ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

The Iowa Tests®
Grade 9
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 1–12, 2013 Administration window for The Iowa Tests.

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

Arkansas Department of Education

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Prepared at The University of Iowa by

R. A. Forsyth, T. N. Ansley, L. S. Feldt, S. D. Alnot

Test Security

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

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

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

RIVERSIDE

HOUGHTON MIFFLIN HARCOURT

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

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PART 1 Testing with the *ITED*®

Basic Information about the *ITED*

Name of the Test. *Iowa Tests of Educational Development*® (*ITED*®), Level 15.

Rationale. The *Iowa Tests of Educational Development* provide objective, norm-referenced information about high school students' development in the skills that are the long-term goals of secondary education—skills that constitute a major part of the foundation for continued learning. The five achievement tests are listed below:

- Vocabulary
- Reading Comprehension
- Language: Revising Written Materials
- Mathematics: Concepts and Problem Solving
- Computation

The directions for administering all these tests are included in this manual.

Nature of the Questions. All questions are in the multiple-choice format and have four or five options each.

Mode of Responding. Students mark their answer choices on a separate answer document by filling in a circle for each question.

Test Lengths and Times. Districts have the option to decide when the tests for grade 9 will be administered within the testing window. However, the tests must be administered in the order shown below.

	Testing Time ***(minutes)***	**Number of Questions**
• Vocabulary	15	40
• Reading Comprehension	40	44
• Language: Revising Written Materials	40	56
• Mathematics: Concepts and Problem Solving	40	40
• Computation	15	30
TOTAL	150 (2 h., 30 m.)	210

Descriptions of the Individual Tests

The descriptions in this section briefly summarize the content and skills measured by each test.

Vocabulary. This is a test of general vocabulary development. The words tested represent a cross section of vocabulary encountered in general communication: reading, writing, and listening. Technical words and specialized vocabulary have not been included. In order to avoid ambiguity and possible misinterpretation, words are presented in the context of short phrases or sentences. The student is asked to choose from among five alternative words or phrases the one closest in meaning to the tested word. The context does not provide "clues"; each of the answer choices is plausible within the context provided for the word.

In selecting words for this test, *The Living Word Vocabulary* (Dale and O'Rourke) and the *EDL Core Vocabularies* (Taylor, Frackenpohl, and White) were used in conjunction with Iowa Testing Programs' own test data. In addition, a number of high school vocabulary series were consulted for corroboration of grade-appropriateness.

Reading Comprehension. This test provides information about the kinds of comprehension skills students are expected to continue to develop as they proceed through high school—skills they will use in reading texts across the curriculum, in engaging with literature, in reading and thinking about magazine and newspaper articles in and outside of school, and in extracting and evaluating ideas from a variety of sources in research projects and extracurricular reading. The passages comprising the Reading test are all taken from previously published materials, which represent a diverse assortment of well-regarded authors writing in a variety of styles and for a variety of purposes.

The questions associated with each passage require students to demonstrate understanding at each of the three process levels usually associated with reading comprehension: literal, or factual, understanding, inference and interpretation, and analysis and generalization. By far the greatest emphasis is on questions that address the higher-level objectives of inferring, analyzing, and generalizing, often described as critical thinking skills. Approximately two-thirds of the questions at Level 15 are classified in these categories.

Language: Revising Written Materials. This test provides information about students' skills in recognizing correct and effective use of standard American English in writing. In the context of a variety of written materials, students are asked to make revision choices concerning focus, organization, diction and clarity, sentence structure, usage, mechanics, and spelling—much as they do in the editing of near-final drafts of their own writing.

All test questions are based on four relatively long, complete texts (ranging from 125 to 450 words) that are patterned after student writing in content and style. These texts—in the form of letters, essays, personal accounts, and reports written for various courses—are presented as drafts in which certain portions have been underlined to indicate a possible need for revision. The corresponding questions pose alternatives that may correct or improve the underlined portions. In some cases, there is a clear-cut error in mechanics or usage, sometimes the consideration is one of fluency or clarity, and occasionally it is the appropriateness of the content for the task that is at issue.

Mathematics: Concepts and Problem Solving. The content and processes measured by this test closely follow the standards suggested by the National Council of Teachers of Mathematics (NCTM) in its publication *Principles and Standards for School Mathematics.* Just as the focus of the NCTM *Principles and Standards* is on fundamental concepts and reasoning skills, the primary intent of this test is to measure students' ability to solve quantitative problems. The questions in this test present practical problems that require basic arithmetic and measurement, estimation, data interpretation, and logical thinking. The problems are based on realistic situations. A few questions test more abstract concepts such as precision in measurement, probability, and exponents. The test's emphasis on probability and statistics is consistent with the special emphasis given these topics in the *Principles and Standards.*

The primary objective of this test is to measure students' ability to use appropriate mathematical reasoning, not to test computational facility under pressure. To this end, the number of items requiring computation is minimal. In each level of the test, approximately 15 questions require computation. Of these, most involve round numbers or single-digit numbers. In addition, a number of the questions require students to analyze a problem and select the sequence of mathematical steps, or "set-up," that, if carried out, would yield the correct solution; the computation itself is not required.

Computation. This test is provided to enable each school system to tailor the selection of tests to the goals of its mathematics curriculum. In school systems which de-emphasize computation in the curriculum, the Mathematics: Concepts and Problem Solving test provides information to help evaluate performance and growth in mathematics. For school systems which include computational skills as part of their curriculum, the two tests in combination may provide a more complete profile of development within the mathematics program.

The questions included in this test were selected to represent the skills that are most directly related to the computational manipulations needed throughout the secondary school mathematics curriculum. Thus, the computation test includes not only questions that measure the ability to add, subtract, multiply, and divide whole numbers, fractions, and percents, but also questions that measure the ability to manipulate variables and to evaluate expressions with exponents or with square roots.

