

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## Grade 11 Literacy Examination

March 2013

### TEST ADMINISTRATION MANUAL *for*

- ✓ **District Test Coordinators**
- ✓ **School Test Coordinators**
- ✓ **Test Administrators**  
(including Test Administration Script)

#### 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

- March 5–6, 2013** *Grade 11 Literacy Examination* administration dates.  
**March 12, 2013** Make-up test administrations for the *Grade 11 Literacy Examination* must be completed.

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The success of the Arkansas testing programs depends upon your assistance. The Arkansas Department of Education thanks you for your valuable assistance in administering the Grade 11 Literacy Examination.  
Arkansas Department of Education  
March 2013



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**OVERVIEW OF THE *GRADE 11 LITERACY EXAMINATION***

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** includes the *Grade 11 Literacy Examination*, which consists of multiple-choice questions in reading and writing, open-response questions in reading, and a writing component that directly assesses student writing. The *Arkansas English Language Arts Curriculum Framework* is the basis for development of the *Grade 11 Literacy Examination*.

This March, all eleventh-grade students will participate in the administration of the *Grade 11 Literacy Examination* with performance results provided for Literacy (combined scores for reading and writing).

Results of the *Grade 11 Literacy 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 general information related to the *Grade 11 Literacy Examination*, information on key events related to the test administration and schedule, and procedures to be followed at the district, school, and classroom levels, including specific instructions provided in separate sections for District Test Coordinators, School Test Coordinators, and Test Administrators.

District and School Test Coordinators should read this manual thoroughly, including the section for Test Administrators. This manual contains procedures for the receipt and inventory of test materials, the distribution of materials to schools and to Test Administrators, and the return of materials.

Test Administrators should also be familiar with all of the information contained in this manual. The Test Administrator section provides procedures to be followed prior to the test administration, during the test administration, and immediately following the test administration. The script that Test Administrators must use for the testing sessions is also included starting on page 51.

***GRADE 11 LITERACY EXAMINATION CONTRACTORS***

The Arkansas Department of Education (ADE) has contracted with Questar Assessment, Inc. (Questar)/ Measurement Incorporated (MI) for the development, production, distribution, and collection of *Grade 11 Literacy Examination* assessment materials. Questar is supplying materials and services for the *Grade 11 Literacy Examination*. Materials will be shipped from and returned to Questar.

**CONTACT INFORMATION**

With questions related to policy	The Office of Student Assessment, Arkansas Department of Education, 501-682-4558
With questions about materials or to order additional materials	Questar Assessment, Inc. Customer Service ARCustomerSupport@QuestarAI.com, 800-643-8547

## IMPORTANT DATES

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### SCHEDULE OF EVENTS FOR THE *GRADE 11 LITERACY EXAMINATION*

Event	Date
Districts receive non-secure materials	February 12, 2013
Districts receive secure materials	February 19, 2013
Districts receive Braille materials	February 26, 2013
Districts complete correction of student information	March 1, 2013
Districts administer the <i>Grade 11 Literacy Examination</i>	<b>March 5–6, 2013</b>
Districts complete make-up testing	March 12, 2013
Deadline for districts to return scoreable materials	March 14, 2013
Deadline for districts to return nonscoreable materials	March 15, 2013

Testing shall be conducted on the dates given above. No part of the examination may be given early. Early testing constitutes a breach of security. See the “Testing Guidelines and Security” section beginning on page 16 for more information about test security.

**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 80 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 e-mail with a Quick Reference Guide will be sent to districts when Preliminary Demographic Verification Rosters are available on ServicePoint.

**NEW—SCOREABLE AND NONSCOREABLE MATERIALS RETURN PROCESS**

Return Verification Forms are no longer being provided in the return kits and as such, cannot be faxed as part of the return verification process. After materials have been picked up by UPS, the District Superintendent or District Test Coordinator must notify Questar by completing return verification information on ServicePoint (a Quick Reference Guide is provided in Appendix E).

**NEW—FOREIGN EXCHANGE SECTION**

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 82 for instructions regarding coding foreign exchange students.

**NEW—READ-ALoud TEST ADMINISTRATOR'S TEST BOOKLET**

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

**NEW—AFFIDAVIT WAIVER FORM FOR PROVIDING AN APPROVED ACCOMMODATION**

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

# GUIDELINES FOR STUDENTS TO BE TESTED

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## STUDENTS TO BE TESTED

The *Grade 11 Literacy Examination* should be administered to all students enrolled in grade 11 who are eligible for testing under standardized conditions, with or without accommodations.

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, must be tested if their Individualized Education Programs (IEPs) indicate that paper and pencil testing is appropriate, with or without accommodations. If a student's IEP indicates that it is inappropriate for the student to take the *Grade 11 Literacy Examination*, that student must participate in the Alternate Portfolio Assessment for grade 11. Students in School Age Programs (DDS) are to be tested. This requirement began with the 2002–2003 school year. Additionally, students in Day Treatment Programs are to be assessed. (See Director's Memo IA-04-110, created 05/13/2004.)

A student's Exceptional Student Identification (ESI) code is included in the student label barcode and on the Preliminary Demographic Verification Roster and does not need to be coded on the answer document if a student label is used. If a student label is not used for a disabled student, the School Test Coordinator (or designated person) must code the student's answer document. Specific directions for coding student answer documents are provided on pages 79–84 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 *Grade 11 Literacy 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 79–84 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 exempt from the *Grade 11 Literacy Examination*. However, for Grade 11 Literacy, the decision to test LEP students who have been in the U.S. for less than one year should be based on the professional judgment of a language assessment committee composed of appropriate district and school personnel.

First-year LEP students must be identified as such on their answer documents regardless of whether or not a student label is used. To identify first-year LEP students, the School Test Coordinator (or designated person) must code each student's answer document by filling in the circle for LEP student less than one year in the U.S. in the "Teacher Use Only" box. This information is **not** included in the student label barcode or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 79–84 of this manual. Once the answer documents are returned for scoring, students cannot be reassigned.

## TRANSFER STUDENTS

Any student meeting the criteria for taking the *Grade 11 Literacy 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 in grade 11 must take the *Grade 11 Literacy Examination*. 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 summary reports.

## GUIDELINES FOR STUDENTS TO BE TESTED

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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 79–84 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 79–84 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 79–84 of this manual.

### ALTERNATIVE LEARNING ENVIRONMENT (ALE)

Alternative Learning Environment students in grade 11 shall participate in the *Grade 11 Literacy 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.

The School Test Coordinator is responsible for completing the Student Not Tested information, or they may assign a designated person to do so.

Every student who meets the requirement to test with the *Grade 11 Literacy Examination* 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 this manual 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.

If the reason a student did not test is not listed on the answer document, or if a student refused to take **all** portions of the test, the District Test Coordinator must contact the ADE Office of Student Assessment at 501-682-4558 for further instructions. Testing procedures for the district must include the manner in which the District Test Coordinator will be notified.

All other information requested on 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 document will be scored and included in all applicable reports.

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

# STUDENT INFORMATION

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## 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. Students may fill in more than one circle when it is appropriate to do so. The Preliminary Demographic Verification Roster will show only one ethnicity code. If a student's record in APSCN/Triand shows Hispanic and any additional ethnicity code, the ethnicity code on the roster will show "Hispanic." If a student's record in APSCN/Triand shows two or more ethnicity codes not including Hispanic, the ethnicity code on the roster will show "Two or More." The ethnicity codes 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 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

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### 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 barcodes 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, March 1, 2013. Students will be reported according to the information in the system when the data are pulled and any incorrect information CANNOT be changed after this point.**

### PRELIMINARY DEMOGRAPHIC VERIFICATION ROSTER

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

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

All information on the Preliminary Demographic Verification Roster must be checked carefully. If any of the information on the rosters is not correct, it **must** be updated in APSCN/Triand **by the end of the day on Friday, March 1, 2013.**

# VERIFICATION AND CORRECTION OF STUDENT INFORMATION

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## STUDENT LABELS

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

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

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

Information requested in box 1 (District/School/Class Information) **must** be entered (either by the student prior to the start of testing on Day 1 or by the Test Administrator prior to distributing answer documents to students). If a label is used, only the Classroom/Group Name field in box 1, the test booklet form letter in box 8, and sections of the "Teacher Use Only" box with an asterisk must be completed.

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

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

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

Instructions for completing the "Teacher Use Only" box are on pages 79–84 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

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### 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 have their Social Security Numbers or federally-assigned identification numbers and State Reporting Identification Numbers available on the first day of testing. The use of a Social Security Number (SS ID) or a federally-assigned identification number and a State Reporting Identification Number is required for student demographic information if a student label is not used. See page 8 of this manual for information about the use of Social Security Numbers and State Reporting Identification Numbers for student identification purposes.

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

### PREPARING STUDENTS, PARENTS, AND TEACHERS

Student, parent, and teacher attitudes strongly influence the overall success of the test administration. Parent and teacher attitudes influence student attitudes which, in turn, will be reflected in student performance results. There are a number of reasons why students bring negative attitudes to the testing process, many of which can be directly linked to the attitudes of the adults who are supposed to be supporting student success. The following is a partial list of attitudes, perceptions, or circumstances that will significantly impact the test results:

- The testing program lacks importance (to students or parents).
- The test is too difficult or too easy.
- The test does not reflect what the student needs to know to be prepared for the future.
- Teachers do not seem to care.
- Parents do not seem to care.
- Testing conditions are not conducive to good concentration.
- The test administration is poorly organized, confusing, or haphazard.
- Test results are misunderstood or misinterpreted.

In order to mitigate these perceptions, it is essential that District and School Test Coordinators, Test Administrators, and all district personnel work together to provide a testing experience that maximizes student performance results. It is important that district staff model behaviors that demonstrate positive and constructive attitudes toward testing. The following preparations should also be instituted:

- Stress the importance of the examination to both students and parents well in advance of testing.
- Stress the importance of the examination to teachers well in advance of testing.
- Underscore the importance of testing by characterizing the *Grade 11 Literacy Examination* as a crucial component of education within Arkansas that reflects the types of skills deemed necessary for a successful educational experience.

# PROCEDURES PRIOR TO TEST ADMINISTRATION

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## TRAINING TEST ADMINISTRATORS

District Test Coordinators, School Test Coordinators, and Test Administrators, as well as all personnel who administer the *Grade 11 Literacy Examination* and/or act in a supervisory capacity during testing, must be **currently** licensed by the ADE as Arkansas teachers or administrators. An essential role for District and School Test Coordinators is training the Test Administrators. This training is required by law and helps to overcome some of the negative perceptions about testing.

The district must develop and conduct training sessions for Test Administrators prior to the test administration. This Test Administration Manual for the *Grade 11 Literacy Examination* should be distributed upon receipt so that Test Administrators may review it prior to training. Test Administrators should have the opportunity to obtain answers to questions they may have at a formal training session. A formal training session should be held at least three (3) days prior to testing and should include a review of the following:

- the testing schedule, testing procedures, and Test Administrator responsibilities
- the Test Administration Manual
- students to be tested and how to appropriately provide accommodations for testing
- preparation of materials prior to and after testing
- the dates by which materials must be prepared for testing and returned to the School Test Coordinator
- all security requirements to be followed prior to, during, and after testing
- testing group size—there should be one Test Administrator appointed for each group of 25 students

Appendix C contains an outline of a suggested training agenda.

## SELECTING AND PREPARING TEST ADMINISTRATION SITE(S)

Because the administration of the *Grade 11 Literacy Examination* requires that a substantial amount of testing be done in just a few days, preparation for the receipt of materials, test administration, and return of materials is critical. **Since students must use the SAME test booklet and answer document each day of the test, it is strongly advised that students be tested in the same group each day. This should be taken into consideration when selecting a site.**

Each District Test Coordinator must work with the School Principal or School Test Coordinator to identify the testing arrangements that will best

- maintain the security of the test materials before, during, and after testing;
- allow materials to be quickly and accurately distributed to and collected from students each day of testing;
- provide an environment for the students that is comfortable and conducive to testing; and
- ensure that students are not interrupted during a testing session.

Some guidelines that can be used in selecting a test administration site are to

- choose the administration site well in advance of testing;
- make sure the room is well-lighted, adequately ventilated, and free from distractions;
- make sure each student has enough space to work (i.e., space to open a test booklet and to open and write in an answer document); and
- make sure there will be sufficient space between students to discourage cheating.

Just prior to testing, Test Administrators should prepare the administration site by

- removing or covering all visual aids in the room that might provide clues to answers; and
- posting a sign announcing: “TESTING—PLEASE DO NOT DISTURB.”

