ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Spring Algebra I End-of-Course Examination

Spring 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

May 7–8, 2013 *Spring Algebra I End-of-Course Examination* administration dates.
May 14, 2013 Make-up test administrations for Algebra I must be completed.

The success of the Spring End-of-Course Examinations depends upon your assistance. The Arkansas Department of Education thanks you for your valuable assistance in administering this Spring End-of-Course Examination.
Arkansas Department of Education
Spring 2013

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Overview of the *Spring Algebra I End-of-Course Examination*

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

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

This Test Administration Manual

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

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

Important Dates

The Algebra I test consists of eight sessions with testing scheduled for Tuesday, May 7 and Wednesday, May 8. 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 23.

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 16–17 and to the Test Administration Script for each testing session;
- verify the correctness of information on the Preliminary Demographic Verification Roster, if assigned to do so;
- maintain the security of all test materials and sign the appropriate test security forms—see the description of the security forms on page 17–18;
- 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 testing sessions, if assigned to do so; and
- code information as appropriate in the "Teacher Use Only" box on the first two pages of each answer document once testing is completed, if assigned to do so—make sure you obtain all of the information that will be required.

To ensure that you have completed all of the steps in preparing for a successful test administration, a "Checklist for Test Administrators" is provided on pages 24–25. 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 50 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—Foreign Exchange

A Foreign Exchange section has been added to the "Teacher Use Only" box on the student answer document. Fill in this circle, as appropriate, to identify foreign exchange students, regardless of whether or not a student label is used. See page 52 for instructions regarding coding foreign exchange students.

Guidelines for Students to be Tested

Students to be Tested

The *Spring Algebra I End-of-Course Examination* should be administered to **all** students completing Algebra I or the equivalent by the end of the spring semester for high school graduation credit, who are eligible for testing under standardized conditions, with or without accommodations.

A student enrolled in a course of study equivalent to Algebra I that sequences the course content over a two-year period must test at the end of the two years, regardless of whether or not the student has completed or passed the course. Any student who falls into this category and who is enrolled in an Arkansas school **on or before** the day of testing should be administered the *Spring Algebra I End-of-Course Examination*.

The *Spring Algebra I End-of-Course Examination* should also be administered to students who were in grade 9 and below during the 2009–2010 school year who meet **all** of the following requirements:

- have previously taken **one or two** Algebra I End-of-Course examinations and **have not scored** at the *Pass* level
- have completed remediation according to their Individualized Academic Improvement Plan (IAIP)
- have been determined by the district to be ready to take an Algebra I End-of-Course retest

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 IEP indicates 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, who are enrolled in Algebra I for high school graduation credit must take the paper and pencil *Spring Algebra I End-of-Course Examination*, with or without accommodations. Students enrolled in a grade 9 resource mathematics class must participate in the Alternate Portfolio Assessment for Grade 9 Mathematics. 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. It 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 47–54 of this manual. Students identified as disabled will receive an Individual Student Report and will be included in the IEP Summary Report, as well as in the Combined Population Report. Do not code the Special Education Accommodations section for students with a 504 Plan. However, students may still receive accommodations that are in their 504 Plans and used regularly in the classroom.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Limited English Proficient students taking the *Spring Algebra I End-of-Course Examination* should be tested, with or without accommodations.

Identification of a student as LEP is included in the student label barcode and on the Preliminary Demographic Verification Roster. A student's LEP status does not need to be coded on the answer document if a student label is used. If a student label is not used for an LEP student, 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 47–54 of this manual. Students identified as LEP will receive an Individual Student Report and will be included in the LEP Summary Report, as well as in the Combined Population Report.

FIRST-YEAR LIMITED ENGLISH PROFICIENT STUDENTS

LEP students in their first year in the U.S. are **not** exempt from the *Spring Algebra I End-of-Course Examination*.