PART 2 Preparations for Testing

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

The Need for Standard Procedures

The test administration procedures and directions included in this manual are the same as those followed in the standardization program from which norms were obtained. By following these same procedures, you will help ensure that the meaning of your students' scores will not be distorted and that your ability to use the norms will not be compromised. If uniformity in test administration procedures is not maintained, the meaning of the test results, even for classes within the same school, may differ markedly. If the directions given to students vary, some students may receive too little assistance from the test administrator and some may receive too much. The net effect would be to make score comparisons among students inappropriate and misleading.

Using a detailed set of directions not only ensures that the efforts of students and teachers will yield meaningful information, but it also eases the task of administering the tests. The directions specify what to say and when to say it, what to do and when to do it. These directions may be repeated as often as necessary to make sure the students understand the nature of the tasks and what is expected of them. *Please follow these directions exactly.*

During the test administration, you will need to check that students are doing all of the following:

1. Considering questions seriously before responding
2. Working independently
3. Working on the proper test
4. Marking their answers in the proper place on the answer document

Students <u>should not</u> be allowed to return to any previously completed test during a subsequent testing session.

Accommodations for Testing

Special Education (IEP) Accommodations

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Students may access any state-approved accommodations listed in their Individualized Education Programs (IEPs) and

used on a regular basis in the classroom. However, IEPs may contain accommodations that are **not** allowed on the test, and these accommodations may **not** be used on the state-mandated testing. Testing accommodations may be made for students identified as disabled pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as Limited English Proficient (LEP) as indicated in their Language Assessment Plans.

Students with reading disabilities might need to have portions of tests or some complete tests read to them so that their reading skill does not interfere with measuring their achievement. Under no circumstances should the Vocabulary or Reading Comprehension tests be read to a student. To do so would drastically change what the test measures and what the student's score means. Reading aloud should be used when the student's IEP specifies this as an accommodation and only rarely for those who do not have an IEP.

Directions may be read aloud as many times as is necessary to inform students of the proper procedures to follow in responding.

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

Instructions on how to code the use of accommodations appears in Part 4 of this manual. Allowable Special Education Accommodations include, but are not limited to, the following:

Code		Definition
1	TRAN*	**a teacher transfers answers from the student's test booklet to an answer document or a consumable test booklet** This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may **not** have extra paper. The teacher is to copy the student's answers into the answer document or consumable test booklet exactly as the student wrote them. (Note: This accommodation is used with Large Print and Braille test booklets.)
2	REC*	**a teacher records the student's verbal responses and places them into the student's answer document or consumable test booklet** This means that the teacher writes the student's verbal responses into his/her answer document or consumable test booklet. This must be done in an individual setting. This accommodation is difficult on the writing portion of the Augmented Benchmark and Grade 11 Literacy Examinations. Because the writing is scored for mechanics and usage, the student must spell each word and must provide each mark of capitalization and punctuation as he/she dictates his/her response. (Note: The teacher may not write it out first and then go back to ask the student to insert punctuation or adjust spelling.)
3	SIGN	**directions signed for a student with a hearing impairment**
4	PREF	**preferential seating (study carrel)**

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

5	SMGT	**small group testing**
6	INT	**individual testing**
7	RMT/RWT/RST*	**reading of the math/writing/science test** **Important:** *No portion of the reading test may be read to any student!*
8	MD	**magnifying devices**
9	NB	**noise buffer**
10	IS	**individualized scheduling**
11	ET	**extended time** **Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*
12	LPT*	**Large Print test booklet** There are no Large Print answer documents or consumable test booklets. 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 (or consumable test booklet for grade 2).
13	BT*	**Braille test booklet** There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
14	AB	**abacus**

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

LEP Accommodations

Accommodations are available for LEP students with an individual LPAC Plan. The accommodations must be used regularly in the classroom. **Allowable Limited English Proficient (LEP) Accommodations include the following:**

Code		Definition
1	LEP - ET	**extended time** **Important:** All testing scheduled for a given day must be completed by the conclusion of that school day.
2	LEP - WTWD	**word-to-word dictionary** Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures, if it is part of a student's LPAC Plan.
3	LEP - IS	**individualized scheduling**

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

4	**LEP - PREF**	**preferential seating (study carrel)**
5	**LEP - SMGT**	**small group testing**
6	**LEP - INT**	**individual testing**
7	**LEP - RMT/RWT/RST***	**reading of the math/writing/science test in English** **Important:** *No portion of the reading test may be read to any student!*
8	**LEP - NB**	**noise buffer**

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

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students must complete each session in the order scheduled before moving on to the next session. Students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

Accommodations that are currently NOT available include the following:

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

Special Coding

It is the School Test Coordinator's responsibility to complete the "Teacher Use Only" box on the answer document **after** all testing is completed, or assign a Test Administrator to do so. Procedures for doing this coding appear in Part 4 of this manual. Coding should be done by school personnel rather than by students. The School Test Coordinator or the person **authorized** to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. It should be done after all tests have been administered so that incomplete student erasures and stray marks in these areas can be detected and so that the most accurate information can be coded.

Test Administrators

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

Test Security Guidelines

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

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

1. The Superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities.

2. All District Test Coordinators, School Test Coordinators, and Test Administrators shall be **currently** licensed by the Arkansas Department of Education as teachers or administrators.

3. The tests must be administered on the scheduled dates as specified in the manuals for the current administration. No portion of the test may be given early.

4. All test materials shall be inventoried upon receipt at the district and school. Test booklets and Test Administration Manuals for grades 1–2 must be kept in a secure area at all times, except during the formal testing sessions.

5. The tests must be administered in strict accordance with the instructions outlined in the manuals for the current administration. These instructions include reading directions verbatim to students during testing.

6. Test booklets with multiple forms must be distributed to all students in spiral order, including special education and LEP students. Distributing forms incorrectly is considered a testing irregularity.

7. The Superintendent or his/her designee in each school district shall be responsible for ensuring that all district personnel involved in the testing have been properly trained as specified by the Arkansas Department of Education.

8. The Superintendent or his/her designee in each school district shall be responsible for ensuring that **all** assessment documents and student identification information are properly and accurately coded and that all students have participated in the appropriate grade-level assessment(s).