### NON-SECURE MATERIALS

The Non-secure Materials Shipment will include district and school materials for returning shipments to Questar. Each school's materials will be boxed and labeled by school to facilitate distribution. **District Test Coordinators are responsible for inventorying materials immediately upon receipt.** The materials for the District Test Coordinator will be packaged separately in the district box. The Non-secure Materials Shipment will include the following materials:

#### District Materials

- District Packing List
- Shipment Summary List
- Box Content Lists (when there is more than one box in the shipment)
- Cover Memo
- Parent Notification Pamphlets (A Note to Parents)—1 package of 25 for the district
- Test Administration Manual (Coordinator's copy)—2 copies for the district
- Copy of the Preliminary Demographic Verification Rosters for each school in the district
- Student Not Tested Forms—1 package of 10 for the district
- Paper Bands
- Test Security Affidavit 1—1 copy
- Test Security Affidavits 2 and 3—overage to be distributed to schools, as needed
- School/Course Header Sheets—overage to be distributed to schools, as needed
- Classroom/Group Information Sheets—overage to be distributed to schools, as needed
- Scoreable Materials Return Kit
  - Return Instructions for Scoreable Materials
  - District Scoreable Materials Transmittal Form
  - UPS Labels
  - Scoreable Questar Return Shipping Labels (**PINK**)
- Nonscoreable Materials Return Kit
  - Return Instructions for Nonscoreable Materials
  - UPS Labels
  - Nonscoreable Questar Return Shipping Labels (**GRAY**)

#### School Materials

- School Packing List
- Shipment Summary List
- Box Content Lists (when there is more than one box in the shipment)
- Parent Notification Pamphlets (A Note to Parents)—packages of 25
- Test Administration Manual—1 copy per every 20 students tested, and 1 copy for the School Test Coordinator
- Answer Documents
- Student Labels
- Preliminary Demographic Verification Roster—1 copy for the school
- Student Not Tested Forms—packages of 10
- Test Security Affidavits 2 and 3
- School/Course Header Sheets
- Classroom/Group Information Sheets

**Important:** Care must be taken in the handling and storage of student labels and Preliminary Demographic Verification Rosters since they contain personal information about students that should be kept private.

# OVERVIEW OF MATERIALS

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## SECURE MATERIALS

The Secure Materials Shipment will arrive a week after the Non-secure Materials Shipment. Each school's materials will be boxed separately and labeled by school to facilitate distribution. The materials for the District Test Coordinator will be packaged separately in the district box.

The Secure Materials Shipment will include secure test booklets and associated materials. **District Test Coordinators are responsible for inventorying all materials immediately upon receipt.**

### District Materials

- District Packing List
- Shipment Summary List
- Box Content Lists (when there is more than one box in the shipment)
- Secure Materials Report
- Cover Memo

### School Materials

- School Packing List
- Shipment Summary List
- Box Content Lists (when there is more than one box in the shipment)
- Test Booklet Security Form
- Test Booklets
- Large Print Test Booklets and associated materials (if ordered)
- Braille Test Booklets and associated materials (if ordered, will arrive in a separate shipment)
- Accommodated Read-aloud Test Booklets and associated materials (if ordered)

**Note:** Testing materials must match the number of students to be tested. No extra test booklet is provided for the Test Administrator. However, for Test Administrators who are providing an approved Read-aloud accommodation, a new Read-aloud Test Administrator's test booklet will be available for their use. One will be provided for each pack of five Read-aloud test booklets ordered for students with that accommodation.

## SHIPPING INVENTORY DOCUMENTS

Materials shipped for the *Grade 11 Literacy Examination* will arrive with the following inventory documents for your use.

- **Packing List**—Packing Lists will be provided and show a summary of the total quantities of materials included in all boxes of the shipment. Each district will receive a District Packing List (in Box 1), and each school will receive a School Packing List (in Box 1) for each shipment.
- **Shipment Summary List**—The Shipment Summary List will list all boxes in the shipment and the quantity of materials contained in each box. Each district will receive a District Shipment Summary List (in Box 1), and each school will receive a School Shipment Summary List (in Box 1) for each shipment.
- **Box Content List**—The Box Content List will list all materials that will be included in each box. A Box Content List will not be included when there is only one box in the shipment.
- **Secure Materials Report**—A Secure Materials Report for the district will include a list of all secure materials in the shipment, with the range of test booklet security ID numbers shipped to all schools in the district.

### LARGE PRINT, BRAILLE, AND READ-ALoud TEST BOOKLETS

Large Print, Braille, and Read-aloud test booklets are available for the *Grade 11 Literacy Examination*. The District Test Coordinator will have requested Large Print, Braille, and Read-aloud editions for students during the enrollment process. If there are additional students who will require these editions prior to testing, please contact Questar's Arkansas Customer Service at 800-643-8547 to request additional Large Print, Braille, or Read-aloud testing materials. **See page 91 for information regarding the transcription of Large Print and Braille test booklets.**

Districts that ordered Large Print or Read-aloud test booklets will receive the test booklets and associated materials in the regular school shipments, which should be distributed within the schools for which they were ordered.

Districts that ordered Braille materials will receive an additional shipment prior to testing. This shipment will include Braille test booklets and associated materials, which should be distributed to the schools for which they were ordered.

The Large Print Kit will include:

- a Large Print test booklet, shrink-wrapped
- a standard-sized answer document
- a Test Administration Manual
- a line template

The Braille Kit will include:

- a Braille test booklet, shrink-wrapped
- a standard-sized answer document
- a Test Administration Manual

The Read-aloud test booklets for students will be provided in packages of five (5), and one (1) Read-aloud Test Administrator's test booklet will be provided for each package of five in the school's Secure Materials Shipment and will not be packaged in a kit. The following materials that should accompany the Read-aloud test booklets will be provided in the school's Non-secure Materials Shipment:

- Parent Notification Pamphlets
- a Test Administration Manual
- Answer documents

Large Print, Braille, and Read-aloud test booklets will now be included in the school shipment of materials. Separate Test Booklet Security Forms for Large Print, Braille, and Read-aloud test booklets, as well as separate forms for Read-aloud Test Administrator's test booklets, will be provided in the school shipment for districts that ordered Large Print, Braille, and Read-aloud materials. These Test Booklet Security Forms should be used during testing for Test Administrators to count and sign out the test booklets when they are distributed each day prior to testing, and for the School Test Coordinator to sign in the test booklets when they have been returned and counted each day after testing.

# TESTING GUIDELINES AND SECURITY

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## 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 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

Shrink-wrapped secure materials may leave the district's secure location no more than five (5) school days before the first testing session. However, it is strongly recommended that materials not leave the district's secure location more than three (3) school days before the first testing session, unless the size of the district absolutely necessitates more time for distribution. The test booklets for the *Grade 11 Literacy Examination* are secure materials.

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

During each testing session, students must use the same test booklet and answer document given to them at the beginning of testing. In the answer documents, students will mark/write their responses. 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.

No part of the *Grade 11 Literacy Examination* may be downloaded into any assistive device.

Maintaining test security is a very serious responsibility and there are security risks involved in this situation. A breach of security is one of the reasons for loss of license in the state of Arkansas.

Keep all test materials stored in a securely locked location. School Test Coordinators and Test Administrators should also be instructed to monitor test materials at all times and to store them in a securely locked place when not in use. This includes securing materials at the close of each day of the testing sessions.

# TESTING GUIDELINES AND SECURITY

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## TEST SECURITY AFFIDAVITS

District Superintendents, District Test Coordinators, School Principals, School Test Coordinators, and Test Administrators shall sign affidavits regarding the security of test materials. There are three (3) types of affidavits as follows:

**Affidavit 1—District Level Test Security Form.** The district-level affidavit needs to be signed by the District Superintendent and the District Test Coordinator. One (1) Affidavit 1 needs to be signed in the district.

**Affidavit 2—School Level Test Security Form.** The school-level affidavit needs to be signed by the School Test Coordinator and School Principal. One (1) Affidavit 2 needs to be signed in the school.

**Affidavit 3—Test Administrator Security Form.** The Test Administrator affidavit contains space for the signatures of five (5) Test Administrators.

Affidavits are scannable documents which may not be copied for distribution. Districts will receive one (1) copy of the District Level Test Security Form (Affidavit 1) and schools will receive one (1) copy of the School Level Test Security Form (Affidavit 2) and copies of the Test Administrator Security Form (Affidavit 3) pre-printed with school and district information. Additional blank Affidavits 2 and 3 will also be provided to the district for distribution to the schools, as needed.

If any of the pre-printed information is incorrect, the affidavit cannot be used and a blank affidavit must be obtained from the District Test Coordinator. If additional forms are required in the district, the District Test Coordinator should follow the ordering instructions on page 26 of this manual.

Affidavits may not be copied or stapled (except for district or school record keeping). When returning materials to Questar, all used affidavits must be paper-banded together. Affidavit Waiver Forms for Providing an Approved Accommodation must be paper-banded together and placed under the bundled affidavits and on top of the scoreable materials.

All completed and signed affidavits must be returned with the scoreable materials according to instructions provided in this manual. The District Test Coordinator should make a copy of the completed affidavits for district records.

## TEST BOOKLET SECURITY FORM

Schools will receive a Test Booklet Security Form for the *Grade 11 Literacy Examination*. This form must be used to distribute test booklets to Test Administrators and to account for all test booklets, daily, during and after testing. Make as many copies of the form as needed to sign secure test booklets out to and in from Test Administrators. Space is provided on the form to enter the range of test booklet security ID numbers assigned to each Test Administrator. Each Test Administrator must initial in the “Out” column under “Test Booklet Receipt and Return” when the test booklets are distributed, and the School Test Coordinator must initial the “In” column when they are returned and counted **each day** after testing. The security forms shall be used in tracking test booklets assigned to Test Administrators. The School Test Coordinators shall verify the number of test booklets returned by each Test Administrator. Careful attention to completing the Test Booklet Security Form will minimize lost test booklets. Separate Test Booklet Security Forms will be provided for Large Print, Braille, and Read-aloud test booklets. The completed Test Booklet Security Forms are to be returned with the appropriate nonscoreable shipment according to the instructions provided in this manual. District Test Coordinators must make a copy of the completed Test Booklet Security Forms for district records.

### TRANSFERRING MATERIALS FROM DISTRICT TO DISTRICT

It is critical that materials be inventoried as soon as they are received so that additional materials can be ordered if necessary. However, there may be situations when ordering materials in time for testing is not possible. In an emergency, materials may be transferred from one district to another.

If secure materials (test booklets) are transferred from one district to another, the District Test Coordinator must complete and fax the Secure Material Transfer Form to the ADE Office of Student Assessment **and** to Questar (see sample in Appendix F). The District Test Coordinator must follow all instructions on the form to ensure that test security is maintained. Additionally, districts must note the transfer on the appropriate Test Booklet Security Form.

The transfer of secure materials must be handled by someone **currently** licensed by the ADE as an Arkansas teacher or administrator. Transfer of secure materials must be done either by hand delivering them or by a method that is trackable (FedEx or UPS). Be sure to keep all paperwork related to the shipment. **District Test Coordinators must call 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.**

Non-secure materials, including **unused/blank** answer documents, rulers, manuals, Parent Notification Pamphlets, etc., may be transferred to another district without documentation and without contacting Questar or the ADE.

### 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.

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

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

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

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

**Ink Pens/Felt-Tip Markers**—Ink pens and felt-tip markers must **not** be used on answer documents. **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 GUIDELINES AND SECURITY

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## TESTING ENVIRONMENT

The test should be administered in an area with comfortable seats, good lighting and ventilation, and freedom from noise and interruptions. Smooth, hard writing surfaces and adequate workspace are also important. The physical conditions should be conducive to concentration. Students should be seated in such a way that they will not be tempted to look at each other's test materials. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during testing sessions.

## ASSIGNING TEST MATERIALS TO STUDENTS

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

Students should write their first and last names on the front covers of their test booklets on the first day of testing. See page 47, "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–P) in the upper right-hand corner. Students are asked to identify their specific test booklet form by filling in the appropriate circle 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 **Writing** test items read verbatim.

During each session, the Test Administrator should 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., R1), is printed in large type on the answer document to make it easier to see if a student is answering on the correct page.**

### ALERTS

Student responses are confidential with scorers seeing only an answer document identification number 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.

### OVERVIEW OF THE TEST ADMINISTRATION SCRIPT

To ensure a consistent and accurate test administration, a script (material that should be read **verbatim** to the students) for each testing session is printed in boxes to set the oral directions apart from the other text. Directions to the Test Administrator are printed in contrasting bold and italic type. Directions to the Test Administrator that are interspersed within the oral directions to the students are in bold and italic type and bracketed [*like this*].

The remaining numbered directions may be repeated in similar sessions and serve as reminders of the order in which to proceed with the test administration.

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

# 2013 TESTING SESSION GUIDELINES AND SCHEDULE

## TESTING SESSION GUIDELINES AND SCHEDULE

District Test Coordinators are responsible for designating **the time at which all students participating in the Grade 11 Literacy Examination will be tested at all schools in the district**. All students in the district must be tested **at the same time**. The testing schedule must be provided to School Test Coordinators.