First-year LEP students must be identified as such on their answer documents regardless of whether or not a student label is used. To identify first-year LEP students, a School Test Coordinator (or designated person) must code each student's answer document by filling in the circle for LEP student less than one year in the U.S. in the "Teacher Use Only" box. This information is **not** included in the student label barcode or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 47–54 of this manual. First-year LEP students whose answer documents have been properly coded will not be included in the school, district, or state summary reports. Once the answer documents are returned for scoring, students cannot be reassigned. If the circle for LEP student less than one year in the U.S. is **not** coded, that student will be included in summary reports.

Guidelines for Students to be Tested

Transfer Students

Any student meeting the criteria for taking the *Spring Algebra I End-of-Course Examination,* 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 student moving from one district to another during testing.

Foreign Exchange Students

Foreign exchange students meeting the criteria for taking the *Spring Algebra I End-of-Course Examination* must be tested. The School Test Coordinator (or designated person) may identify a foreign exchange student by filling in the appropriate circle in the "Teacher Use Only" box. In this case, the student will receive an Individual Student Report and will count toward the 95% tested for accountability purposes, but the student's scores will not be included in school, district, or state summary reports. If the circle labeled "Foreign Exchange" is **not** coded, the student's scores will be included in the summary reports.

Foreign exchange students must be identified as such on their answer documents regardless of whether or not a student label is used. To identify foreign exchange students, the School Test Coordinator (or designated person) must code each student's answer document by filling in the circle for Foreign Exchange 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 47–54 of this manual. Once the answer documents are returned for scoring, students cannot be reassigned.

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 47–54 of this manual.

Students should be identified as migrant if they meet the following guidelines: Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

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

Highly Mobile Students

Any student enrolled in the school or moving between schools in the district **after** October 1, 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 47–54 of this manual.

Alternative Learning Environment (ALE)

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

Students NOT Tested

Every student who meets the requirement to test in spring 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 the 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 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 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 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.

Verification and Correction of Student Information

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, May 3, 2013, for Algebra I. 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.

Student Retest information is included on the Preliminary Demographic Verification Roster; however, it is not located in APSCN/Triand. If Student Retest information is incorrect on the Preliminary Demographic Verification Roster, please contact your School Test Coordinator to reconcile any discrepancies immediately.

Preliminary Demographic Verification Roster

A Preliminary Demographic Verification Roster will be provided by subject to each school; districts will be provided with copies for each school within the district where students are being tested. 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. 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, May 3, 2013, for Algebra I.**

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, Retest status (Algebra I only), birth date, gender, ethnicity, grade, and subject. 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 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, test booklet form letter in box 9, 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 47–54 of this manual. An asterisk indicates that a section needs to be completed regardless of whether or not a student label is used.

Incorrect Labels

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

Procedures Prior to Test Administration

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. Parent Notification Pamphlets are included in the Non-secure Materials Shipment.

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 9 of this manual for information about the use of Social Security Numbers and State Reporting Identification Numbers for student identification purposes.

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

Materials Needed for Test Administration

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

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

- **Sharpened No. 2 Pencils:** If it is not your normal procedure to furnish pencils, students should be told to bring two sharpened No. 2 pencils each day of the test. You should have extra No. 2 pencils on hand. **ONLY No. 2 pencils may be used on answer documents.** 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:** Remind students to bring calculators on the testing days if needed. The school must provide calculators for students who do not have them and wish to use them during testing. See pages 20–21 of this manual for information regarding calculator use and restrictions.

- **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 in boxes 1–9 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 47–54 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, May 3, 2013).

- **Rulers:** Rulers are provided in packages of 25 and should be given to all students being tested at the beginning of Session A1 on the first day of testing. Rulers must be used as they are packaged, and may not be altered in any way. Altering of the rulers is a testing impropriety.

Student Testing Materials

Overview of Testing Sessions and Layout of Materials

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

DAY	SESSION	TEST BOOKLETS	ANSWER DOCUMENTS
1	Student Demographic Information	None	Page 1 (Cover) and 2
	A1–Multiple-choice Items	Begins on Page 1	Page 3
	A2–Multiple-choice Items	Begins on Page 8	Page 3
	A3–Open-response Items	Begins on Page 14	Pages 4–6
	A4–Multiple-choice Items	Begins on Page 18	Page 8
2	**A5**–Multiple-choice Items	Begins on Page 24	Page 9
	A6–Open-response Items	Begins on Page 32	Pages 10–11
	A7–Multiple-choice Items	Begins on Page 34	Page 12
	A8–Open-response Items	Begins on Page 42	Pages 14–15
	EOC Mathematics Reference Sheet	Inside Back Cover	None

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 outside the box will **not** be scored. 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. Marking directions for the multiple-choice answers are given on the front cover.