9. The Superintendent or his/her designee in each school district shall be responsible for ensuring that Individualized Education Programs, Limited English Proficient Assessment Plans, and/or 504 Plans shall specify any state-approved accommodation(s) available to students participating in the administration of standard state assessments.

10. The Superintendent or his/her designee in each school district shall be responsible for ensuring that all students enrolled in a state-tested grade or course shall be accounted for in the State Assessment System.

11. District staff may **not** read, review, or in any way duplicate or reproduce the test booklets, the associated test items, the writing prompts, or other secure materials. Removing or copying the Mathematics Reference Sheet provided in or with the test booklets is a breach of security.

12. All District Superintendents, District Test Coordinators, School Principals, School Test Coordinators, and Test Administrators must sign the appropriate Test Security Affidavit. All Test Security Affidavits must be returned to Questar with the scorable materials.

13. Students must not be exposed to answers of items at any time before, during, or after testing. Upon reporting, customized CRT items that contribute to at least 50% of the total number of items on the student score report will be released and may be used by public schools for instructional purposes.

14. Student responses to test items must represent the student's own independent and unaided thinking and must not be read, reviewed, or changed during or after testing. Cueing or assisting a student during testing will be considered a breach of security.

15. Students are not allowed to use scratch paper **except for grades 1–2**. The use of scratch paper is considered a breach of security.

16. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions.

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

18. If students are permitted to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the requirements specified in the manuals for the current administration. Failure on the part of the Test Administrator to verify that each calculator meets the requirements will constitute a breach of security. Calculator use is not permitted at grades 1–2.

19. It is the responsibility of the Test Administrator to ensure that the memory of each calculator is cleared both at the beginning and end of testing each day. Failure to do so constitutes a breach of security.

20. During the test administration, Test Administrators should continually monitor the testing process by moving unobtrusively about the room. The Test Administrator is to devote total attention to the students being tested and not work on other things. Test Administrators shall not access computers or other electronic equipment during the assessment.

21. **All** test booklets, used and unused, Test Administration Manuals for grades 1–2, used and unused, used answer documents, scratch paper, and Mathematics Reference Sheets shall be inventoried subsequent to testing and returned to the testing company in the prescribed manner on the prescribed dates. Failure to return all required testing materials by the required dates is a breach of security. Any test booklets, used answer documents, or used Student Not Tested Forms not returned by the district on the dates required shall be reported to the ADE Office of Student Assessment.

22. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to the ADE Office of Student Assessment. All security violations shall be investigated by the state.

Test Security Procedures

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

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

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

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

Physical Arrangements

The following preparations should be considered before testing begins:

1. *Secure the best available testing space.* When students view the tests as relatively unimportant, for whatever reason, their scores often end up reflecting such attitudes. The testing room should have good lighting, enough space to prevent overcrowding, and adequate writing surfaces for students. Desks or tables should be used in preference to tablet armchairs, as students must have enough room to handle both an open $8\frac{1}{2}$-by-11-inch test booklet and an answer document.
2. *Remove or cover materials in the room that might invalidate any test questions.* Bulletin board displays, charts or diagrams, maps, or any other educational aids that provide an advantage (cueing) should be covered or temporarily removed.
3. *Decide upon a seating arrangement that will minimize copying.* During testing, students should be separated by a reasonable distance to permit independent work and to prevent collaboration. If students must sit together at the same table, cardboard trifold dividers can be used as visual screens. A seating arrangement that discourages copying and talking is more effective than a warning against either.
4. *Minimize distractions such as announcements, bells, and emergency drills.* A "TESTING: PLEASE DO NOT DISTURB" sign on the door will help prevent interruptions.
5. *Regulate the environmental conditions in the room as much as possible.* Problems associated with heating, ventilation, lighting, and noise can distract students and cause some to have lapses in concentration. Likewise, visual distractions outside the testing room may interfere with students' test taking.

General Directions

Calculator Use and Restrictions. Mathematics will be tested in the Mathematics: Concepts and Problem Solving test and the Computation Test. Calculators may be used on the Mathematics: Concepts and Problem Solving test but **not** on the Computation test. 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 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 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. **Students may NOT share calculators during testing sessions and may have only ONE calculator during testing.**

It is the responsibility of the Test Administrator to clear the memory of each calculator at the beginning and end of each testing day. Failure to do so constitutes a breach of security.

Make sure that students using calculators have practiced using them and are familiar with the use of the calculator in testing situations with items similar to those they will see on the examination.

If one student has the opportunity to use a calculator, then all students in the class should have equal access to a calculator. However, there should be no perceived disadvantage to students whether they are encouraged to use calculators or not allowed to use them. 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).

Materials. The following items should be available when testing begins:

1. Timing devices: a stopwatch, wristwatch, or a clock with a second hand
2. Test booklets and answer documents at the proper test levels and in proper quantities
3. Two sharpened black, soft-lead (No. 2) pencils with erasers for each student

4. If the school does not provide pencils, tell the students in advance to bring their own supply. In this situation, it would be helpful to have some sharpened No. 2 pencils on hand for students who forget them or who break them during testing. Hard-lead pencils, golf pencils, mechanical pencils, pens, and colored pencils may not be used.

Distribution and Collection of Materials. The tests must be administered in the order listed on page 1. Each district is responsible for setting its own testing schedule. Each student must use the same test booklet and answer document throughout all testing periods. At the completion of each session, instruct the students to place their answer documents inside their test booklets. The following procedures will help ensure that students receive their own materials at the beginning of each session.

1. Have students occupy the same seats throughout all testing periods.
2. Distribute the test booklets (with the answer documents inside) to the seats in the same prearranged order each time.
3. Collect the materials in the exact *reverse* order each time.

Timing the Tests. Time the tests exactly.

Guessing. No satisfactory method has been devised to "correct for guessing." To the extent that students guess blindly or mark responses randomly, their achievement is not being measured. Hence, it is best to do everything possible to discourage random guessing. Students who work at very slow rates should not be encouraged to "just mark something." While making an educated guess that is based on some relevant information is an effective test-taking strategy, random guesses are no indication of competence. The former should be encouraged, but never the latter.