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 *Grade 11 Literacy Examination* is a timed test. Each session must be administered in the time 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	SESSION	SUBJECT AND NUMBER OF ITEMS	MINUTES
Tuesday March 5, 2013	–	Student Demographic Information	15
	R1	Reading—8 multiple-choice items & 1 open-response item	25 + directions
	R2	Reading—8 multiple-choice items & 1 open-response item	25 + directions
	R3	Reading—8 multiple-choice items & 1 open-response item	25 + directions
	R4	Reading—8 multiple-choice items & 1 open-response item	25 + directions
	W5	Writing Prompt #1	45 + directions
	W6	Writing—12 multiple-choice items	20 + directions
Wednesday March 6, 2013	R7	Reading—8 multiple-choice items & 1 open-response item	25 + directions
	R8	Reading—8 multiple-choice items & 1 open-response item	25 + directions
	W9	Writing Prompt #2	45 + directions
	W10	Writing—12 multiple-choice items	20 + directions
	R11	Reading—8 multiple-choice items & 1 open-response item	25 + directions
	R12	Reading—8 multiple-choice items & 1 open-response item	25 + directions

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

## 2013 TESTING SESSION GUIDELINES AND SCHEDULE

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### Breaks between Sessions

For the *Grade 11 Literacy Examination*, it is recommended that students be allowed a 15-minute break after the following sessions: Tuesday—R2, R4, and W5; and Wednesday—R8, W9, and R11. It is also recommended that students be given short breaks of 5 minutes after all other sessions. Lunch and other breaks can be added to the schedule between sessions. Each testing session must be completed in the order prescribed above before moving onto the next session, and all sessions must be completed at the conclusion of the school day. Test Administrators should see the School Test Coordinator if there are any 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. Test Administrators are instructed to collect the student test materials and place them in the designated secure location. The District Test Coordinator must be notified of the interruption and must then call the ADE Office of Student Assessment at 501-682-4558 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 **must be completed no later than Tuesday, March 12, 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.

### COMPLETING THE “TEACHER USE ONLY” BOX

The “Teacher Use Only” box on the front cover of the answer document should be completed after all testing is done. The Preliminary Demographic Verification Roster and student label include Monitored Former LEP status, ESI code, Free and/or Reduced Lunch status, Gifted and Talented status, and LEP status as appropriate for the student. These sections do not need to be coded if a student label is used. If any of the information for the student is not correct on the Preliminary Demographic Verification Roster, the information must be updated in APSCN/Triand by the Friday prior to the first day of testing. If a student label is not provided, enter and grid all of the information for that student.

Only the School Test Coordinator and/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.) As part of the preparations for testing, arrangements need to be made with the authorized person to code the Free and/or Reduced Lunch section on answer documents after testing is completed.

Information requested in the “Teacher Use Only” box must be completed correctly as applicable to each student. Coding of student information cannot be changed after answer documents are sent to Questar. See pages 79–84 for more information on coding the “Teacher Use Only” box.

# INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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## DISTRICT TEST COORDINATOR RESPONSIBILITIES

The District Test Coordinator should be familiar with the entire contents of this manual. It is the District Test Coordinator's responsibility to

- inventory all materials **immediately upon receipt**;
- provide a specific testing schedule to all schools;
- distribute testing materials to schools;
- provide training to district personnel as required by law;
- ensure that an accurate count of all materials assigned to each School Test Coordinator is kept at all times;
- maintain and supervise the security of all test materials before, during, and after testing;
- collect affidavits (Test Security Affidavit 3 shall be signed by **all** Test Administrators);
- monitor test administration;
- collect all test materials from School Test Coordinators after testing; and
- package all materials for return to Questar.

A Checklist for District Test Coordinators is provided on pages 32–34. The checklist covers only the major steps in the materials receipt and return processes and should **not** be used as a substitute for reading all of the instructions in this manual.

## OVERVIEW OF MATERIALS SHIPMENTS

Each district will receive two separate shipments of testing materials for the *Grade 11 Literacy Examination*. The shipments will contain manuals and test materials for the *Grade 11 Literacy Examination* that will be packaged by school. Quantities of materials are based on enrollments provided by the district, plus an overage for each school. In addition to the school materials, a district package will contain the materials and information needed to return test materials to Questar and should be retained by the District Test Coordinator.

## INVENTORYING MATERIALS

It is the District Test Coordinator's responsibility to inventory the district and school materials immediately upon receipt of each shipment. If there is a discrepancy between the shipping inventory documents and the materials, contact Questar's Arkansas Customer Service at [ARCustomerSupport@QuestarAI.com](mailto:ARCustomerSupport@QuestarAI.com) or by phone at 800-643-8547. **The District Test Coordinator is responsible for reporting any discrepancies or irregularities.**

### Non-secure Materials Shipment

Check the quantity and type of district materials received against quantities listed on the shipping inventory documents. Distribute the boxes of school materials to School Test Coordinators as soon as possible after receipt. The contents of the school boxes should also be inventoried as soon as possible, whether it is done by the District Test Coordinator, the School Test Coordinator, or jointly. Verify that the quantities specified on each school's shipping inventory documents will be sufficient for their needs. If you are missing materials or need additional materials, they may be ordered through Questar's ServicePoint website. A Quick Reference Guide with instructions for placing orders through ServicePoint is provided in Appendix E of this manual. Questar will also accept additional material orders by phone, e-mail, and fax (see Appendix F for an Additional Materials Order Form).

All of the forms and labels you will need to return test materials to Questar are packaged separately in plastic bags by return shipment type. When you have checked to make sure you have all of the required return forms and labels, put them back in the separate bags until needed after testing is completed. It is important to keep the return materials in their separate bags to avoid returning materials to Questar with incorrect UPS or Questar Return Labels.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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The district shipment includes the paper bands that need to be distributed to schools. Your shipment also includes copies of the District Level Test Security Form. See page 18 of this manual for more information about the affidavits.

### Secure Materials Shipment

Check quantities of materials shipped for the district and school against the quantities specified on the shipping inventory documents. Please use either the Box Content List, Shipment Summary List, or Secure Materials Report to confirm the test booklet security ID numbers.

Large Print, Braille, and Read-aloud test booklets are included only if they were ordered for schools by the district. These accommodated test booklets will be provided in the school box(es) for distribution within the schools for which they were ordered.

**Be sure to save all of the boxes in which your materials were received to use for returning test materials to Questar; instruct School Test Coordinators to do the same.**

### DISTRIBUTING MATERIALS

Secure test materials may be distributed to School Test Coordinators **no earlier** than three (3) school days prior to testing (if the size of the district necessitates more time for distribution, materials may be distributed no more than five (5) school days before testing). School Test Coordinators should receive all materials for their school in the original boxes. The District Test Coordinator should inventory the school materials with each School Test Coordinator. This will ensure that materials received by the school have been accounted for and will eliminate the need for the School Test Coordinator to report discrepancies **after** receiving materials from the District Test Coordinator. Check quantities and materials in each school's box(es) against the items listed on the school shipping inventory documents. After the inventory for each school is complete, make one copy of each school's shipping inventory documents for district records and return the originals to Box 1 of the school box(es).

All test booklets have been sequentially numbered and shrink-wrapped for security purposes. The shrink-wrapped school packages have labels that specify the security ID number range of the documents enclosed. **Due to security reasons, the shrink-wrapped packages of test booklets may be opened no earlier than one (1) school day before the first day of testing for organizational purposes only.** No one may look inside test booklets for any reason. No test booklets should be distributed to Test Administrators until the first day of testing. Maintaining test security is a very serious responsibility and there are security risks involved in this situation. A breach of security can result in loss of license in the state of Arkansas.

**If quantities or security ID numbers do not match the Secure Materials Report or shipment inventory documents, call Arkansas Customer Service immediately at 800-643-8547. The District Test Coordinator is responsible for reporting any discrepancies.**

# INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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## REQUESTING ADDITIONAL MATERIALS

The District Test Coordinator must inventory and distribute materials to all schools before requesting additional materials. After all materials have been distributed and an inventory has been done with each School Test Coordinator, make one request for additional materials for the entire district, should this be necessary. Additional materials may be ordered by

- ServicePoint (see ServicePoint Quick Reference Guide provided in Appendix E of this manual);
- faxing the Additional Materials Order Form (Appendix F) to Arkansas Customer Service at 866-688-0419; or
- contacting Questar’s Customer Service at [ARCustomerSupport@QuestarAI.com](mailto:ARCustomerSupport@QuestarAI.com) or 800-643-8547.

**Note:** After February 26, 2013, orders for Grade 11 Literacy testing materials may only be placed through Arkansas Customer Service via fax, phone, or e-mail. ServicePoint is only available for ordering additional materials **more** than five (5) business days before the beginning of the administration window. Overnight shipments will not be available for additional orders.

## REPORTING MISSING TEST BOOKLETS OR INCORRECT TEST BOOKLET SECURITY NUMBERS

If, after opening a package of test booklets, no earlier than one (1) school day before the first day of testing, a School Test Coordinator discovers a missing test booklet or an incorrect security ID number, the District Test Coordinator should be notified immediately. The District Test Coordinator must then contact Questar at 800-643-8547 and the ADE Office of Student Assessment at 501-682-4558 to inform them of the situation. The District Test Coordinator/School Test Coordinator should document missing test booklets on the Test Booklet Security Form.

## DUTIES DURING TESTING

The District Test Coordinator should be available to answer questions and resolve problems during the testing sessions. If there are any problems with test materials, call Questar at 800-643-8547 to report the situation. If there is a problem with test administration or test policy issues, contact the ADE Office of Student Assessment at 501-682-4558. A call to the ADE Office of Student Assessment to verify procedures is better than an error that results in a test irregularity.

# INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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## GENERAL PROCEDURES FOR RETURNING TEST MATERIALS

After testing, inventory all materials returned from each school. During the inventory process, complete the associated documentation to be returned with each type of material. The following pages of this manual provide instructions for returning materials to Questar. Please read the instructions carefully to make sure you are completing and returning all required forms, materials are correctly organized, and materials are being returned within the prescribed time.

You may return scoreable materials and nonscoreable materials at the same time, but they **must be boxed separately** with the **appropriate** UPS and Questar Return Labels. Two different colors of Questar Return Labels are provided for the return of materials—make sure the correct label is used for each shipment. Materials are sorted at the scoring facility according to the color of the label on the box. Returning used answer documents in a box with an incorrect label may cause a substantial delay in processing and scoring them.

There are three major steps involved in returning testing materials:

1. Inventory and organize all testing materials returned by School Test Coordinators and check and complete all required forms.
2. Package used answer documents and related forms and arrange for the pick-up of the Scoreable Materials Return Shipment.
3. Package all test booklets (used and unused) including Large Print, Braille, and Read-aloud test booklets and related forms and arrange for the pick-up of the Nonscoreable Materials Return Shipment.

## SCOREABLE MATERIALS FORMS FOR RETURN

The following forms must be completed and returned with the answer documents.

### Classroom/Group Information Sheet

The use of Classroom/Group Information Sheets is **mandatory**. Each school **must** complete at least one Classroom/Group Information Sheet. School Test Coordinators have been instructed to complete Classroom/Group Information Sheets for individual classes/groups within their school, place them on **top** of the appropriate sets of **used\*** answer documents, and paper-band them together.

Check each Classroom/Group Information Sheet to ensure that it has been correctly completed. Count the answer documents associated with each Classroom/Group Information Sheet and verify the quantity with the count coded in box 4 on the Classroom/Group Information Sheet. Verify that the name of the classroom/group written on the answer documents matches the name bubbled on the Classroom/Group Information Sheet. Keep the Classroom/Group Information Sheet on top of the corresponding set of classroom/group-level **used\*** answer documents under the paper band. Then band all classroom sets of **used\*** answer documents together with the School/Course Header Sheet on top. See the diagram provided on page 29 of this manual.

\*Used answer documents include those for Students NOT Tested.

# INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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## School/Course Header Sheet

School Test Coordinators have been instructed to complete the School/Course Header Sheet as appropriate for their school, place it on top of the Student Not Tested Forms and **used\*** answer documents, and paper-band them together. Check each School/Course Header Sheet to ensure that it has been correctly completed. Verify that the name and number of answer documents of each classroom/group is included on the School/Course Header Sheet and that the number of Student Not Tested Forms is included in box 4. The total in box 4 should include the number of Student Not Tested Forms returned and **not** the number of student labels. Keep the School/Course Header Sheet on **top** of the corresponding Student Not Tested Forms and **used\*** answer documents under the paper band. See the diagram provided on the following page.

## District Scoreable Materials Transmittal Form

When using the School/Course Header Sheet(s), make a checkmark on the appropriate District Scoreable Materials Transmittal Form next to each school returning Student Not Tested Forms and/or **used\*** answer documents for the *Grade 11 Literacy Examination*. After completing the District Scoreable Materials Transmittal Form, sign your name at the bottom.

## Test Security Affidavits

Each District Superintendent, District Test Coordinator, School Test Coordinator, School Principal, and Test Administrator **must** sign affidavits regarding test security after completing the test administration. Affidavits may not be photocopied or stapled except for district or school record keeping. If additional copies of the affidavits are needed, contact Questar's Arkansas Customer Service at [ARCustomerSupport@QuestarAI.com](mailto:ARCustomerSupport@QuestarAI.com) or by phone at 800-643-8547. Make sure that all affidavits have been completed, signed, and returned to you. All affidavits for the district should be paper-banded together and placed on top of Box 1 of the Scoreable Materials Return Shipment. See page 18 of this manual for more detailed information about the affidavits.

\*Used answer documents include those for Students NOT Tested.

# INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

## PACKAGING THE SCOREABLE MATERIALS RETURN SHIPMENT

The Scoreable Materials Return Shipment must be completed and ready for pick-up no later than **March 14, 2013**.