DAY 1

- **Page 1** is the front cover and contains demographic information to be filled out if no student label is provided. The "Teacher Use Only" box must be completed after testing is finished.
- **Page 2** contains the Student NOT Tested portion of the "Teacher Use Only" box.
- **Page 3** contains space for students to mark their answers to multiple-choice questions 1–20 for Session A1 and multiple-choice questions 21–40 for Session A2.
- **Pages 4–6** contain spaces for the answers to open-response questions A, B, and C for Session A3.
- **Page 7** is a blank page—DO NOT USE.
- **Page 8** contains space for students to mark their answers to multiple-choice questions 41–55 for Session A4.

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

DAY 2

- **Page 9** contains space for students to mark their answers to multiple-choice questions 56–75 for Session A5.
- **Pages 10 and 11** contain spaces for the answers to open-response questions D and E for Session A6.
- **Page 12** contains space for students to mark their answers to multiple-choice questions 76–90 for Session A7.
- **Page 13** is a blank page—DO NOT USE.
- **Pages 14 and 15** contain spaces for the answers to open-response questions F and G for Session A8.
- **Page 16** is a blank page—DO NOT USE.

TEST BOOKLET LAYOUT

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

The test booklets are secure documents. Test security guidelines dictate that test booklets are not to be examined at any time except when a **currently** licensed Test Administrator is providing an approved accommodation 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 all sessions.

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

DAY 1

- **Session A1** begins on page 1. This session includes 20 multiple-choice questions. If needed, the students may use the Mathematics Reference Sheet on the inside of the back cover of the test booklet for all mathematics sessions.
- **Session A2** begins on page 8 and includes 20 multiple-choice questions.
- **Session A3** begins on page 14 and includes 3 open-response questions. 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 A4** begins on page 18 and includes 15 multiple-choice questions.

DAY 2

- **Session A5** begins on page 24 and includes 20 multiple-choice questions.
- **Session A6** begins on page 32 and includes 2 open-response questions. Students must show or explain all their work for the open-response questions (see Session A3 above).
- **Session A7** begins on page 34 and includes 15 multiple-choice questions.
- **Session A8** begins on page 42 and includes 2 open-response questions. Students must show or explain all their work for the open-response questions (see Session A3 above).

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 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.
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, and all used answer documents shall be inventoried subsequent to testing and returned to the testing company in the prescribed manner on the prescribed dates. Failure to return all required testing materials by the required dates is a breach of security. Any test booklets, 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 *Spring Algebra I End-of-Course Examination* may **not** be downloaded into any assistive device.

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

Affidavit 3—Test Administrator Security Form

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. Fill in the appropriate circle for the course in which tests were administered. **Note:** Only one course can be marked on each Affidavit 3.

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.

Affidavit Waiver Form for Providing an Approved Accommodation

The Test Administrator providing the reading, transcribing, or recording accommodation must sign this form after the examination is administered to indicate that he/she understood and followed 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.

Rulers

Students taking the *Spring Algebra I End-of-Course Examination* may be required to use a ruler to answer some mathematics items. Rulers will be shrink-wrapped in packages of 25 and should be provided to all students being tested in Algebra. Rulers must be used as they are packaged, and may not be altered in any way. Altering of the rulers is a testing impropriety.

Mathematics Reference Sheet

A mathematics formula reference sheet is provided on the inside of the back cover of the test booklets for the *Spring Algebra I End-of-Course Examination*. Students may reference this sheet as needed, but under no circumstances should the sheet be detached from the test booklet or copied. Detaching or copying the Mathematics Reference Sheet compromises the integrity of the test 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. After the completion of the last Algebra I session, collect rulers from students.