Marking Information on the Answer Documents

Student Labels. One set of student labels will be provided to each school in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. The student labels are provided for use on the grade 9 answer document so that student information requested on the student demographic page will not need to be entered and coded for students for whom labels have been provided.

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

Student labels are provided on perforated strips to facilitate the separation of individual labels. If a label is torn or damaged during the separation process, do **not** use it. Instead, enter and code boxes 1–7 on the answer document for that student.

It is extremely important that labels be affixed correctly to the answer documents so that the scanning equipment can properly read the barcode. Student labels must be carefully and precisely affixed within the dotted lines in the middle of the 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. For students not tested, the student label should be aligned in the box on the Student Not Tested Form.

Information requested in box 1 (District/School/Class Information) **must** be entered (either by the student prior to the start of testing or by the Test Administrator prior to distributing answer documents to students). If a label is used, only the Classroom/Group Name field in box 1 and sections of the "Teacher Use Only" box with an asterisk must be completed.

Incorrect Student Labels. If the student's school, grade, State ID number, and/or last name are incorrect on the Preliminary Demographic Verification Roster, the student's label cannot be used and all demographic information must be completed. If any other information is incorrect, the student label **must** still be used. Student label information will be used to match students to the appropriate, corrected record in APSCN/Triand. If a student label is not provided or a label is damaged, boxes 1–7 on the answer document must be completed by the student or by the Test Administrator.

Student Not Tested Form. A Student Not Tested Form for Grades 1, 2, and 9 is provided to districts and schools for students who received student labels but will not be testing. If assigned to do so, place the student label on the Student Not Tested Form and fill in the appropriate bubble above the label to indicate why the student did not test. Student Not Tested Forms should **not** be copied. If additional forms are needed, the District Test Coordinator should order them by contacting Questar.

Completing Student Demographic Information. Complete boxes 1–7 on the answer document when there is no student label provided. If a student is not listed on the Preliminary Demographic Verification Roster, check to see if the student's information is in APSCN/Triand, and verify and make corrections as necessary. If a student is not listed on the roster or there is no information in APSCN/Triand, verify that that the student information on the 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.

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

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

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

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

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

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

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

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

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

Now find **box 4, "SS ID."** In the boxes, write the nine digits of the student's Social Security Number or federally-assigned ID number. Print one digit in each box, then darken the circle for each digit. Please note that a Social Security Number or an assigned identification number is required for each student. The Arkansas Department of Education will provide districts with a range of identification numbers to use if parents object to providing their child's Social Security Number or if none is available (see Director's Regulatory Memo #ACC-01-028). Please contact Susan Gray at the Arkansas Department of Education Office of Student Assessment at 501-682-4559 for additional information.

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

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

1–Hispanic—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino" or "Latino."

2–Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

3–Native Hawaiian/Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

4–American Indian/Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America) who maintains a tribal affiliation or community attachment.

5–Black—A person having origins in any of the Black racial groups of Africa.

6–White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

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

Preparing Students for Testing

Regardless of the quality of a test, the accuracy of the test results will be questionable unless the examinees are motivated to do their best. Thus, it is extremely important that teachers, counselors, and administrators attempt to motivate students to work conscientiously.

The manner in which a program is announced and explained can directly affect the motivation of all concerned. Students should thoroughly understand the purposes, values, and limitations of the testing program and know what uses will be made of the test results. Attitudes will almost certainly be improved if, before testing, an effort is made to provide students with this information, with emphasis on the following points:

1. The primary purpose of the tests is to assess the general educational development of all high school students, regardless of the curriculum they are following or the specific courses they are taking. The skills measured by these tests are important to success in the work world as well as in further education.
2. The tests measure some very important aspects, but by no means all aspects, of educational development. Students must be reminded of this prior to testing as well as when the test results are received and interpreted.
3. Most students will encounter some test questions that will be too difficult for them. They should be told in advance that they are not expected to know the answers to all the questions and that it is acceptable to make no mark for a question. At the same time they should be encouraged to persevere and not to give up too quickly. Although students should

not randomly mark answers, they should be encouraged to make "thoughtful guesses" in response to individual questions.

4. There is no reason for students to undertake special preparations for the tests. Their scores will depend primarily on their ability to analyze new material, not on their recall of facts and formulas.
5. If students have taken the tests previously, the test scores from the current administration will provide objective evidence of their growth and on important educational objectives.
6. When obtained on a regular basis, students' standardized test scores can help a school evaluate its programs.

Students sometimes worry or complain about testing because they see it as an attempt to evaluate their personal worth. Obviously, teachers and counselors should do as much as possible to convey to students that their test scores do not have any implications for their worthiness as human beings. Rather it should be emphasized that the primary purpose of the tests is to provide information that can be beneficial to themselves and their teachers.

The way in which the results of previous testings were presented will affect students' attitudes toward this testing. If, in previous years, students were told that the results would be useful and interesting to them but afterward no attempt was made to help them interpret the scores, they may be justifiably skeptical. It should be emphasized that for those students who have taken the tests previously, the results of the current year's testing will provide a unique opportunity to look at their growth on the objectives measured by these tests.

The attitude of teachers toward the testing program can have a significant effect on student motivation. If teachers are indifferent toward or openly critical of the program—particularly during test administration—students will question the importance of the test. Similarly, if teachers do not use the test results or do not share them with the students, the students will feel they have a valid reason for not making their best effort.

Classroom discussions prior to testing can be a great aid to student motivation when led by teachers who are positive about the testing program and knowledgeable about the objectives and content of the *ITED*. The importance of the general skills and objectives measured by the *ITED* could be discussed, along with the ways in which the teacher plans to use the test results. Of course, when the results are returned to the school, teachers should discuss the results with their classes, explaining how the information obtained from the tests will be used by teachers and administrators. In most cases, student motivation reflects teacher motivation. It is likely that most students will be motivated to give their best effort if they observe the interest of their teachers.

Informing Parents about Testing

Communication between school and home prior to the week of testing can help make the test administration run smoothly and can increase the likelihood that students will make their best efforts.