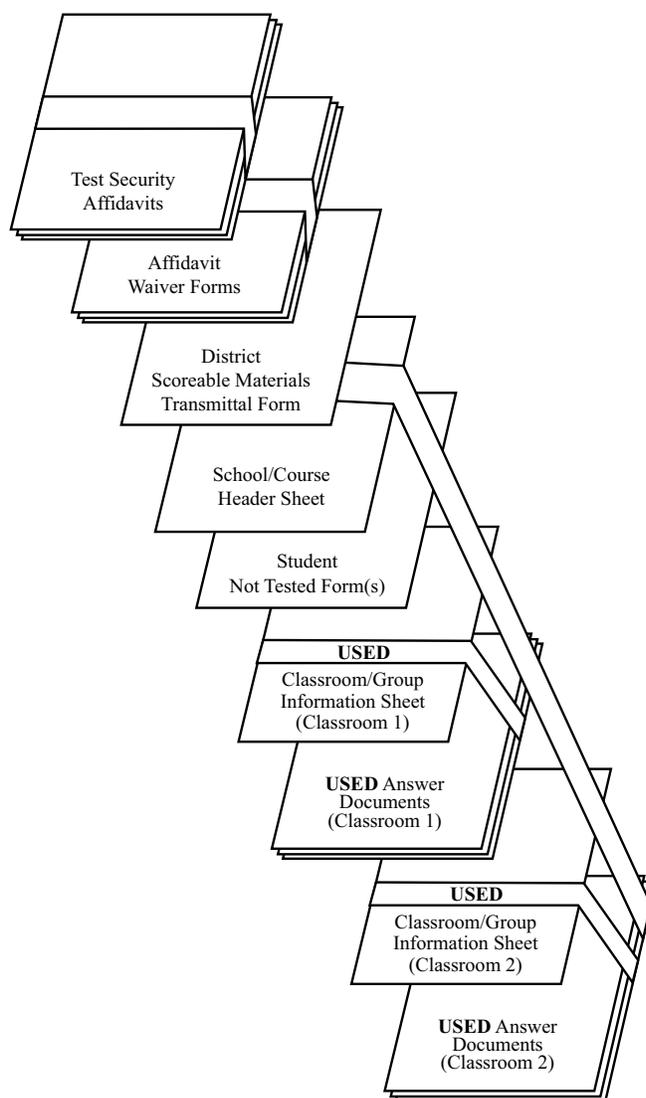
All scoreable materials should be returned to Questar as directed, **including answer documents for students not tested** and Student Not Tested Forms. Any UNUSED answer documents with student labels or demographic information on them (and without a “Student NOT Tested” reason bubbled) WILL BE SCORED. Separate the **used\*** answer documents and Student Not Tested Forms from the test booklets and unused answer documents. Place the District Scoreable Materials Transmittal Form on **top** of the **used\*** answer documents and Student Not Tested Forms in Box 1.

**Package used Student Not Tested Forms, used\* answer documents, Test Security Affidavits, Affidavit Waiver Forms, and the District Scoreable Materials Transmittal Form for the entire district in the original boxes in the order shown.**

Prepare to ship the scoreable materials as follows:

- Package materials for return to Questar.
- Do **not** return nonscoreable materials in the same box as scoreable materials. Scoreable materials returned with nonscoreable materials is a procedural testing impropriety and may not be scored due to reporting timeline requirements.
- Seal the boxes securely with heavy-duty tape.
- Place one UPS label from the appropriate return kit on each box.
- Place one “Questar Return Shipping Label for Scoreable Materials” (**PINK**) on each box.
- In the lower left corner of each pink label, write the number of the box and the total number of boxes of scoreable materials you are shipping. For example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **not** include the number of boxes of nonscoreable materials in the total for the number of boxes of scoreable materials.
- Make arrangements with UPS for package pick-up. Please be aware that UPS may not be able to pick up the packages until the **following** business day.

**Note: All responses in Large Print and Braille test booklets must be transcribed into student answer documents for inclusion in this shipment.**



\*Used answer documents include those for Students NOT Tested.

# INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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## Arranging for the Pick-up of the Scoreable Materials Return Shipment

Scoreable materials must be returned to Questar via UPS. UPS labels are provided in the Scoreable Materials Return Kit. Questar is responsible for all shipping costs; however, it is the District Test Coordinator’s responsibility to make shipping arrangements with UPS.

**Specific return instructions for the scoreable materials and the materials needed for shipping them to Questar are provided in the Scoreable Materials Return Kits.**

It is essential to keep records of the shipment. Keep the “Return Service Customer Receipt” portion of each UPS label you use to return answer documents.

After the scoreable materials have been picked up by UPS, the District Superintendent or District Test Coordinator must notify Questar by completing the scoreable materials return verification information on ServicePoint (a Quick Reference Guide is provided in Appendix E of this manual).

## NONSCOREABLE MATERIALS FORMS FOR RETURN

### Test Booklet Security Forms

All test booklets (used and unused) including Large Print, Braille, and Read-aloud test booklets, must be returned to Questar. **It is the District Test Coordinator’s responsibility to verify that all test booklets (used and unused) have been returned to the district from the schools.** Also, the District Test Coordinator must verify that they are in sequential order. School Test Coordinators and Test Administrators have been instructed to order test booklets sequentially before returning them to the District Test Coordinator.

The District Test Coordinator must verify that the Test Booklet Security Forms have been completed and initialed and that they have been paper-banded with the nonscoreable materials. Any missing test booklets must be documented on the appropriate Test Booklet Security Form, and a separate letter of explanation **must** be attached. Do **not** write the explanation on the Test Booklet Security Form. This missing test booklet information must be sent to Questar with the test booklets. At the completion of check-in, Questar will report missing materials to the Arkansas Department of Education. Return the Test Booklet Security Forms with the test booklets. Do **not** return Test Booklet Security Forms with answer documents or affidavits.

# INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

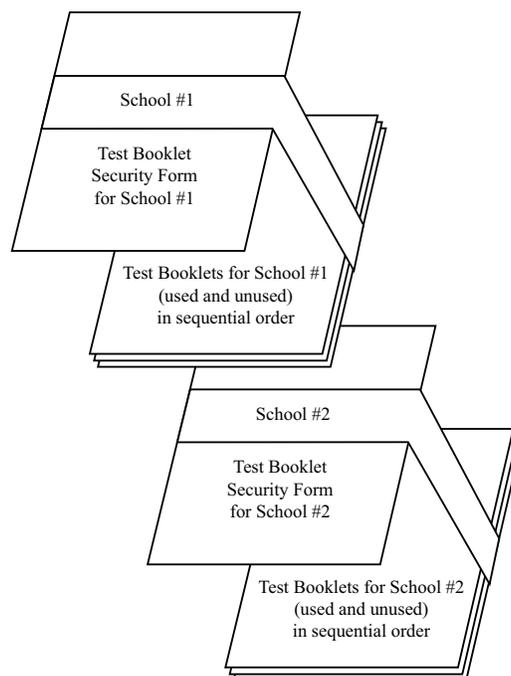
## PACKAGING THE NONSCOREABLE MATERIALS RETURN SHIPMENT

The Nonscoreable Materials Return Shipment must be completed and ready for pick-up by **March 15, 2013**. For each school, make sure the Test Booklet Security Form is on **top** of the appropriate test booklets in the nonscoreable shipment. Nonscoreable materials and scoreable materials may be returned on the same date; however, they must be packaged and returned in separate boxes. Scoreable materials returned with nonscoreable materials is a procedural testing impropriety and may not be scored due to reporting timeline requirements.

**Package the nonscoreable materials in the original boxes in the order shown. Please use the district box for returns, if necessary. Large Print, Braille, and Read-aloud test booklets must be returned in this shipment. Large Print test booklets may be folded to fit in the boxes.**

Prepare to ship the nonscoreable materials as follows:

- Package materials for return to Questar.
- Do **not** return scoreable materials in the same box as nonscoreable materials.
- Seal the boxes securely with heavy-duty tape.
- Place one UPS label from the appropriate return kit on each box.
- Place one “Questar Return Shipping Label for Nonscoreable Materials” (**GRAY**) on each box.
- In the lower left corner of each gray label, write the number of the box and the total number of boxes of nonscoreable materials you are shipping. For example: *Box 1 of 3*, *Box 2 of 3*, *Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **not** include the number of boxes of scoreable materials in the total for the number of boxes of nonscoreable materials.
- Make arrangements with UPS for package pick-up. Please be aware that UPS may not be able to pick up the packages until the **following** business day.



## Arranging for the Pick-up of the Nonscoreable Materials Return Shipment

All test booklets and associated materials must be returned to Questar via UPS. UPS labels have been provided in the Nonscoreable Materials Return Kit. Questar is responsible for all shipping costs; however, it is the District Test Coordinator’s responsibility to make shipping arrangements with UPS.

**Specific return instructions for the nonscoreable materials and the materials needed for shipping them to Questar are provided in the Nonscoreable Materials Return Kits.**

It is essential to keep records of the shipments. Keep the “Return Service Customer Receipt” portion of each UPS label used to return nonscoreable materials.

After the nonscoreable materials have been picked up by UPS, the District Superintendent or District Test Coordinator must notify Questar by completing the nonscoreable materials return verification information on ServicePoint (a Quick Reference Guide is provided in Appendix E of this manual).

# CHECKLIST FOR DISTRICT TEST COORDINATORS

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## GENERAL

- \_\_\_ Read this Test Administration Manual in its entirety.
- \_\_\_ Save all of the boxes in which your materials were received to use to return test materials to Questar; instruct School Test Coordinators to do the same.
- \_\_\_ Be available on testing days to answer questions and resolve problems.

## RECEIPT OF MATERIALS

### Non-secure Materials Shipment

- \_\_\_ Verify that you have received all boxes of materials for all schools that will be administering the *Grade 11 Literacy Examination* according to the number of boxes indicated on the school labels or the shipping inventory documents.
- \_\_\_ Distribute and inventory materials according to the instructions in this manual. The district and school shipping inventory documents provide the quantities of materials shipped. Keep the return forms and labels in the separate bags until needed after testing.
- \_\_\_ Distribute paper bands to each school.
- \_\_\_ Determine if each school is receiving a sufficient amount of student test materials. Refer to the instructions on page 26 for ordering additional materials, if needed.
- \_\_\_ Implement procedures to ensure that the information contained on the Preliminary Demographic Verification Rosters is correct for each student. If any information is not correct, it must be updated in APSCN/Triand by the Friday prior to testing.

### Secure Materials Shipment

- \_\_\_ Verify that you have received all boxes of materials for all schools that will be administering the *Grade 11 Literacy Examination* according to the number of boxes indicated on the school labels or the shipping inventory documents.
- \_\_\_ Inventory district materials according to the instructions provided in this manual.
- \_\_\_ Inventory each school's materials with the School Test Coordinator. Make a copy of each school's shipping inventory documents for your district records.
- \_\_\_ Keep track of additional materials needed for each school so that you can make one request for the entire district (see page 26 for instructions and Appendix F for the Additional Materials Order Form).
- \_\_\_ Inventory test booklets by using the shipping inventory documents and the label on each shrink-wrapped package. Test booklets should be counted while they are in the shrink-wrapped package. **It is recommended that secure materials leave the district's secure location no more than three (3) school days before testing (if the size of the district necessitates more time, test booklets may leave the district no more than five (5) days before testing).** When not being used by students, test booklets must be kept in a securely locked area.

## CHECKLIST FOR DISTRICT TEST COORDINATORS

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### RETURN OF TESTING MATERIALS TO QUESTAR

- \_\_\_ Inventory all testing materials returned from the schools.
- \_\_\_ Separate scoreable materials from nonscoreable materials—these must be returned in SEPARATE shipments.

### Scoreable Materials

- \_\_\_ Verify that **used\*** answer documents have been separated from **unused** answer documents. Do **not** return **unused** answer documents to Questar. **IMPORTANT:** Any UNUSED answer documents with student labels or demographic information on them (and without a “Student NOT Tested” reason bubbled) WILL BE SCORED.
- \_\_\_ Verify that all answer documents have been removed from inside of test booklets.
- \_\_\_ Verify that Student Not Tested Forms have been correctly completed and are included with the scoreable answer documents.
- \_\_\_ Maintain copies of the completed Student Not Tested Forms for your district records.
- \_\_\_ Check that each Classroom/Group Information Sheet has been correctly completed and that no changes have been made to the preprinted information. If changes were made to the preprinted information, a new (blank) header sheet must be completed with the correct information entered and coded. Verify that the number of **used\*** answer documents matches what is coded in box 5 on the Classroom/Group Information Sheet.
- \_\_\_ Check that each School/Course Header Sheet has been correctly completed. Verify that the count of Student Not Tested Forms returned under the School/Course Header Sheet is listed in box 4 and that each classroom/group returned under the School/Course Header Sheet is listed with the number of documents noted in box 5.
- \_\_\_ Verify that each classroom/group returned under the school/course header is listed in box 5.
- \_\_\_ Make a checkmark next to each school that has **used\*** answer documents or Student Not Tested Forms being returned on the District Scoreable Materials Transmittal Form and then sign your name at the bottom.
- \_\_\_ Separate Affidavits 2 and 3 from each school’s materials. Verify that they have been accurately completed and signed, and that no affidavits are missing.
- \_\_\_ Read and sign Affidavit 1—District Level Test Security Form and verify that the District Superintendent has also signed the form. After making a copy of the completed affidavits for district records, paper-band Affidavit 1 and all Affidavits 2 and 3 together.