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

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

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

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

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

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. 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 15, "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–T) in the upper right-hand corner. Students are asked to identify their specific test booklet form by filling in the appropriate circle in box 9 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., A1), is printed in large type on the answer document to make it easier to see that a student is answering on the correct page.**

Testing Guidelines and Security

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

Calculators may be used in all sessions of the *Spring Algebra I End-of-Course Examination*. **Students may NOT share calculators during testing sessions and may have only ONE calculator during testing.**

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

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

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

Some examples of specific calculator models prohibited include the following:

- Casio CFX-9970G, Algebra FX 2.0, and ClassPad300
- Hewlett-Packard HP-40G, HP-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 students' labels is being handled in your school. Please read through this script carefully to determine what, if anything, needs to be modified for your situation.

Testing Session Guidelines and Schedule

This section details the procedures to be followed for each testing session. Tests are to be administered in the order listed on page 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 *Spring Algebra I End-of-Course Examination* is a timed test. Each session must be administered in the times specified. Allow time at the beginning of each session to present directions and other information to the students. For each session, refer to the amount of time shown in the table below. **Early testing constitutes a breach in test security.** Test Administrators should have received a specific testing schedule from the School Test Coordinator including session times and break times.

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	SUBJECT	SESSION	NUMBER OF ITEMS	TESTING MINUTES
Tuesday May 7, 2013	**Algebra I**	–	Student Demographic Information	15
		A1	20 multiple-choice items	30 + directions
		A2	20 multiple-choice items	30 + directions
		A3	3 open-response items	45 + directions
		A4	15 multiple-choice items	25 + directions
Wednesday May 8, 2013	**Algebra I**	**A5**	20 multiple-choice items	30 + directions
		A6	2 open-response items	30 + directions
		A7	15 multiple-choice items	25 + directions
		A8	2 open-response items	30 + directions

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

Breaks between Sessions

It is recommended that students be allowed at least a 15-minute break after Sessions A2, A3, and A6. It is also recommended that students be given short breaks of 5 minutes after each session. Lunch and other breaks can be added to the schedule between sessions. Each testing session must be completed in the order prescribed above before moving onto the next session, and all sessions must be completed at the conclusion of the school day. See your School Test Coordinator if you have questions about the break schedule.

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 Algebra I **must be completed no later than Tuesday, May 14, 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.

____ 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.

____ 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 9 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 or rulers inside the test booklets.

____ Prepare test materials according to the instructions on page 55 and return them to the School Test Coordinator.

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

DAY 1: Tuesday, May 7

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 Tuesday, May 7th. You will be taking the *Spring Algebra I End-of-Course Examination*. Some of the questions are easier and some are harder, but you are expected to answer every question and to do your best. There is no penalty for guessing so you should answer every question. If you do not have a sharpened No. 2 pencil, please raise your hand. **[*Supply sharpened No. 2 pencils to students who need them. 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.*]**
>
> Now, on your answer document, find **box 9, "Test Booklet Form"** on the right side under the "Grade" box. **[*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 the box for **"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.*]**
>
> Look at the front cover of your test booklet. **[*Pause.*]** Print your name in the space provided at the top. **[*Pause while students print their names.*]**
>
> Now set your test booklet aside and find **box 1, "District/School/Class Information,"** on your answer document. **[*Pause.*]** In box 1, there are three spaces for your district, school, and classroom/group names. Please print this information in the proper spaces. If you need the proper spelling, you can refer to the board where I have written this information. **[*Pause.*]**

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."**

continued on next page

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*.]**

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.

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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*.]**

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

DAY 1: Tuesday, May 7

SESSION A1 (Calculator)

Permitted time: 30 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Tuesday, May 7th. You will have 30 minutes to complete Session A1. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

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

This testing session contains 20 multiple-choice questions. Mark your answer choices for questions 1 through 20 for the session labeled "A1" on page 3 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" on the front cover of the answer document. **[*Pause*.]**

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

Remember, inside the back cover of the test booklet, there is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations. **[*Pause*.]**

You may also use the ruler during this session, if you need it to answer a question.