Typically, parents are informed about a coming test administration through newspaper articles, newsletters, or fliers prepared by the counseling staff or the principal. Such announcements need to contain factual information about the testing program and a certain amount of advice

about how parents can help their children do their best on the tests. Usually it is wise to remind parents that no special studying or preparation for the tests is necessary. The content of the announcement needs to be sufficiently general and its tone sufficiently matter-of-fact that parents will not intentionally or unintentionally overdramatize the importance or consequences of the tests. The primary purposes for informing parents about a testing schedule are to solicit their support in reducing absences and tardiness, to discourage them from scheduling competing activities that may be unusually demanding of students' energy, and to encourage the maintenance of a typical routine during the testing period.

Parents need to know that the school will not make important decisions about students solely on the basis of the standardized achievement test scores. Some parents have misconceptions about the role these scores have in curricular tracking and special programming. It is important to convey the idea that achievement test information provides a basis for monitoring annual growth. These ideas can and should be reiterated during conferences or meetings when test results are reported to the parents.

Introducing Practice Materials

The Need for Practice. Each test in the *ITED* battery for Level 15 begins with one or more sample questions to give students some practice with the content and format of the test. Extensive experience with testing students in grade 9 indicates that no further practice is needed for most students to understand what to do. Furthermore, the sample items represent the only kind of "practice" that students in the norm group received.

Checklist of Testing Preparations and Procedures

A. Before Testing

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

_____ 2. Attend local test administration training, including discussion of the test schedule and procedures, how to appropriately provide accommodations, and how to obtain answers to questions. Review Test Security Guidelines on pages 9–11.

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

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

- _____ a. There should be one test booklet and one answer document per student.
- _____ b. There should be one copy of this *Test Administration Manual* for each Test Administrator or licensed proctor.
- _____ c. Each student will need a No. 2 pencil with an eraser. A supply of extra No. 2 pencils should be on hand.

_____ 5. Apply student barcode labels or complete the demographic information on the answer documents as necessary, according to the directions.

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

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

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

B. During Testing

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

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

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

C. After Testing

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

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

_____ 3. Return all answer documents, test booklets, and other testing materials, such as this *Test Administration Manual*, to your School Test Coordinator.

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

PART 3

Directions for Administering the Tests

These directions for administering the test assume that the tests will be administered in booklet order. The first session must start with the following discussion, "Preliminary Instructions," and then continue with directions for marking the answer documents.

Directions may be read aloud as many times as is necessary to inform students of the proper procedures to follow in responding.

Preliminary Instructions

In the following sections, read aloud word for word the material that is printed in ***colored, boldface type*** and preceded by "say" or "begin reading." The material in black, regular type is information for you and should not be read to students.

After the students have been seated in the desired arrangement and all materials have been cleared from their desks, in a conversational manner, say:

> **Today you are going to begin taking the *Iowa Tests of Educational Development*. You can make sure that your test scores give a true picture of what you can do by doing your best on each test.**
>
> **Now I am going to distribute the test booklets and answer documents. Do not open the booklet and do not mark on the answer document until I tell you. You should use only a black, soft-lead (No. 2) pencil for marking your answer document. If you do not have two such pencils, please raise your hand.**

Distribute a test booklet and an answer document to each student. Make sure each student has two black, soft-lead (No. 2) pencils.

Instructions for Marking Answers

Say:

> **The questions in these tests are multiple-choice: for each question, there is a list of possible answers. Each question in this booklet has a corresponding numbered row of answer spaces on the answer document. You should read a question and decide which answer is correct or clearly better than the others. Then fill in the space on the answer document that corresponds to the answer you have chosen.**
>
> **As you mark your answers, remember these points:**
>
> - **You will use the same answer document for all of the tests in this booklet. Therefore, be careful to mark your answers in the correct test section.**

- **Make the mark large enough to fill the answer space, but do not let the mark go outside the space. Your marks must be dark so that the scoring machine can give you credit for your answers. Use only a black, soft-lead (No. 2) pencil.**
- **Mark only one answer in each row. If you change your mind about an answer, thoroughly erase your first mark and fill in the space of your new choice.**

Then say:

You may do scratch work in your test booklets.

Then begin reading:

Some students receive lower scores on tests than they should, simply because they do not take the tests in the most efficient manner. The following information will help you earn your best score.

- **Your score on each test will be the number of questions you answer correctly.**
- **There are some questions on each test that may seem difficult. Do not linger over these difficult questions; omit them and go on to easier ones. You may return to omitted questions at the end of the test if there is time remaining.**
- **If time does permit you to return to the questions you omitted, examine the possible answers and try to eliminate those that seem *least likely* to be correct. Then, based on what you know about the topic, make the most reasonable choice you can from among the remaining possible answers.**

If you have any questions about how to take the tests, your test administrator can help you.

Pause. Then say:

Now we will begin the first test.

Vocabulary

If students do not already have their test booklets and answer documents, distribute them. Make sure students get their own answer documents. Then say:

> **You are now going to take a vocabulary test. Please find the section for Vocabulary on page 3 of your answer document.** (Pause.) **Now turn to page 1 in your test booklet. Please read the directions for this test silently while I read them aloud.**

Pause while students turn to page 1. Then begin reading:

> **DIRECTIONS**
>
> **This is a vocabulary test. For each question, decide which of the five choices has most nearly the same meaning as the underlined word or phrase. Then mark your choice on your answer document.**
>
> **Two sample questions are shown below.**
>
> **Please read and answer the sample questions.**

Pause while students read the sample questions shown below. Do not read the sample questions aloud.

Samples

S1 **<u>tepid</u> water**

- **A** lukewarm
- **B** impure
- **C** foul-smelling
- **D** stagnant
- **E** sterile

S2 **The statement was <u>clarified</u>.**

- **J** disbelieved
- **K** ridiculed
- **L** repeated
- **M** explained
- **N** given wide publicity

Answers

S1 ● (B) (C) (D) (E)

S2 (J) (K) (L) ● (N)

After the students have finished reading and answering the sample questions, say:

Are there any questions concerning the samples?