\*Used answer documents include those for Students NOT Tested.

## CHECKLIST FOR DISTRICT TEST COORDINATORS

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- \_\_\_\_\_ Verify that any Affidavit Waiver Forms for Providing an Approved Accommodation are paper-banded together and placed behind the affidavits.
- \_\_\_\_\_ Organize all materials **exactly** as shown in the diagrams provided in this manual.
- \_\_\_\_\_ Package the materials and securely seal boxes with tape. Do **not** put nonscoreable materials in the same box with scoreable materials.
- \_\_\_\_\_ Place a “Return Shipping Label for Scoreable Materials” (**PINK**) on each box. In the lower left corner of each label write the number of the box and the total number of boxes of answer documents you are shipping. For example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **not** include the number of boxes of nonscoreable materials in the total number of boxes of scoreable materials.
- \_\_\_\_\_ If you do not have a regularly scheduled UPS pick-up, call 877-536-2697 to arrange for the scoreable materials to be picked up. Call one business day **prior** to when you need the scoreable materials picked up.
- \_\_\_\_\_ Keep the “Return Service Customer Receipt” portion of each UPS label used to return scoreable materials.
- \_\_\_\_\_ Enter your return verification information in ServicePoint.

### **Nonscoreable Materials**

- \_\_\_\_\_ For each school, verify that the Test Booklet Security Form is on top of the test booklets in the nonscoreable shipment. Make a copy for district records. See the diagram provided in this manual.
- \_\_\_\_\_ Verify that there are no answer documents inside of test booklets. If an answer document is found after the Scoreable Materials Return Shipment has been returned, notify Questar immediately.
- \_\_\_\_\_ Package test booklets, including Large Print, Braille, and Read-aloud test booklets, for the *Grade 11 Literacy Examination* in sequential security ID number order and securely seal boxes with tape. Do not place nonscoreable materials and scoreable materials in the same box.
- \_\_\_\_\_ Place a “Return Shipping Label for Nonscoreable Materials” (**GRAY**) on each box. In the lower left corner of each label, write the box number and the total number of boxes of test booklets you are shipping. For example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **not** include the number of boxes of scoreable materials in the total number of boxes for nonscoreable materials.
- \_\_\_\_\_ If you do not have a regularly scheduled UPS pick-up, call 877-536-2697 to arrange for the nonscoreable materials to be picked up. Call one business day **prior** to when you need the nonscoreable materials picked up.
- \_\_\_\_\_ Keep the “Return Service Customer Receipt” portion of each UPS label used to return nonscoreable materials.
- \_\_\_\_\_ Enter your return verification information in ServicePoint.

# INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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## SCHOOL TEST COORDINATOR RESPONSIBILITIES

It is the School Test Coordinator's responsibility to

- appoint Test Administrators and provide training as required by law regarding appropriate administration procedures for the *Grade 11 Literacy Examination*;
- inventory test materials before and after testing;
- distribute test materials to Test Administrators;
- develop a local testing schedule to provide to all schools testing;
- make sure that an accurate count of all materials assigned to each Test Administrator is kept at all times;
- complete the Test Booklet Security Forms as required to track secure test materials;
- maintain and oversee the security of all test materials;
- distribute and collect Test Security Affidavits;
- monitor testing;
- collect all test materials from Test Administrators after testing;
- code information as appropriate in the "Teacher Use Only" box on each answer document once testing is completed, or assign a Test Administrator to do so. Make sure you obtain all of the information that will be required; and
- package and return test materials to the District Test Coordinator.

A Checklist for School Test Coordinators is provided on pages 41–43. The checklist covers only the major steps in the materials receipt and return processes and should **not** be used as a substitute for reading all of the instructions in this manual.

## APPOINTING AND TRAINING TEST ADMINISTRATORS

There should be at least one Test Administrator appointed for each group of 25 students. Each Test Administrator is responsible for the security of his/her group's test materials while testing is being conducted.

Whenever possible, the test should be administered by classroom teachers. You may need to contact the School Administrator/School Principal to determine who will act as Test Administrators. Test Administrators must be **currently** licensed by the ADE as Arkansas professional educators, such as teachers, principals, or counselors.

See Appendix C for a suggested training session agenda.

## INVENTORYING TEST MATERIALS

The School Test Coordinator should inventory the materials with the District Test Coordinator for all *Grade 11 Literacy Examination* shipments. Check the quantities and materials in each school box against the items listed on the school shipping inventory documents.

Answer documents are shrink-wrapped for convenience only and may be opened and distributed to facilitate placing of student labels if they will be pre-assigned to students (see page 36 for more information about pre-assigning answer documents). All test booklets have been sequentially numbered and shrink-wrapped for security purposes. The shrink-wrapped school packages have labels that specify the security ID number range of documents enclosed. Use the school shipping inventory documents and the label from the shrink-wrapped package to inventory the test booklets; do not open the shrink-wrapped packages of test booklets. **Due to security reasons, the shrink-wrapped packages of test booklets may be opened no earlier than one (1) school day before the first day of testing for organizational purposes only.** No one may look inside test booklets for any reason. No test booklets should be distributed to Test Administrators until the first day of testing. Maintaining test security is a very serious responsibility and there are security risks involved in this situation. A breach of security is one of the reasons for loss of license in the state of Arkansas.

## INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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Inventory testing materials upon receipt. Once the shrink-wrapped package of test booklets is opened, no earlier than one (1) school day before testing begins, the School Test Coordinator should check the test booklets for the security ID numbers and number of booklets in the package. If a test booklet is missing or a security ID number is incorrect, it is the School Test Coordinator's responsibility to contact the District Test Coordinator **immediately. Be sure to save all of the boxes in which your materials were received for use in returning test materials to the District Test Coordinator.**

### DISTRIBUTING TEST MATERIALS TO TEST ADMINISTRATORS

Keep the School/Course Header Sheets and Classroom/Group Information Sheets for use after testing is completed and materials have been returned to you. The Test Booklet Security Forms shall be used in tracking test booklets assigned to Test Administrators.

Prior to test administration, each Test Administrator should receive student testing materials and a Test Administration Manual. A Test Administration Manual should be provided to Test Administrators at the training prior to the test administration, if not sooner.

Distribute the secure test booklets to Test Administrators **no earlier than the first day of testing.** The range of test booklets distributed to each Test Administrator must be recorded on the Test Booklet Security Form (see instructions on next page).

### PRE-ASSIGNING ANSWER DOCUMENTS

In order to accommodate the timely and efficient distribution of materials during testing, the answer documents may be pre-assigned to students. The School Test Coordinator and Test Administrators may work jointly to pre-assign answer documents by affixing student labels or by completing the student name and demographic information for students who were not provided a student label. The district, school, and classroom/group name sections on each front cover should also be completed. All information contained on the Preliminary Demographic Verification Rosters must be verified for correctness. If any of the information is incorrect, it must be updated in APSCN/Triand by the end of the day on the Friday prior to testing (see page 9 of this manual).

If the student's school, grade, State ID number, and/or last name have changed or are incorrect, the student label may not be used and all student demographic information must be bubbled on the student answer document.

The School Test Coordinator and Test Administrators must ensure that each student to be tested has one answer document assigned, and that the pre-assignments coincide with the test administration plan for groups of students. Once this has been completed, the answer documents must be returned to the secure area until the first day of testing.

# INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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## COMPLETING THE TEST BOOKLET SECURITY FORMS

Before distributing the test booklets to Test Administrators, the Test Booklet Security Form for the *Grade 11 Literacy Examination* must be completed. Make as many copies of the form as needed to sign secure test booklets out to and in from Test Administrators. Directions for completing the Test Booklet Security Form are contained on the form and include the following when distributing test booklets to Test Administrators:

1. Verify quantities and the security ID numbers printed on the test booklets against the test booklet ID range printed on the form. Contact the District Test Coordinator **immediately** if any discrepancy is found. Attach documentation of the discrepancy to the Test Booklet Security Form.
2. Record the information requested on the form. Enter the ID range assigned to each Test Administrator in the first two columns. Each Test Administrator must initial in the “Out” column under the “Test Booklet Receipt and Return” when the test booklets are distributed and the School Test Coordinator must initial in the “In” column when they are returned and counted each day after testing.

Retain the Test Booklet Security Form(s) until testing has been completed. Each form will be used to account for the secure materials after testing.

## DUTIES DURING TESTING

School Test Coordinators must be available to answer questions and resolve problems during the testing sessions. If there are any problems with test materials, contact your District Test Coordinator.

## COMPLETING FORMS AND ORGANIZING MATERIALS AFTER TESTING

After testing, inventory all materials with each Test Administrator. School Test Coordinators should return the following bundles of materials: **used\*** answer documents (marked USED), unused answer documents (marked UNUSED), and all test booklets. **Unused** answer documents should be returned to the District Test Coordinator but should **not** be included in the counts on the Classroom/Group Information Sheets. Unused answer documents are **not** to be returned to Questar. **Unused** answer documents are those that are **completely** blank. Answer documents on which a “Student NOT Tested” reason is bubbled are to be included with **used\*** answer documents and returned to Questar behind the appropriate Classroom/Group Information Sheet along with the answer documents for students taking the test. Other materials (manuals, shipment inventory documents, etc.) may be destroyed, recycled, or returned to the District Test Coordinator if you are instructed to do so.

### Used Answer Documents

School Test Coordinators must count the **used\*** answer documents, paper-band them together, and mark the paper band with the school name, the count, and the word “**USED.**” Verify that this has been done and that the count is accurate.

School Test Coordinators must code information in the “Teacher Use Only” box on the front cover of the answer documents after testing is completed, or assign a Test Administrator to do so. It is the School Test Coordinator’s responsibility to thoroughly check all information on the used answer documents. See page 82 for information regarding the requirements for coding the Free and/or Reduced Lunch section. Coding information for all sections in the “Teacher Use Only” box is provided on pages 79–84. Check to see that coding was done correctly and erase any stray marks.

\*Used answer documents include those for Students NOT Tested.

# INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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## Student Not Tested Forms

Student labels for students not testing should be placed on Student Not Tested Forms 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. Place completed Student Not Tested Form(s) under the corresponding School/Course Header Sheet and on top of the Classroom/Group Information Sheet. Maintain copies of the completed Student Not Test Forms for district records.

## Classroom/Group Information Sheet

At least one (1) Classroom/Group Information Sheet **must** be completed for **each** school returning **used\*** answer documents, even if there is just one testing classroom/group. If you have just one small group you want identified separately, you must also identify the large group by completing a total of two Classroom/Group Information Sheets. Students can be grouped any way you want them to be; however, the answer documents for all of the students you want grouped together must be placed behind the appropriate Classroom/Group Information Sheet. Please note that the same class names may not be used to identify more than one group within a school. A School/Course Header Sheet must still be completed for each school. The Classroom/Group Information Sheet is **not** a replacement for the School/Course Header Sheet.

Instructions for completing the Classroom/Group Information Sheet are provided on the form itself. Enter and code the number of **used\*** answer documents being returned on a separate Classroom/Group Information Sheet for each classroom/group. The number of answer documents for students not tested must be included in the count of **used\*** answer documents. It is critical that the counts are accurate and are coded correctly. Do **not** include **unused** answer documents in the count. Place a completed Classroom/Group Information Sheet under the paper band on the corresponding stack of **used\*** answer documents for each classroom.

Do **not** make changes to the preprinted information on the form. If the information preprinted for the school is incorrect, a blank Classroom/Group Information Sheet must be obtained from the District Test Coordinator. When completing a blank header sheet, make sure the LEA number is entered and coded accurately and completely.

## School/Course Header Sheet

One (1) School/Course Header Sheet must be completed for each school at which the *Grade 11 Literacy Examination* was administered and/or Student Not Tested Forms are being returned. Fill in the circle for Grade 11 Literacy, then list **all** of the classrooms/groups testing in the school and the number of answer documents returned under each classroom/group name. Make sure to fill out a corresponding Classroom/Group Information Sheet for each classroom/group listed and verify that the names of classes/groups are listed the same on both sheets. Indicate in box 4 how many Student Not Tested Forms are being returned for the school. Place the School/Course Header Sheet under the paper band on top of the corresponding Student Not Tested Forms and/or **used\*** answer documents.

School identification information has been preprinted on the forms. If the information preprinted for the school is incorrect you may obtain a blank School/Course Header Sheet from the District Test Coordinator. When completing a blank header sheet, make sure the LEA number is entered accurately and completely.

## Unused Answer Documents

Band together all **unused** answer documents. Return the bundles to the District Test Coordinator.

\*Used answer documents include those for Students NOT Tested.

# INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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## Test Booklets

Test Administrators are instructed to organize all test booklets (used and unused) including Large Print, Braille, and Read-aloud test booklets, in security ID number order. Inventory the test booklets when they are returned to you to make sure all test booklets assigned to a Test Administrator have been returned. **Verify that there are no answer documents inside the test booklets.** Missing test booklets must be documented and an explanation provided. The District Test Coordinator is required to provide a letter of explanation for each missing test booklet.