Now open your test booklet to page 1 for "Session A1—Algebra I (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 assist you. Do you have any questions about where you are to do your work or mark your answers? **[*Pause. Answer any questions students have about test and response locations*.]**

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

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

> This is the end of Session A1. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[*It is recommended that the students be given a break of at least 5 minutes.*]**

DAY 1: Tuesday, May 7

SESSION A2 (Calculator)

Permitted time: 30 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Tuesday, May 7th. You will have 30 minutes to complete Session A2. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

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

This testing session contains 20 multiple-choice questions. Mark your answer choices for questions 21 through 40 for the session labeled "A2" on page 3 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" on the front cover of the answer document. **[*Pause*.]**

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

Remember, inside the back cover of the test booklet, there is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations. **[*Pause*.]**

You may also use the ruler during this session if you need it to answer a question.

Now open your test booklet to page 8 for "Session A2—Algebra I (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 assist you. Do you have any questions about where you are to do your work or mark your answers? **[*Pause. Answer any questions students have about test and response locations.*]**

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

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

> This is the end of Session A2. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[*It is recommended that students be given a break of at least 15 minutes.*]**

DAY 1: Tuesday, May 7

SESSION A3 (Calculator)

Permitted time: 45 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Tuesday, May 7th. You will have 45 minutes to complete Session A3. 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 three 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, inside the back cover of the test booklet is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations.

You may also use the ruler if you need it to answer a question.

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

> In this session, boxes for answering open-response questions A, B, and C are on pages 4–6 of your answer document. Turn to page 4 of your answer document. **[*Pause.*]** Now locate boxes for questions A, B, and C. Be sure to write your response in the correct space. 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.
>
> Open your test booklet to page 14 for "Session A3—Algebra I (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 45 minutes. You may begin.

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

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

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

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

> This is the end of Session A3. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[*It is recommended that students be given a break of at least 15 minutes.*]**

DAY 1: Tuesday, May 7

SESSION A4 (Calculator)

Permitted time: 25 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Tuesday, May 7th. You will have 25 minutes to complete Session A4. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

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

This testing session contains 15 multiple-choice questions. Mark your answer choices for questions 41 through 55 for the session labeled "A4" on page 8 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" on the front cover of the answer document. **[*Pause.*]**

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

Remember, inside the back cover of the test booklet, there is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations. **[*Pause.*]**

You may also use the ruler during this session if you need it to answer a question.

Now open your test booklet to page 18 for "Session A4—Algebra I (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 assist you. Do you have any questions about where you are to do your work or mark your answers? **[*Pause. Answer any questions students have about test and response locations.*]**

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

> When you have finished answering the questions in this session, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won't disturb those who are still working.
>
> You will have exactly 25 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 25 minutes have ended, say to the students:***

> This is the end of testing for today. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. Insert your answer document into your test booklet, and I will collect them. **[*Test Administrators must clear the memory of any calculator equipped with such a feature*.]**

7. ***Check each set of materials to see that the answer document and the ruler have been inserted into the test booklet. After accounting for all materials, store them in a secure place.***

8. ***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: Wednesday, May 8

SESSION A5 (Calculator)

Permitted time: 30 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Wednesday, May 8th. You will have 30 minutes to complete Session A5. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

Turn to page 9 of your answer document. **[*Pause.*]**

This testing session contains 20 multiple-choice questions. Mark your answer choices for questions 56 through 75 for the session labeled "A5" on page 9 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" on the front cover of the answer document. **[*Pause.*]**

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

Remember, inside the back cover of the test booklet, there is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations. **[*Pause.*]**

You may also use the ruler during this session if you need it to answer a question.

Now open your test booklet to page 24 for "Session A5—Algebra I (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 assist you. Do you have any questions about where you are to do your work or mark your answers? **[*Pause. Answer any questions students have about test and response locations.*]**

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

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

> This is the end of Session A5. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[*It is recommended that students be given a break of at least 5 minutes.*]**

DAY 2: Wednesday, May 8

SESSION A6 (Calculator)

Permitted time: 30 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Wednesday, May 8th. You will have 30 minutes to complete Session A6. 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, inside the back cover of the test booklet is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations.