Answer any questions. Then say:

You will have *15 minutes* for this test. Do *not* turn the page until I tell you to do so. If you finish early, you may check your answers to this test. Then close your test booklet, put your answer document inside it, and sit quietly until the end of the test is announced.

When everyone is ready to start, say:

You may turn the page now and begin.

Start your stopwatch. Also note the time on the wall clock and write it down.

Start Time	_____
	+ 15 Minutes
Stop Time	_____

Circulate among the students to make certain that they are marking their answers in the appropriate place on their answer documents. If any students finish very early, check to be sure that they have worked to the end of the test. You should make a systematic check of the students' work during the testing period.

After students have worked exactly 15 minutes, say:

Stop. Please close your test booklet and put your answer document inside it.

If you will be administering the next test at a later time, collect the test booklets and answer documents systematically.

If you will be administering the next test in the same testing session, give the students a few minutes to stretch and relax. Then say:

Now please be seated, and we will begin the next test.

Reading Comprehension

If students do not already have their test booklets and answer documents, distribute them. Make sure students get their own test booklets and answer documents. Then say:

> **Now you are going to take a reading test. Please find the section for Reading Comprehension on page 4 of your answer document.** (Pause.) **Now turn to page 5 in your test booklet. Please read the directions for this test silently while I read them aloud.**

Pause while students turn to page 5. Then begin reading:

> **D I R E C T I O N S**
>
> **This is a test of some of the skills involved in understanding what you read. The passages in this test come from a variety of published works, both literary and informational. Each passage is followed by a number of questions.**
>
> **The passages begin with a boldface introduction presenting information that may be helpful as you read the selection. After you have read a passage, go on to the questions that follow. For each question, choose the best answer and mark your choice on the answer document. You may refer to a passage as often as necessary.**
>
> **A sample passage and question are shown below.**
>
> **Please read the sample passage and answer the question.**

Pause until the students have read the passage and sample question. Do not read the passage question aloud.

Sample

Many trees contain a record of their past.

Each year, trees add a layer of wood just under the bark. These layers can form rings that are visible as circular bands on a cross section of the trunk. Tree rings can reveal a tree's age as well as provide clues to climatic conditions over time. A narrow ring indicates a year with poor conditions.

S1 **Which rings represent a tree's most recent years' growth?**

A The widest rings
B The narrowest rings
C The outermost rings
D The innermost rings

Answer

S1 Ⓐ Ⓑ ● Ⓓ

After the students have finished reading and answering the sample question, say:

Are there any questions concerning the sample?

Answer any questions. Then say:

You will have *40 minutes* for this test. Do *not* turn the page until I tell you to do so. You may mark in your test booklet if you want to do any writing.

I will tell you when the period is half over and you have 20 minutes remaining to finish the test. If you finish early, you may check your answers to this test. Then close your test booklet, put your answer document inside it, and sit quietly until the end of the test is announced.

When everyone is ready to start, say:

You may turn the page now and begin.

Start your stopwatch. Also note the time on the wall clock and write it down.

Start Time	_____
	+ 20 Minutes
20-Minute Notice	_____
	+ 20 Minutes
Stop Time	_____

Circulate among the students to make certain that they are marking their answers in the appropriate place on their answer documents. If any students finish very early, check to be sure that they have worked to the end of the test. You should make a systematic check of the students' work during the testing period.

When the period is half over (20 minutes after work began), say:

The period is now half over. You have 20 minutes to complete this test.

After students have worked exactly 40 minutes, say:

Stop. Please close your test booklet and put your answer document inside it.

If you will be administering the next test at a later time or if this is the last test in your schedule, collect the test booklets and answer documents systematically.

If you will be administering the next test in the same testing session, give the students a few minutes to stretch and relax. Then say:

Now please be seated, and we will begin the next test.

Language: Revising Written Materials

If students do not already have their test booklets and answer documents, distribute them. Make sure students get their own test booklets and answer documents. Then say:

> **The test you are going to take now is a test of skills used in writing. Please find the section for Language: Revising Written Materials on page 5 of your answer document.** (Pause.) **Now turn to page 16 in your test booklet. Please read the directions for this test silently while I read them aloud.**

Pause while students turn to page 16. Then begin reading:

> **DIRECTIONS**
>
> **This is a test of some of the skills involved in revising written materials. There are four selections similar to the reports, letters, and articles high-school students often need to write.**
>
> **Each selection is presented twice, first in a box in a conventional format and then in a spread-out format with certain parts underlined and numbered. Read quickly through the boxed text to get an idea of its purpose and style. Then go on to the spread-out format.**
>
> **For each underlined part there are alternatives listed in the right-hand column. Choose the alternative that**
>
> - **makes the statement grammatically correct**
> - **expresses the idea in the clearest or most appropriate way**
> - **is worded most consistently with the style and purpose of the writing**
> - **organizes the ideas in the most effective way**
>
> **In some cases, there may be more than one problem to correct or improve.**
>
> **When you have decided which alternative is best, mark your choice on your answer document. If you think the original underlined version is best, choose "*No change.*" In questions about organization, you will probably find it helpful to look at the boxed text.**
>
> **In the questions about spelling, you are to indicate which of three underlined words is misspelled, if any. If there are no errors in any of the words, mark "*None.*"**
>
> **The sample questions on the following page have been marked correctly.**

Then say:

Let's look at the samples together. The text in this box reads, "My friend is a terrible forgetful person. He managed to forget his algebra assignment three times last week." The same text is in a spread-out format in the left-hand column beneath the box. The underlined parts are the two sample test exercises. Look at the first underlined part, S1. The words *a terrible* are not used correctly here. Now look at the four choices to the right. (Pause.) **The words *a very* would be the best revision of the underlined part, so answer C has been marked in the S1 row.**

Now look at sample S2. Three words have been underlined and numbered S2. The question to the right lists these three words and asks which of them, if any, is misspelled. In this example, all three words are spelled correctly, so the proper choice for S2 is "*None*." Therefore, the J circle has been darkened in the S2 row.

Samples

> My friend is a terrible forgetful person.
> He managed to forget his algebra assignment
> three times last week.