## Test Booklet Security Form

A Test Booklet Security Form is provided with the range of test booklet ID numbers assigned to the school. Separate Test Booklet Security Forms are provided for Large Print, Braille, and Read-aloud test booklets. The Test Booklet Security Form provides spaces to enter the ID range assigned to each Test Administrator, the name of the Test Administrator, and for the Test Administrator and School Test Coordinator to initial receipt and return of test booklets on each testing day. After test booklets have been returned for the final time, they must be inventoried (see above). On the Test Booklet Security Form, enter the date the booklets are returned to the District Test Coordinator.

## Test Security Affidavits

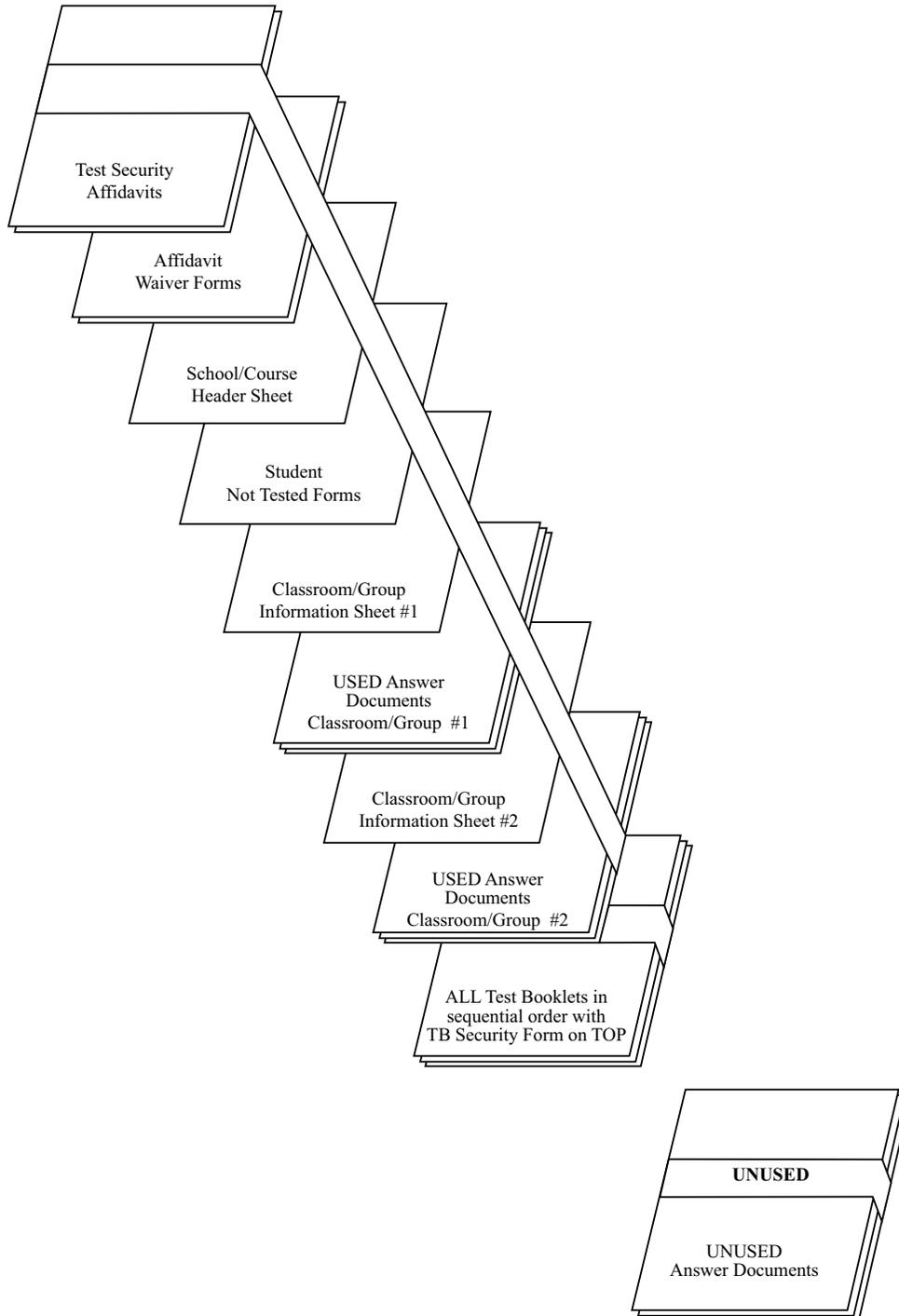
During the collection of test materials from the Test Administrators, have each Test Administrator read and sign Affidavit 3—Test Administrator Security Form. One (1) copy of Affidavit 2—School Level Test Security Form must be read and signed by the School Test Coordinator and the School Principal. All signed affidavits are to be returned to the District Test Coordinator. Affidavits may not be copied or stapled except for district or school record keeping.

# INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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## PACKAGING MATERIALS FOR RETURN TO THE DISTRICT TEST COORDINATOR

Return your materials to the District Test Coordinator immediately after testing. Materials should be packaged in their original boxes in the order shown below.



# CHECKLIST FOR SCHOOL TEST COORDINATORS

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## GENERAL

- \_\_\_\_\_ Read this Test Administration Manual in its entirety.
- \_\_\_\_\_ Appoint Test Administrators **currently** licensed by the ADE as Arkansas professional educators.
- \_\_\_\_\_ Be available on testing days to answer questions and resolve problems.

## RECEIPT OF MATERIALS

### Non-secure Materials Shipment

- \_\_\_\_\_ With your District Test Coordinator, inventory all materials against the shipment inventory documents according to the instructions in this manual.
- \_\_\_\_\_ Check that you have enough of the manuals to provide one for each Test Administrator. If you need more manuals, they may be photocopied or printed off the ADE website.
- \_\_\_\_\_ Distribute a Test Administration Manual to each Test Administrator when shipment 1 arrives. Stress to Test Administrators that they **must** read the manual prior to testing. However, it is not necessary for Test Administrators to read the directions on pages 24–43; these directions are specific to District and School Test Coordinators.
- \_\_\_\_\_ Verify that you have enough Parent Notification Pamphlets for each student being tested. The ADE suggests that the pamphlets be sent out two weeks prior to testing.
- \_\_\_\_\_ Distribute answer documents to Test Administrators who will be pre-assigning them to students according to the instructions provided in this manual.
- \_\_\_\_\_ Make sure you have enough Affidavit 3—Test Administrator Security Forms for all Test Administrators to sign. Contact your District Test Coordinator if more forms are needed.
- \_\_\_\_\_ Verify that information on the Preliminary Demographic Verification Roster is correct, or assign Test Administrators to verify the information. If any student information is incorrect, it must be updated in APSCN/Triand. See page 9 of this manual for dates and further information.

### Secure Materials Shipment

- \_\_\_\_\_ With your District Test Coordinator, inventory all materials against the shipment inventory documents according to the instructions in this manual.
- \_\_\_\_\_ Keep the school shipping inventory documents for your records.
- \_\_\_\_\_ Inventory test booklets by using the shipping inventory documents and the label on each shrink-wrapped package. Test booklets should be counted while they are in the shrink-wrapped package. **It is recommended that secure materials leave the district's secure location no more than three (3) school days before testing (if the size of the district necessitates more time, test booklets may leave the district no more than five (5) days before testing).** When not being used by students, test booklets must be kept in a securely locked area.
- \_\_\_\_\_ Make as many copies of the Test Booklet Security Form as needed to check test booklets out to and in from all Test Administrators.
- \_\_\_\_\_ Complete the Test Booklet Security Form according to the instructions provided in this manual.

## CHECKLIST FOR SCHOOL TEST COORDINATORS

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- \_\_\_ Distribute test booklets to Test Administrators no earlier than the first day of testing.
- \_\_\_ Distribute Large Print, Braille, and Read-aloud test booklets within schools for which they were ordered, following the same security procedures as for the regular test booklets.
- \_\_\_ Ensure that all Test Administrators providing the Read-aloud accommodation are trained and have read and signed the Affidavit Waiver Form prior to administering the test. Distribute the Read-aloud Test Administrator's test booklets following the same security procedures as for all other secure materials.

### CHECKING AND PREPARING MATERIALS FOR RETURN TO THE DISTRICT TEST COORDINATOR

- \_\_\_ Follow the instructions provided in this manual for completing forms and organizing materials for return to the District Test Coordinator.
- \_\_\_ Inventory all secure test materials with each Test Administrator as they return them, and initial the appropriate Test Booklet Security Form indicating test booklets were returned after the final testing session.
- \_\_\_ Verify that **all** test booklets assigned to each Test Administrator have been returned and are in security ID number order with the lowest number on top and the highest number on the bottom.
- \_\_\_ Document any missing test booklets with a detailed letter of explanation. Attach the letter(s) to the appropriate Test Booklet Security Form.
- \_\_\_ Have each Test Administrator read and sign Affidavit 3—Test Administrator Security Form.
- \_\_\_ Code information as appropriate in the “Teacher Use Only” box on the first page of each document after testing is completed, or designate a person to do so.
- \_\_\_ Confirm that the procedures in this Test Administration Manual for checking student answer documents have been followed, and that the “Teacher Use Only” box has been properly completed.
- \_\_\_ Verify that **used\*** answer documents have been separated from unused answer documents and are returned in the Scoreable Materials Return Shipment. (Note: Answer documents on which a “Student NOT Tested” reason is bubbled are considered **used\*** and are to be included in the Scoreable Materials Return Shipment. All answer documents, including blanks, returned to the scoring facility **will** be scanned and reported.)
- \_\_\_ Complete Classroom/Group Information Sheets according to the instructions provided in this manual.
- \_\_\_ Place the Classroom/Group Information Sheet on top of the corresponding classroom's **used\*** answer documents and reband them.
- \_\_\_ Verify that the course coded on the Classroom/Group Information Sheet matches the answer documents.
- \_\_\_ Verify that the number of **used\*** answer documents behind each Classroom/Group Information Sheet is accurately entered and gridded in box 5.
- \_\_\_ Complete a School/Course Header Sheet according to the instructions provided in this manual.

\* Used answer documents include those for Students NOT Tested.

## CHECKLIST FOR SCHOOL TEST COORDINATORS

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- \_\_\_\_\_ Place the School/Course Header Sheet on the top of the appropriate **used\*** answer documents and Student Not Tested Forms. Student Not Tested Forms should be placed under the School/Course Header Sheet but not under a Classroom/Group Information Sheet.
- \_\_\_\_\_ Verify that the classroom/group names and the counts on the Classroom/Group Information Sheets match the School/Course Header Sheet exactly.
- \_\_\_\_\_ Verify that all Student Not Tested Forms have been filled out correctly and completely and that the number of forms submitted is marked on the School/Course Header Sheet. Maintain copies of the completed Student Not Tested Forms for your district records.
- \_\_\_\_\_ Band together all **used\*** answer documents and used Student Not Tested Forms with appropriate headers.
- \_\_\_\_\_ Organize all test booklets (used and unused) in sequential security ID number order with the lowest number on the top and the highest number on the bottom.
- \_\_\_\_\_ Verify that there are no answer documents inside the test booklets and band the test booklets together.
- \_\_\_\_\_ Enter the date that materials are returned to the District Test Coordinator on the Test Booklet Security Form(s).
- \_\_\_\_\_ Place the appropriate Test Booklet Security Form on top of the test booklets.
- \_\_\_\_\_ Read and sign Affidavit 2—School Level Test Security Form and verify that the School Principal has also signed the form.
- \_\_\_\_\_ Place the Test Security Affidavits and Affidavit Waiver Forms (if any) on top of the School/Course Header Sheet. Band all materials together.
- \_\_\_\_\_ Verify that materials are organized and banded exactly as shown in the diagrams in this manual.
- \_\_\_\_\_ Return all materials to your District Test Coordinator.

\* Used answer documents include those for Students NOT Tested.

# INSTRUCTIONS FOR TEST ADMINISTRATORS

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## 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 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. It is not necessary to read the directions on pages 24–43, as the directions on these pages are specific to District and School Test Coordinators;
- 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 18;
- ensure a standardized testing environment in which no coaching, prompting, or pronunciation of words occurs (except for allowable accommodations);
- follow the instructions provided in this manual when testing the group of students assigned to you;
- conduct make-up testing for students absent from original test sessions, if assigned to do so; and
- code information as appropriate in the “Teacher Use Only” box on the first two pages of each answer document once testing is completed, if assigned to do so. Make sure you obtain all of the information that will be required.

To ensure that you have completed all of the steps in preparing for a successful test administration, a Checklist for Test Administrators is provided on pages 49–50. 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.