You may also use the ruler if you need it to answer a question.

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

> In this session, boxes for answering open-response questions D and E are on pages 10 and 11 of your answer document. Turn to page 10 of your answer document. **[*Pause*.]** Now locate boxes for questions D and E. Be sure to write your response in the correct space. 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.
>
> Open your test booklet to page 32 for "Session A6—Algebra I (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:***

> This is the end of Session A6. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[*It is recommended that students be given a break of at least 15 minutes.*]**

DAY 2: Wednesday, May 8

SESSION A7 (Calculator)

Permitted time: 25 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Wednesday, May 8th. You will have 25 minutes to complete Session A7. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

Turn to page 12 of your answer document. **[*Pause.*]**

This testing session contains 15 multiple-choice questions. Mark your answer choices for questions 76 through 90 for the session labeled "A7" on page 12 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" on the front cover of the answer document. **[*Pause.*]**

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

Remember, inside the back cover of the test booklet, there is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations. **[*Pause.*]**

You may also use the ruler during this session if you need it to answer a question.

Now open your test booklet to page 34 for "Session A7—Algebra I (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 assist you. Do you have any questions about where you are to do your work or mark your answers? **[*Pause. Answer any questions students have about test and response locations.*]**

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

> When you have finished answering the questions in this session, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won't disturb those who are still working.
>
> You will have exactly 25 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 25 minutes have ended, say to the students:***

> This is the end of Session A7. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[*It is recommended that students be given a break of at least 5 minutes.*]**

DAY 2: Wednesday, May 8

SESSION A8 (Calculator)

Permitted time: 30 minutes + directions

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

- **Sharpened No. 2 Pencils**
- **Ruler**
- **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. The "End-of-Course Mathematics Reference Sheet" may NOT be detached from the test booklet.

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

Today is Wednesday, May 8th. You will have 30 minutes to complete Session A8. 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, inside the back cover of the test booklet is an "End-of-Course Mathematics Reference Sheet" that you can use for help with your calculations.

You may also use the ruler if you need it to answer a question.

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

> In this session, boxes for answering open-response questions F and G are on pages 14–15 of your answer document. Turn to page 14 of your answer document. **[*Pause.*]** Now locate boxes for questions F and G. Be sure to write your response in the correct space. You must keep your responses 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.
>
> Open your test booklet to page 42 for "Session A8—Algebra I (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:***

> This is the end of the test. Close your test booklet. Make sure your name is printed at the top of your test booklet. Put your ruler inside the front cover of your test booklet.
>
> Look through your answer document to make sure there is nothing inside of it. When you have finished checking your answer document, insert it into your test booklet, and I will collect them. **[*Test Administrators must clear the memory of any calculator equipped with such a feature.*]**

7. ***Check each set of materials to see if the answer document and the ruler have been inserted into the test booklet. Account for all materials.***

continued on next page

8. 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.*]**

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

10. Separate the answer documents from the test booklets; then organize all materials according to the "Procedures Following Test Administration" on pages 47–55.

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 for students 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 52 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: Course Taken, Student Retest, Monitored Former LEP, 504 Accommodations, ESI Codes, Special Education Accommodations, Free and/or Reduced Lunch, Migrant Student, Gifted and Talented, Foreign Exchange, 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 Student Retest, 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 (Course Taken, 504 Accommodations, Special Education Accommodations, Migrant Student, Foreign Exchange, 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 10 for more information about updating student demographic information and below regarding updating Student Retest information.

TEACHER USE ONLY

*Course Taken
- ◯ Algebra
- ◯ Algebra A & B
- ◯ Other

Student Retest
- ◯ Retest 1
- ◯ Retest 2

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 10 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
- ◯ *Foreign Exchange

*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

***Course Taken**

Complete the Course Taken section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. Course Taken may be blank for Algebra I student retesters who are not associated with a course listed.

Student Retest

A student's retest information does not need to be coded on the student answer document if a student label is used. If a student label is not used, complete the Student Retest section of the "Teacher Use Only" box for each student taking an Algebra I End-of-Course Examination retest.