My friend is a terrible forgetful
S1

person. He managed to forget his
S2

algebra assignment three times
S2 S2

last week.

S1
- **A** *(No change)*
- **B** an awful
- **C** a very
- **D** a real

S2 **Which of these words, if any, is misspelled?**
- **J** *(None)*
- **K** managed
- **L** algebra
- **M** assignment

Answers

S1 (A) (B) ● (D)
S2 ● (K) (L) (M)

After the students have finished reading the sample questions, say:

Are there any questions concerning the samples?

Answer any questions. Then say:

You will have *40 minutes* for this test. Do *not* turn the page until I tell you to do so. You may mark in your test booklet if you want to do any writing.

I will tell you when the period is half over and you have 20 minutes remaining to complete the test. If you finish early, you may check your answers to this test. Then close your test booklet, put your answer document inside it, and sit quietly until the end of the test is announced.

When everyone is ready to start, say:

You may turn the page now and begin.

Start your stopwatch. Also note the time on the wall clock and write it down.

Start Time	_____
	+ 20 Minutes
20-Minute Notice	_____
	+ 20 Minutes
Stop Time	_____

Circulate among the students to make certain that they are marking their answers in the appropriate place on their answer documents. If any students finish very early, check to be sure that they have worked to the end of the test. You should make a systematic check of the students' work during the testing period.

When the period is half over (20 minutes after work began), say:

The period is now half over. You have 20 minutes to complete this test.

After students have worked exactly 40 minutes, say:

Stop. Please close your test booklet and put your answer document inside it.

If you will be administering the next test at a later time or if this is the last test in your schedule, collect the test booklets and answer documents systematically.

If you will be administering the next test in the same testing session, give the students a few minutes to stretch and relax. Then say:

Now please be seated, and we will begin the next test.

Mathematics: Concepts and Problem Solving

If students do not already have their test booklets and answer documents, distribute them. Make sure students get their own test booklets and answer documents.

When students are ready to begin, say:

> **You may use a calculator in answering the questions for this test. 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.)
>
> **Now you are going to take a test in mathematics. Please find the section for Mathematics: Concepts and Problem Solving on page 6 of your answer document.** (Pause.) **Now turn to page 33 in your test booklet. Please read the directions for this test silently while I read them aloud.**

Pause while students turn to page 33. Then begin reading:

> **DIRECTIONS**
>
> **This is a test to find out how well you are developing your skills in applying mathematical concepts and solving mathematical problems. Read each question carefully and decide which of the five alternatives best answers the question. Then mark your choice on your answer document.**
>
> **There are relatively easy problems scattered throughout the test. Thus, do not waste time on problems that are too difficult; go on, and return to them if you have time.**
>
> **A sample question is shown below.**
>
> **Please read and answer the sample question.**

Pause for about a minute while students read the sample question. Do not read the sample question aloud.

Sample

S1 **A softball team won 16 of its first 28 games. Which of the following represents the number of games it lost?**

A 28 + 16
B 28 − 16
C 28 × 16
D 28 ÷ 16
E 16 ÷ 28

Answer

S1 Ⓐ ● Ⓒ Ⓓ Ⓔ

After the students have finished reading the sample question, say:

Are there any questions concerning the sample?

Answer any questions. Then say:

You will have *40 minutes* for this test. Do *not* turn the page until I tell you to do so. You may mark in your test booklet for any figuring you want to do.

I will tell you when the period is half over and you have 20 minutes remaining to complete the test. If you finish early, you may check your answers to this test. Then close your test booklet, put your answer document inside it, and sit quietly until the end of the test is announced.

When everyone is ready to start, say:

You may turn the page now and begin.

Start your stopwatch. Also note the time on the wall clock and write it down.

Start Time	_____
	+ 20 Minutes
20-Minute Notice	_____
	+ 20 Minutes
Stop Time	_____

Circulate among the students to make certain that they are marking their answers in the appropriate place on their answer documents. If any students finish very early, check to be sure that they have worked to the end of the test. You should make a systematic check of the students' work during the testing period.

When the period is half over (20 minutes after work began), say:

> **The period is now half over. You have 20 minutes to complete this test.**

After students have worked exactly 40 minutes, say:

> **Stop. Please close your test booklet and put your answer document inside it. Also, put your calculators away. You may not use your calculator for any more of the tests.**

If you will be administering the next test at a later time or if this is the last test in your schedule, collect the test booklets and answer documents systematically. Test administrators must clear the memory of any calculator equipped with such a feature.

If you will be administering the next test in the same testing session, give the students a few minutes to stretch and relax. Then say:

> **Now please be seated, and we will begin the next test.**

Computation

If students do not already have their test booklets and answer documents, distribute them. Make sure students get their own test booklets and answer documents. The use of calculators is not permitted on this test. Then say:

> **You are now going to take a computation test. Please find the section for Computation on page 7 of your answer document.** (Pause.) **Now turn to page 43 in your test booklet. Please read the directions for this test silently while I read them aloud.**

Pause while students turn to page 43. Then begin reading:

> **DIRECTIONS**
>
> **This is a test of your ability to use your skills in mathematics computation. After each problem are four answers and a "None of the above" option. Work each problem and compare your answer with the answers that are given. If your answer matches one of the options, fill in the space on your answer document that has the same letter as that option. If your answer is not among the options, fill in the last answer space.**
>
> **The sample question below shows you what the problems are like and how to mark your answers.**
>
> **Please read and answer the sample question.**

Pause while students read the sample question shown below. Do not read the sample question aloud.

Sample

S1

$$\begin{array}{r} \mathbf{32} \\ +\ \mathbf{43} \\ \hline \end{array}$$

A 11
B 65
C 75
D 76
E None of the above

Answer

S1 Ⓐ Ⓑ ● Ⓓ Ⓔ

After the students have finished reading the sample question, say:

Are there any questions concerning the sample?

Answer any questions. Then say:

You will have *15 minutes* for this test. Do *not* turn the page until I tell you to do so. You may mark in your test booklet if you want to do any writing.