## MATERIALS NEEDED FOR TEST ADMINISTRATION

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

- **Test Administration Manual (this manual):** You should have a copy for yourself, as well as a copy for each additional proctor or assistant.
- **Sharpened No. 2 Pencils:** If it is not your normal procedure to furnish pencils, students should be told to bring two sharpened No. 2 pencils on each day of the test. You should have extra No. 2 pencils on hand. **ONLY No. 2 pencils may be used on answer documents.** Golf, mechanical, or any pencil that is not a No. 2 pencil, including No. 2.5 pencils, may not be used. Responses may not be captured if any writing instrument other than a No. 2 pencil is used.
- **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:** The secure test booklets that have been assigned to you. 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.**

## INSTRUCTIONS FOR TEST ADMINISTRATORS

- **Answer Documents:** Follow your School Test Coordinator’s instructions for completing the demographic information in boxes 1–7 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 79–84 of this manual.
- **Student Labels:** Student labels are to be placed on the answer documents or the Student Not Tested Form in the space provided. Labels may be placed on answer documents prior to testing. Student labels must be used if provided. If information for a student is incorrect, it must be updated in APSCN/Triand prior to the first day of testing (by the end of the day on Friday, March 1, 2013).

### OVERVIEW OF TESTING SESSIONS AND LAYOUT OF MATERIALS

The following table provides an overview of the *Grade 11 Literacy 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 <b>R1</b> —Reading <b>R2</b> —Reading <b>R3</b> —Reading <b>R4</b> —Reading <b>W5</b> —Writing Prompt #1 <b>W6</b> —Writing Multiple-Choice Items	None Begins on Page 1 Begins on Page 6 Begins on Page 12 Begins on Page 18 Page 25 Begins on Page 26	Page 1 (Cover) and 2 Page 3 Page 5 Page 6 Page 7 Pages 8–10 Page 11
2	<b>R7</b> —Reading <b>R8</b> —Reading <b>W9</b> —Writing Prompt #2 <b>W10</b> —Writing Multiple-Choice Items <b>R11</b> —Reading <b>R12</b> —Reading	Begins on Page 30 Begins on Page 36 Page 43 Begins on Page 44 Begins on Page 48 Begins on Page 54	Page 12 Page 13 Pages 14–16 Page 17 Page 18 Page 19

# INSTRUCTIONS FOR TEST ADMINISTRATORS

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## 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 (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 with boxed areas in which to respond to the open-response items. Open-responses will be scored using image scoring (online scoring). Any response that falls outside the box will **not** be scored. Students **must** confine their responses to the space provided. 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 all testing is completed, if assigned to do so.
- **Page 2** contains the Student NOT Tested portion of the “Teacher Use Only” box.
- **Page 3** contains spaces for students to mark their answers to multiple-choice questions 1–8 and open-response question A for Session R1—Reading.
- **Page 4** is a blank page—DO NOT USE.
- **Page 5** contains spaces for students to mark their answers to multiple-choice questions 9–16 and open-response question B for Session R2—Reading.
- **Page 6** contains spaces for students to mark their answers to multiple-choice questions 17–24 and open-response question C for Session R3—Reading.
- **Page 7** contains spaces for students to mark their answers to multiple-choice questions 25–32 and open-response question D for Session R4—Reading.
- **Page 8** contains space for students to write ideas for the first writing prompt for Session W5—Writing Prompt #1.
- **Pages 9 and 10** contain space for students to write their final response to the writing prompt for Session W5—Writing Prompt #1.
- **Page 11** contains space for students to mark their answers to multiple-choice questions 33–44 for Session W6—Writing.

### DAY 2

- **Page 12** contains spaces for students to mark their answers to multiple-choice questions 45–52 and open-response question E for Session R7—Reading.
- **Page 13** contains spaces for students to mark their answers to multiple-choice questions 53–60 and open-response question F for Session R8—Reading.
- **Page 14** contains space for students to write ideas for the second writing prompt for Session W9—Writing Prompt #2.
- **Pages 15 and 16** contain space for students to write their final response to the writing prompt for Session W9—Writing Prompt #2.
- **Page 17** contains space for students to mark their answers to multiple-choice questions 61–72 for Session W10—Writing.
- **Page 18** contains spaces for students to mark their answers to multiple-choice questions 73–80 and open-response question G for Session R11—Reading.
- **Page 19** contains spaces for students to mark their answers to multiple-choice questions 81–88 and open-response question H for Session R12—Reading.
- **Page 20** is a blank page—DO NOT USE.

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

## TEST BOOKLET LAYOUT

The test booklet is divided into twelve 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 Administrator’s 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. Each student must receive one test booklet and one answer document to be used for all testing sessions.

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

### DAY 1

- **Session R1—Reading** begins on page 1. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R2—Reading** begins on page 6. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R3—Reading** begins on page 12. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R4—Reading** begins on page 18. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session W5—Writing Prompt #1** is on page 25. The writing prompt appears in a box at the top of the page. This page also provides a “Writer’s Checklist” to help students plan and organize their writing sample and do their best work.
- **Session W6—Writing** begins on page 26. Students will answer 12 multiple-choice questions.

### DAY 2

- **Session R7—Reading** begins on page 30. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R8—Reading** begins on page 36. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session W9—Writing Prompt #2** is on page 43. The writing prompt appears in a box at the top of the page. This page also provides a “Writer’s Checklist” to help students plan and organize their writing sample and do their best work.
- **Session W10—Writing** begins on page 44. Students will answer 12 multiple-choice questions.
- **Session R11—Reading** begins on page 48. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R12—Reading** begins on page 54. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.

# INSTRUCTIONS FOR TEST ADMINISTRATORS

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## TEST SECURITY PROCEDURES

All test booklets are secure and contain sequential, unique document security ID numbers. All test booklets, used and unused, must be accounted for and returned to Questar after testing. In addition, these secure test materials may not be reviewed or duplicated by any means. Violation of security procedures could result in the revocation of your teaching/administrative license (see pages 16–21, Testing Guidelines and Security).

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

### **Affidavit 3—Test Administrator Security Form**

The Test Administrator must sign this form to certify that appropriate security procedures are followed and that a breach of security could result in the revocation of his/her teaching/administrative license.

### **Test Booklet Security Form**

The Test Administrator must initial in the “Out” column under “Test Booklet Receipt and Return” when the booklets are distributed. The School Test Coordinator must initial in the “In” column when they are returned and counted **each day** after testing.

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

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

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

The *Grade 11 Literacy Examination* may **not** be downloaded into any assistive device.

**For additional Test Security Information, refer to pages 16–21.**

## CHECKLIST FOR TEST ADMINISTRATORS

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### 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. It is not necessary to read the directions on pages 24–43; the directions on these pages are specific to District and School Test Coordinators.
- \_\_\_\_\_ Read and sign the required portion of an Affidavit Waiver Form for Providing an Approved Accommodation, if needed.
- \_\_\_\_\_ Inform students if they need to bring sharpened No. 2 pencils. Obtain extra, sharpened No. 2 pencils for students who do not supply their own. **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.

## CHECKLIST FOR TEST ADMINISTRATORS

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- \_\_\_ Read directions verbatim from the Test Administration Script when administering the testing sessions.
- \_\_\_ Circulate and monitor students throughout the testing sessions.
- \_\_\_ Notify the School Test Coordinator **immediately** of any unusual testing incident (e.g., student writes in the wrong place).
- \_\_\_ Monitor students' handling of answer documents and test booklets to keep them in good condition.
- \_\_\_ Tell students the time allowed and remaining in each session.
- \_\_\_ Administer make-up session(s) for students who may require accommodations, if assigned to do so.

### FOLLOWING TESTING

- \_\_\_ Verify that each student has filled in the district, school, and classroom/group name spaces and the test booklet form letter in box 8 on page 1 (front cover) of the answer document, and that all demographic information (for students without labels) is correct and properly coded.
- \_\_\_ Verify that each student has completed the name space on the front cover of the test booklet.
- \_\_\_ Notify the School Test Coordinator of any student who took **no** portion of the test.
- \_\_\_ Verify that there are no answer documents inside the test booklets.
- \_\_\_ Prepare test materials according to the instructions on page 85 and return them to the School Test Coordinator.
- \_\_\_ Complete an Affidavit Waiver Form for Providing an Approved Accommodation, if needed.
- \_\_\_ Complete Affidavit 3—Test Administrator Security Form as required.

**DAY 1: Tuesday, March 5****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, March 5th. You will be taking the *Grade 11 Literacy 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 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.***]

# TEST ADMINISTRATION SCRIPT

3. *When each student has received test materials, verify that each student has received the answer document with his/her name on it, if appropriate. If students' names have been filled in on answer documents or student labels have been applied to answer documents prior to testing, say to the students:*

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

4. *Say to the students:*

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

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

Now, on your answer document, find **box 8** labeled “**Test Booklet Form**” on the right side under the “Marking Directions” 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.]*

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	
<ul style="list-style-type: none"> <li>• Use only soft black pencil (No. 2).</li> <li>• Do NOT use ink pen or felt-tip marker.</li> <li>• Make heavy, dark marks that completely fill the circle.</li> <li>• Erase completely any marks you wish to change.</li> </ul>	<ul style="list-style-type: none"> <li>• Make NO stray marks on this answer document.</li> </ul> <p>SAMPLE MARKS</p> <p>RIGHT <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/></p> <p>WRONG <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/></p>

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

The following instructions (#6–#8) must be read to students **ONLY** if they are entering and coding the student demographic information on the front of the answer document. Students using labels should not enter and code student demographic information.

6. *Say to the students:*

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

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

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

Now go to **box 5, “Gender.”** Fill in the correct circle for your gender, either female or male. *[Pause.]*

# TEST ADMINISTRATION SCRIPT

7. *Say to the students:*

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

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

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

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

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

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

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

8. *Say to the students:*

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

**DAY 1: Tuesday, March 5****SESSION R1—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have  
his or her own testing materials and  
sharpened No. 2 pencils.****1. When you are ready to begin the test, say to the students:**

Today is Tuesday, March 5th. You are now going to take the first part of the reading test. You will have 25 minutes to complete Session R1.

Turn to page 3 of your answer document. You should see “R1” at the top of the page. **[Pause.]** Now turn to page 1 in your test booklet to “Session R1—Reading.” **[Pause.]**

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 1 through 8 on page 3 of your answer document which is labeled “Reading—R1.” In your test booklet, open-response question A follows multiple-choice questions 1 through 8. Write your answer to the open-response question in the workspace marked “A” on page 3 of your answer document. Be sure to read the passage before answering the questions. **[Pause.]**

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

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 assist 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.]**

# TEST ADMINISTRATION SCRIPT

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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 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 10 and 5 minutes remaining.*
6. *When the 25 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. ***[It is recommended that students be given a short break of at least 5 minutes before Session R2.]***

**DAY 1: Tuesday, March 5****SESSION R2—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.****1. When you are ready to begin this session, say to the students:**

Today is Tuesday, March 5th. You will have 25 minutes to complete Session R2, the next part of the reading test.

Turn to page 5 of your answer document. You should see “R2” at the top of the page. **[Pause.]** Now turn to page 6 in your test booklet to “Session R2—Reading.” **[Pause.]**

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 9 through 16 on page 5 of your answer document which is labeled “Reading—R2.” In your test booklet, open-response question B follows multiple-choice questions 9 through 16. Write your answer to the open-response question in the workspace marked “B” on page 5 of your answer document. Be sure to read the passage before answering the questions. **[Pause.]**

Mark your answers the same way you did for Session R1. Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? **[Pause. Answer any questions students have about test and response locations.]**

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 25 minutes. You may begin.

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

## TEST ADMINISTRATION SCRIPT

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3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*
5. *When the 25 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a break of at least 15 minutes before Session R3.*]

**DAY 1: Tuesday, March 5****SESSION R3—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have  
his or her own testing materials and  
sharpened No. 2 pencils.****1. When students are seated after the break, begin this session. Say to the students:**

Today is Tuesday, March 5th. You will have 25 minutes to complete Session R3, the next part of the reading test.

Turn to page 6 of your answer document. You should see “R3” at the top of the page. **[Pause.]** Now turn to page 12 in your test booklet to “Session R3—Reading.” **[Pause.]**

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 17 through 24 on page 6 of your answer document which is labeled “R3—Reading.” In your test booklet, open-response question C follows multiple-choice questions 17 through 24. Write your answer to the open-response question in the workspace marked “C” on page 6 of your answer document. Be sure to read the passage before answering the questions. **[Pause.]**

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

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 assist 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 you won’t disturb those who are still working.

You will have 25 minutes. You may begin.

## TEST ADMINISTRATION SCRIPT

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2. *Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.*
3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*
5. *When the 25 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. ***[It is recommended that students be given a short break of at least 5 minutes before Session R4.]***

**DAY 1: Tuesday, March 5****SESSION R4—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.****1. When you are ready to begin this session, say to the students:**

Today is Tuesday, March 5th. You will have 25 minutes to complete Session R4, the next part of the reading test.

Turn to page 7 of your answer document. You should see “R4” at the top of the page. *[Pause.]* Now turn to page 18 in your test booklet to “Session R4—Reading.” *[Pause.]*

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 25 through 32 on page 7 of your answer document which is labeled “Reading—R4.” In your test booklet, open-response question D follows multiple-choice questions 25 through 32. Write your answer to the open-response question in the workspace marked “D” on page 7 of your answer document. Be sure to read the passage before answering the questions. *[Pause.]*

Mark your answers the same way you did for Session R3. Remember, mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? *[Pause. Answer any questions students have about test and response locations.]*

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 25 minutes. You may begin.