Fill in the "Retest 1" circle for any student who was in grade 9 or below during the 2009–2010 school year and meets **all** of the following requirements:

- has previously taken **one** Algebra I End-of-Course Examination and has not scored at the *Pass* level;
- has completed remediation according to their Individualized Academic Improvement Plan (IAIP); and
- has been determined by the district to be ready to take an Algebra I End-of-Course retest.

Fill in the "Retest 2" circle for any student who was in grade 9 or below during the 2009–2010 school year and meets **all** of the following requirements:

- has previously taken **two** Algebra I End-of-Course Examinations and has not scored at the *Pass* level;
- has completed remediation according to their Individualized Academic Improvement Plan (IAIP); and
- has been determined by the district to be ready to take an Algebra I End-of-Course retest.

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

Monitored Former LEP Students

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 but do not bubble them in the "Teacher Use Only" box.

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

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

***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 **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 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.

Free and/or Reduced Lunch Students

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

***Migrant Students**

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

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

Gifted and Talented Students

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

***Foreign Exchange**

Foreign exchange students must be identified as such on their answer documents regardless of whether or not a student label is used. To identify foreign exchange students, the School Test Coordinator (or designated person) must code each student's answer document by filling in the circle for Foreign Exchange in the "Teacher Use Only" box.

***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 received 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 **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 *Spring Algebra I End-of-Course 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 student 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 front of the student answer document must be completed.

TEACHER USE ONLY

10 *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 *Spring Algebra I End-of-Course Examination* **but took NO portion of the test.** Instructions for completing page 1 are provided in the Test Administration Manual. Fill in the circle for the reason (mark ONLY one) the student took NO portion of the test. 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. Student was incorrectly identified as taking an Algebra I course
14. Withdrew from school or course
15. Student has already passed the *Algebra I End-of-Course Examination*
16. SRT
17. Deceased
18. School district/school failed to administer the examination
19. Student is eligible for an Algebra I retest opportunity but is not ready to test

Important: Fill in circle 16, 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 8 for additional information regarding students not tested and 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 Materials

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

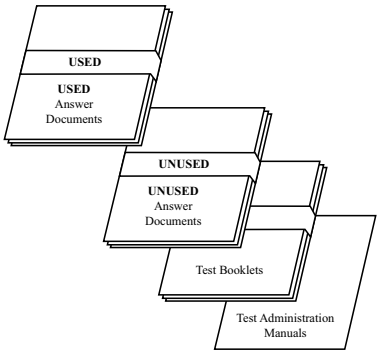
A. Answer Documents
1. Separate **used** answer documents from **unused** answer documents.
2. Verify that there are no rulers inside of answer documents.
3. Verify that all answer documents have been accounted for.

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 that there are no answer documents inside of test booklets.
3. Verify that all test booklets assigned to you are accounted for.

C. Test Administration Manual(s)

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 your 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 Plan.

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

Allowable Special Education Accommodations include, but are not limited to, the following:

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

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

Code	Definition
11 ET	**extended time** **Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*
12 LPT*	**Large Print test booklet** There are no Large Print answer documents. The student shall write all answers in the test booklet. No scratch paper is permitted. The teacher will transcribe the student's answers into a standard answer document.
13 BT*	**Braille test booklet** There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
14 AB	**abacus**

In special circumstances, additional requests for assistive devices will be considered for special education students or students with a 504 Plan. The "Special Accommodations Request Form for Special Education Students or Students with a 504 Plan" must be obtained from the ADE 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** **Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*
2 LEP - WTWD	**word-to-word dictionary** Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures, if it is part of a student's LPAC Plan.
3 LEP - IS	**individualized scheduling**
4 LEP - PREF	**preferential seating (study carrel)**
5 LEP - SMGT	**small group testing**
6 LEP - INT	**individual testing**
7 LEP - RMT/RWT/RST*	**reading of the math/writing/science test in English** **Important:** *No portion of the reading test may be read to any student!*
8 LEP - NB	**noise buffer**

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

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 and/or science portions of the End-of-Course Examinations read to them if the accommodation is listed in their IEPs, LPAC Plans, or 504 Plans and is used on a regular basis in the classroom. 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. **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 (see sample on page 61) must be 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.