If you finish early, you may check your answers to this test. Then close your test booklet, put your answer document inside it, and sit quietly until the end of the test is announced.

When everyone is ready to start, say:

You may turn the page now and begin.

Start your stopwatch. Also note the time on the wall clock and write it down.

Start Time	_____
	+ 15 Minutes
Stop Time	_____

Circulate among the students to make certain that they are marking their answers in the appropriate place on their answer documents. If any students finish very early, check to be sure that they have worked to the end of the test. You should make a systematic check of the students' work during the testing period.

After students have worked exactly 15 minutes, say:

Stop. Please close your test booklet and put your answer document inside it.

Collect the test booklets and answer documents systematically.

PART 4 Preparing Materials for Scoring

Preparing Materials for Scoring

Before the School Test Coordinator returns the test materials to the District Test Coordinator, materials must be prepared as follows. (See page 42 for further details.)

Collect Test Materials from Students after Test Administration

All answer documents and test booklets must be collected from students immediately after the conclusion of test administration. Test materials must be kept secure at all times except during formal testing sessions as per the Arkansas Department of Education Test Security Guidelines. Any test booklets not accounted for by the district will be reported to the Arkansas Department of Education.

Complete the "Teacher Use Only" Box after Test Administration

Fill in the "Teacher Use Only" box on the answer document **after** all testing is completed. The School Test Coordinator or the person **authorized** to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. Verify that students did not mark any circles in the "Teacher Use Only" box.

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

Important: A student label **must** be used on an 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 following sections of the "Teacher Use Only" box: Monitored Former LEP, ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP). If information for a student is incorrect, it must be updated in APSCN/Triand prior to testing.

TEACHER USE ONLY	SPECIAL EDUCATION ONLY				LEP ONLY
	ESI Codes			◯ Free and/ or Reduced Lunch	◯ Limited English Proficient (LEP)
	① AU	⑤ MD	⑨ SLD	◯ *Migrant Student	◯ *LEP student less than one year in the U.S.
	② DB	⑥ OI	⑩ SI		
	③ HI	⑦ OHI	⑪ TBI		
	④ MR	⑧ ED	⑫ VI		
Monitored Former LEP ◯ Year 1 ◯ Year 2	*Special Education Accommodations			◯ Gifted and Talented	*LEP Accommodations
	① TRAN		⑧ MD		① LEP - ET
Student NOT Tested Mark the reason in box 8 on page 2.	② REC		⑨ NB	*Highly Mobile	② LEP - WTWD
	③ SIGN		⑩ IS	◯ Student enrolled in school/ district after October 1, 2012	③ LEP - IS
	④ PREF		⑪ ET		④ LEP - PREF
	⑤ SMGT		⑫ LPT		⑤ LEP - SMGT
	⑥ INT		⑬ BT		⑥ LEP - INT
	⑦ RMT/RWT/RST		⑭ AB		⑦ LEP - RMT/RWT/RST
					⑧ LEP - NB

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

Monitored Former LEP (MFLEP) students include

- students who have exited out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
- students who were exited from ESL services and whose academic progress is being monitored for two years in the regular education classroom as required by Federal law; and
- students who were identified as LEP at some time in the prior two years but who no longer meet the state's definition of LEP.

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

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

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

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

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

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

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students must complete each session in the order scheduled before moving to the next session. Students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

Coding for Free andlor Reduced Lunch. A student's eligibility for Free and/or Reduced Lunch does not need to be coded on the answer document if a student label is used. For students without labels, only the School Test Coordinator or the person authorized in the agreement signed by the school with Child Nutrition can code the section for students eligible for Free and/or Reduced Lunch. This information must be filled out after testing is completed. This section cannot be marked by the Test Administrator. (Refer to Commissioner's Memo #FIN–09–041; the contact person is Suzanne Davidson at 501-324-9502.)

Coding for Migrant Student. Complete the Migrant Student section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. In the section labeled "Migrant Student," fill in the circle for any student meeting the following guidelines: Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

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

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

Coding for Highly Mobile. Complete the Highly Mobile section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. In the section labeled "Highly Mobile," fill in the circle for any student enrolled in the school or moving between schools after October 1, 2012.

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

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

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

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

1	**LEP-ET**	extended time
2	**LEP-WTWD**	word-to-word dictionary
3	**LEP-IS**	individualized schedule
4	**LEP-PREF**	preferential seating (study carrel)
5	**LEP-SMGT**	small group testing
6	**LEP-INT**	individual testing
7	**LEP-RMT/RWT/RST**	reading of the math/writing/science test in English **Important:** *No portion of the reading test may be read to any student!*
8	**LEP-NB**	noise buffer

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

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students must complete each session in the order scheduled before moving to the next session. Students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

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

Fill in the circle for the appropriate reason code (mark ONLY one) on the answer document. All student labels sent to schools must be used on answer documents or Student Not Tested Forms. If the reason the student did not test is not listed, or if the student refuses to take all portions of the test, the District Test Coordinator must contact the ADE Office of Student Assessment at 501-682-4558 for further instructions.

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

Important: Fill in circle 15, SRT (Student REFUSED to Test) in the "Student NOT Tested" section for any student who refused to take **all** portions of the test. The Test Administrator must notify the School Test Coordinator of any student refusing to take **all** portions of the test. (The School Test Coordinator will then contact the District Test Coordinator who will then notify the ADE Office of Student Assessment.)

Stack and Count All the Scorable Materials for Your Classroom

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

Return Test Materials to the School Test Coordinator

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

A. Answer Documents

1. Separate **used** answer documents from **unused** answer documents.

2. Label the stack of **used** answer documents with the word "USED," the number of **used** answer documents, and your school name.

3. Label the stack of **unused** answer documents with the word "UNUSED," the number of **unused** answer documents, and your school name.

B. Test Booklets

1. Organize all test booklets (used and unused together) in security ID number order with the lowest number on top and the highest number on the bottom.

2. Verify that there are no answer documents inside test booklets.

3. Label the stack of test booklets with the school name, the number of test booklets, and the range of security ID numbers of the booklets in the stack.

C. *Test Administration Manuals*

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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