be read to any student!* |
| **8 LEP - NB** | **noise buffer** |

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

**Accommodations that currently are not available are as follows:**

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

## STUDENTS NOT TESTED

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

# Appendix B

## Reading, Recording, and Transcription of Student Responses

Special Education students, Limited English Proficient students, and students with a 504 Plan may receive the accommodation of having the mathematics, writing, and/or science portions of the Augmented Benchmark Examinations read to them if the accommodation is listed in their IEP, LPAC Plan, or 504 Plan and is used on a regular basis in the classroom. The Read-aloud form should be administered to all students receiving this accommodation. No other form may be used to provide a Read-aloud accommodation. Test Administrators must use the Read-aloud Test Administrator's test booklets provided with the Read-aloud forms when administering the Read-aloud accommodation to students. **Do not** code the Special Education Accommodations section for students with a 504 Plan. However, they may still receive accommodations that are in the students' 504 Plans and used regularly in the classroom. Complete the 504 Accommodations section of the "Teacher Use Only" box, as appropriate, for 504 students taking the Large Print, Braille, or Read-aloud versions of the test. **Reading of test questions or reading passages for the reading test is not allowed under any circumstances except when the test administration script requires the test questions be read to all students.**

In certain cases, a student's responses to test questions will require recording (i.e., a teacher records the student's verbal responses and places them into his/her answer document) or 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 recording or transcription (e.g., Large Print, Braille, or other approved accommodations), the recording or 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 the recording or transcription does not occur within the district, the student's responses will be treated as nonscoreable or "not taken" by the contractor. Ideally, the recording or 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, record, or transcribe a test for students who have this accommodation. The Affidavit Waiver Form for Providing an Approved Accommodation (see sample on page 99) must be copied and signed by the currently licensed Arkansas teachers or administrators providing the accommodation and placed behind (not stapled to) Affidavit 3—Test Administrator Security Form. Keep one copy on file at the district. Note that the Affidavit Waiver Form has been revised. The Test Administrator must read and sign the form **before** administering the allowable accommodation and again after testing is completed.

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

**Augmented Benchmark Examinations and The Iowa Tests®**
**AFFIDAVIT WAIVER FORM**
**for Providing an Approved Accommodation**
**April 2013**

**To be completed PRIOR to test administration:**

**I confirm that reading aloud any reading passage or associated items to this student is NOT an approved testing accommodation and is a testing irregularity.**

_____ _____
Date Signature of Currently Licensed Arkansas Teacher Providing Accommodation

**To be completed AFTER test administration:**

I provided an approved testing accommodation for:

_____ _____
Student's Name Answer Document or Consumable Test Booklet Number*

By _____ Session(s) _____
reading/transcribing/recording

of the grade (check one) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

(Please check the appropriate box. For grades 3–8, enter the test booklet form.)

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

☐ The Iowa Tests

**I confirm that I did NOT read aloud any reading passage or associated items to this student. Reading aloud any reading passages or items is NOT an approved testing accommodation. I agree not to copy, use in my classroom, or discuss any of the test questions I have read.**

_____ _____
Date Signature of Currently Licensed Arkansas Teacher Providing Accommodation

_____
District Name and School Name

* For grades 3–9, the answer document number is found on the front cover in the lower right corner inside the shaded bar.
For grades 1–2, the consumable test booklet number is found on the BACK cover in the lower right corner inside the shaded bar.
Do **NOT** use the security number found under the security barcode on the front cover of the test booklet.

Keep one (1) copy for file and paper band one (1) copy together with all Affidavit Waiver Forms for the district behind the Affidavits.

## 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** 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 Augmented Benchmark Examinations

April 2013

Preliminary Demographic Verification Roster

1 **District LEA: 99-99 Arkansas School District** **School LEA: 99-99-999 Arkansas Middle 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** be used, but you will need to correct the information in APSCN/Triand by the end of the day on Friday, April 5, 2013. The updated information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

| Name (Last, First, Middle Initial) | Grade | Birth Date | State ID Number | SS ID | Gender | Ethnicity* | ESI# Codes | MFLEP+ | LEP | Free/ Reduced Lunch | Gifted/ Talented |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Daley, Charles P | 6 | 03-19-00 | 1234567890 | 987654321 | M | 3 | | 1 | Y | Y | N |
| Fitzgerald, Scott | 6 | 04-09-01 | 2345678901 | 876543210 | M | 7 | SLD | | N | N | N |
| Herzog, Brenda K | 6 | 05-31-01 | 3456789012 | 765432109 | F | 5 | | | N | N | N |
| Liverpool, Angela | 6 | 07-15-01 | 4567891098 | 654321098 | F | 2 | MR | | Y | Y | Y |
| Xuing, Yo | 6 | 09-01-00 | 5678901234 | 543210987 | M | 1 | | 2 | N | 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

#ESI Codes: AU=Autism, DB= Deaf/Blindness, HI=Hearing Impairment, MR=Mental Retardation (both TMR & EMR), MD=Multiple Disabilities, OI=Orthopedic Impairment, OHI=Other Health Impairment, ED=Emotional Disturbance, SLD=Specific Learning Disability, SI=Speech/Language Impairment, TBI=Traumatic Brain Injury, VI=Visual Impairment

+MFLEP (Monitored Former LEP): 1 = Year 1 Monitored Former LEP, 2 = Year 2 Monitored Former LEP

3 4 5 6 7 8 9 10 11 12 13 14

1. District LEA and District Name
2. School LEA and School Name
3. Student Name: Last Name, First Name, Middle Initial
4. Grade
5. Birth Date
6. State ID Number—10-digit State Reporting Identification Number
7. SS ID—Social Security Number or Federally-Assigned Identification Number
8. Gender: F = Female; M = Male
9. Ethnicity:

   1 – Hispanic 2 – Asian 3 – Native Hawaiian/Pacific Islander

   4 – American Indian/Alaska Native 5 – Black 6 – White 7 – Two or More
10. ESI Codes:

    AU – autism
    DB – deaf-blindness
    HI – hearing impairment
    MR – mental retardation (both TMR and EMR)
    MD – multiple disabilities
    OI – orthopedic impairment
    Blank – no ESI code reported
    OHI – other health impairment
    ED – emotional disturbance
    SLD – specific learning disability
    SI – speech/language impairment
    TBI – traumatic brain injury
    VI – visual impairment
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

**Augmented Benchmark Examinations**
**Grades 3–8**

# Student Not Tested Form 2013

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.

### GRADE

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

- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8

### 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. Withdrew from school
14. Reason 14 not applicable on this form. Must be coded on an answer document.
15. Deceased
16. School district/school failed to administer the examination

33686252

**SNT Code:** 1 2 3 4 5 6 7 8 9 10 11 12 13 X 15 16

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 X 15 16

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 X 15 16

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 X 15 16

ALIGN TOP OF LABEL HERE
Position label WITHIN the dotted lines.

DO NOT WRITE BEYOND THIS AREA

QAI11661

DO NOT COPY

## 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 11669-TAM-Benchmark AR1302

QAI11669