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Spring End-of-Course Examinations for Algebra I, Geometry, and Biology
AFFIDAVIT WAIVER FORM
for Providing an Approved Accommodation
Spring 2013

I provided an approved testing accommodation for:

_____ _____
Student's Name Answer Document Number

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

of the *2013 Spring*_____ *End-of-Course Examination*. I agree not to copy, use
Algebra I/Geometry/Biology

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

_____ _____
Date Signature of Currently Licensed Arkansas Teacher Providing Accommodation

_____
District Name and School Name

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

QAI11644

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 10 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 End-of-Course Examinations
for Algebra I, Geometry, and Biology
Spring 2013

Preliminary Demographic Verification Roster (School Copy)

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

Please use this form to verify the demographic information for your students. If the student's school, grade, State ID, and/or last name are incorrect, the student's label cannot be used. If any other information is incorrect, the student label **must** still be used, but you will need to correct the information in APSCN/Triand by the end of the day on Friday, May 3, 2013. The updated information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

3 **Subject: Algebra I**

Name (Last, First, Middle Initial)	Gr	Birth Date	State ID Number	SS ID	Gender	Ethnicity*	ESI# Codes	MFLEP†	LEP	Free/Reduced Lunch	Gifted/ Talented	Retest
Daley, Charles P	11	03-19-90	1234567890	987654321	M	3		1	Y	Y	N	
Fitzgerald, Scott	11	04-09-91	2345678901	876543210	M	7	AU		N	N	N	1
Herzog, Brenda K	11	05-31-90	3456789012	765432109	F	5			N	N	N	
Liverpool, Angela	11	07-15-90	4567891098	654321098	F	2			Y	Y	Y	
Xuing, Yo	11	09-01-90	5678901234	543210987	M	1	OHI	2	N	N	N	2

*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=Speech 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

4 5 6 7 8 9 10 11 12 13 14 15 16

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

    1 – Hispanic 2 – Asian 3 – Native Hawaiian/Pacific Islander
    4 – American Indian/Alaska Native 5 – Black 6 – White 7 – Two or More
11. ESI Codes:

    AU – autism
    DB – deaf-blindness
    HI – hearing impairment
    MR – mental retardation (both TMR and 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
    Blank – no ESI code reported
12. 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
13. LEP: Y = Yes, the student is a Limited English Proficient student; N = No, the student is not a Limited English Proficient student
14. 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
15. Gifted and Talented: Y = Yes, the student is identified as Gifted and Talented; N = No, the student is not identified as Gifted and Talented
16. Student Retest: blank field = first time tester, 1 = Retest 1, 2 = Retest 2

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

COURSE

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

- ◯ Algebra I
- ◯ Geometry
- ◯ Biology

SCHOOL INFORMATION

School Name:

District Name:

INSTRUCTIONS

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

Student NOT Tested Codes

1. Absent on ALL days of the test administration, including the make-up test administration
2. Expelled/suspended
3. Extended hospitalization
4. Residential treatment
5. Homebound
6. Incarcerated
7. Juvenile detention
8. Transferred to a different school/district in Arkansas
9. Moved to a different state/out of country
10. Enrolled in a home school/private school
11. Completed an alternate portfolio assessment
12. Special Education services for home school/ private school
13. Student was incorrectly identified as taking this course
14. Withdrew from school or course
15. Student has already taken this Geometry/ Biology End-of-Course Examination OR student has already passed the Algebra I End-of-Course Examination
16. Reason 16 not applicable on this form. Must be coded on an answer document.
17. Deceased
18. School district/school failed to administer the examination
19. Student is eligible for an Algebra I retest opportunity but is not ready to test. (19 should not be bubbled if using a Geometry or Biology student label.)

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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.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18 19

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18 19

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18 19

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18 19

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

DO NOT WRITE BEYOND THIS AREA

QAI11613

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 11610-TAM-Alg AR1304

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