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

# TEST ADMINISTRATION SCRIPT

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3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*
5. *When the 25 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a break of at least 15 minutes before Session W5.*]

**DAY 1: Tuesday, March 5**

**SESSION W5—WRITING PROMPT #1**  
**Permitted time: 45 minutes + directions**

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

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

Today is Tuesday, March 5th. Now you will take a test of your writing skills. You will have 45 minutes to complete Session W5. You should do the best work you can, and your writing sample should reflect that effort.

Turn to page 25 of your test booklet. [*Pause.*] The writing prompt is on the top half of the page. On the bottom half, you will find a “Writer’s Checklist” that may help you to organize your thoughts and ideas. If you choose to, you may use this checklist at any time in this session; however, you may not use dictionaries, thesauruses, or electronic spellers. [*Pause.*]

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

2. *Say to the students:*

<b>WRITER’S CHECKLIST</b>	
<p>1. Look at the ideas in your response.</p> <ul style="list-style-type: none"> <li>– Have you focused on one main idea?</li> <li>– Have you used enough detail to explain yourself?</li> <li>– Have you put your thoughts in order?</li> <li>– Can others understand what you are saying?</li> </ul> <p>2. Think about what you want others to know and feel after reading your paper.</p> <ul style="list-style-type: none"> <li>– Will others understand how you think or feel about an idea?</li> <li>– Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper’s subject.)</li> <li>– Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)</li> </ul>	<ul style="list-style-type: none"> <li>– Are your sentences alike? (Hint: Use different kinds of sentences.)</li> </ul> <p>3. Look at the words you have used.</p> <ul style="list-style-type: none"> <li>– Have you described things, places, and people the way they are? (Hint: Use enough detail.)</li> <li>– Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)</li> <li>– Have you used the right words in the right places?</li> </ul> <p>4. Look at your handwriting.</p> <ul style="list-style-type: none"> <li>– Can others read your handwriting with no trouble?</li> </ul>

# TEST ADMINISTRATION SCRIPT

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

Turn to page 8 of your answer document. You should see “W5” at the top of the page. [*Pause.*] This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 9 and 10. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.

Remember, the writing sample that is to be scored must be written in your answer document on pages 9 and 10. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session? [*Pause. Answer any questions students have about test and response locations.*]

There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won’t disturb those who are still working.

You will have exactly 45 minutes. You may begin writing.

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

4. *Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.*
5. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
6. *Notify students (by posting on the board or making a brief announcement) when they have 15, 10, and 5 minutes left in the testing session.*
7. *When the 45 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a break of at least 15 minutes before Session W6.*]

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

**DAY 1: Tuesday, March 5****SESSION W6—WRITING****Permitted time: 20 minutes + directions****Materials needed—each student must have  
his or her own testing materials and  
sharpened No. 2 pencils.**

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

Today is Tuesday, March 5th. You will have 20 minutes to complete Session W6, the next part of the writing test.

Turn to page 11 of your answer document. You should see “W6” at the top of the page. [*Pause.*] Now turn to page 26 in your test booklet to “Session W6—Writing.” [*Pause.*]

You must record your answers to questions 33 through 44 on page 11 of your answer document for the session labeled “Writing—W6.” Remember, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? [*Pause. Answer any questions students have about test and response locations.*]

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 20 minutes. You may begin.

2. *Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.*
3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*

# TEST ADMINISTRATION SCRIPT

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5. *When the 20 minutes have ended, say to the students:*

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

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

**DAY 2: Wednesday, March 6****SESSION R7—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.****1. When you are ready to begin this session, say to the students:**

Today is Wednesday, March 6th. You will have 25 minutes to complete Session R7, the next part of the reading test.

Turn to page 12 of your answer document. You should see “R7” at the top of the page. **[Pause.]** Now turn to page 30 in your test booklet to “Session R7—Reading.” **[Pause.]**

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 45 through 52 on page 12 of your answer document which is labeled “R7—Reading.” In your test booklet, open-response question E follows multiple-choice questions 45 through 52. Write your answer to the open-response question in the workspace marked “E” on page 12 of your answer document. Be sure to read the passage before answering the questions. **[Pause.]**

Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? **[Pause. Answer any questions students have about test and response locations.]**

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 25 minutes. You may begin.

- 2. Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.**
- 3. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.**

## TEST ADMINISTRATION SCRIPT

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4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*
5. *When the 25 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a short break of at least 5 minutes before Session R8.*]

**DAY 2: Wednesday, March 6****SESSION R8—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.****1. When you are ready to begin this session, say to the students:**

Today is Wednesday, March 6th. You will have 25 minutes to complete Session R8, the next part of the reading test.

Turn to page 13 of your answer document. You should see “R8” at the top of the page. *[Pause.]* Now turn to page 36 in your test booklet to “Session R8—Reading.” *[Pause.]*

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 53 through 60 on page 13 of your answer document which is labeled “Reading—R8.” In your test booklet, open-response question F follows multiple-choice questions 53 through 60. Write your answer to the open-response question in the workspace marked “F” on page 13 of your answer document. Be sure to read the passage before answering the questions. *[Pause.]*

Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? *[Pause. Answer any questions students have about test and response locations.]*

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 25 minutes. You may begin.

- 2. Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.**
- 3. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.**

## TEST ADMINISTRATION SCRIPT

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4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*
5. *When the 25 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a break of at least 15 minutes before Session W9.*]

**DAY 2: Wednesday, March 6**

**SESSION W9—WRITING PROMPT #2**

**Permitted time: 45 minutes + directions**

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

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

Today is Wednesday, March 6th. Now you will take a test of your writing skills. You will have 45 minutes to complete Session W9. You should do the best work you can, and your writing sample should reflect that effort.

Turn to page 43 of your test booklet. **[Pause.]** The writing prompt is on the top half of the page. On the bottom half, you will find a “Writer’s Checklist” that may help you to organize your thoughts and ideas. If you choose to, you may use this checklist at any time in this session; however, you may not use dictionaries, thesauruses, or electronic spellers. **[Pause.]**

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

**2. Say to the students:**

**WRITER’S CHECKLIST**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Look at the ideas in your response.                     <ul style="list-style-type: none"> <li>– Have you focused on one main idea?</li> <li>– Have you used enough detail to explain yourself?</li> <li>– Have you put your thoughts in order?</li> <li>– Can others understand what you are saying?</li> </ul> </li> <li>2. Think about what you want others to know and feel after reading your paper.                     <ul style="list-style-type: none"> <li>– Will others understand how you think or feel about an idea?</li> <li>– Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper’s subject.)</li> <li>– Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>– Are your sentences alike? (Hint: Use different kinds of sentences.)</li> <li>3. Look at the words you have used.                     <ul style="list-style-type: none"> <li>– Have you described things, places, and people the way they are? (Hint: Use enough detail.)</li> <li>– Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)</li> <li>– Have you used the right words in the right places?</li> </ul> </li> <li>4. Look at your handwriting.                     <ul style="list-style-type: none"> <li>– Can others read your handwriting with no trouble?</li> </ul> </li> </ol> |
|---|---|

# TEST ADMINISTRATION SCRIPT

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

Turn to page 14 of your answer document. You should see “W9” at the top of the page. [*Pause.*] This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 15 and 16. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.

Remember, the writing sample that is to be scored must be written in your answer document on pages 15 and 16. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session? [*Pause. Answer any questions students have about test and response locations.*]

There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won’t disturb those who are still working.

You will have exactly 45 minutes. You may begin writing.

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

4. *Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.*
5. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
6. *Notify students (by posting on the board or making a brief announcement) when they have 15, 10, and 5 minutes left in the testing session.*
7. *When the 45 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a break of at least 15 minutes before Session W10.*]

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

**DAY 2: Wednesday, March 6****SESSION W10—WRITING****Permitted time: 20 minutes + directions****Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.**

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

Today is Wednesday, March 6th. You will have 20 minutes to complete Session W10, the last part of the writing test.

Turn to page 17 of your answer document. You should see “W10” at the top of the page. **[Pause.]** Now turn to page 44 in your test booklet to “Session W10—Writing.” **[Pause.]**

You must record your answers to multiple-choice questions 61 through 72 on page 17 of your answer document for the session labeled “Writing—W10.” Remember, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? **[Pause. Answer any questions students have about test and response locations.]**

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 20 minutes. You may begin.

2. *Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.*
3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*

# TEST ADMINISTRATION SCRIPT

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5. *When the 20 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a short break of at least 5 minutes before Session R11.*]

**DAY 2: Wednesday, March 6****SESSION R11—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have  
his or her own testing materials and  
sharpened No. 2 pencils.****1. When you are ready to begin this session, say to the students:**

Today is Wednesday, March 6th. You will have 25 minutes to complete Session R11, the next part of the reading test.

Turn to page 18 of your answer document. You should see “R11” at the top of the page. **[Pause.]** Now turn to page 48 in your test booklet to “Session R11—Reading.” **[Pause.]**

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 73 through 80 on page 18 of your answer document which is labeled “R11—Reading.” In your test booklet, open-response question G follows multiple-choice questions 73 through 80. Write your answer to the open-response question in the workspace marked “G” on page 18 of your answer document. Be sure to read the passage before answering the questions. **[Pause.]**

Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? **[Pause. Answer any questions students have about test and response locations.]**

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 25 minutes. You may begin.

- 2. Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.**
- 3. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.**

## TEST ADMINISTRATION SCRIPT

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4. *Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*
5. *When the 25 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document. [*It is recommended that students be given a break of at least 15 minutes before Session R12.*]

**DAY 2: Wednesday, March 6****SESSION R12—READING****Permitted time: 25 minutes + directions****Materials needed—each student must have  
his or her own testing materials and  
sharpened No. 2 pencils.****1. When you are ready to begin this session, say to the students:**

Today is Wednesday, March 6th. You will have 25 minutes to complete Session R12, the last part of the reading test.

Turn to page 19 of your answer document. You should see “R12” at the top of the page. **[Pause.]** Now turn to page 54 in your test booklet to “Session R12—Reading.” **[Pause.]**

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 81 through 88 on page 19 of your answer document which is labeled “Reading—R12.” In your test booklet, open-response question H follows multiple-choice questions 81 through 88. Write your answer to the open-response question in the workspace marked “H” on page 19 of your answer document. Be sure to read the passage before answering the questions. **[Pause.]**

Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions telling where to put your answers in your answer document are in the 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 you won't disturb those who are still working.

You will have 25 minutes. You may begin.

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

# TEST ADMINISTRATION SCRIPT

- 3. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
- 4. Notify students (by posting on the board or making a brief announcement) when they have 10 and 5 minutes remaining.*
- 5. When the 25 minutes have ended, say to the students:*

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

Please check to see that you have correctly marked the test booklet form letter on the cover of your answer document. Look through your answer document to make sure there is nothing inside of it.

When you have finished checking your answer document, insert it into your test booklet, and I will collect them. Make sure your name is printed at the top of the test booklet.

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

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

- 8. After the students have cleared the room, check 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.*
- 9. Separate the answer documents from the test booklets, then organize all materials according to the "Procedures Following Test Administration" on page 85.*

## PROCEDURES FOLLOWING TEST ADMINISTRATION

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### COMPLETING THE “TEACHER USE ONLY” BOX

It is the School Test Coordinator’s responsibility to complete the “Teacher Use Only” box after all testing is completed, or designate a person to do so.

**Information coded in the “Teacher Use Only” box is used to place students in the appropriate reporting categories.** 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 82 for information about persons authorized to mark the Free and/or Reduced Lunch section.

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

The sections in the “Teacher Use Only” box include the following: Monitored Former LEP, 504 Accommodations, ESI Codes, Special Education Accommodations, Free and/or Reduced Lunch, Migrant Student, Gifted and Talented, 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 Monitored Former LEP, ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP) in the “Teacher Use Only” box. This information is already contained in the student label barcode and will override information coded in the “Teacher Use Only” box. Only those sections of the “Teacher Use Only” box that have an asterisk (504 Accommodations, Special Education Accommodations, Migrant Student, 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 9 for more information about updating student demographic information.

# PROCEDURES FOLLOWING TEST ADMINISTRATION

<b>TEACHER USE ONLY</b>	SPECIAL EDUCATION ONLY	<input type="checkbox"/> Free and/or Reduced Lunch	LEP ONLY
	ESI Codes	<input type="checkbox"/> *Migrant Student	<input type="checkbox"/> Limited English Proficient (LEP)
	① AU    ⑤ MD    ⑨ SLD ② DB    ⑥ OI    ⑩ SI ③ HI    ⑦ OHI    ⑪ TBI ④ MR    ⑧ ED    ⑫ VI	<input type="checkbox"/> Gifted and Talented	<input type="checkbox"/> *LEP student less than one year in the U.S.
	*Special Education Accommodations	<input type="checkbox"/> *Foreign Exchange	*LEP Accommodations
Monitored Former LEP <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2	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	<input type="checkbox"/> *Highly Mobile	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
*504 Accommodations <input type="checkbox"/> 504 – RMT/RWT/RST <input type="checkbox"/> 504 – LPT <input type="checkbox"/> 504 – BT		<input type="checkbox"/> Student enrolled in school/district after October 1, 2012.	
Student NOT Tested Mark the reason in box 9 on page 2.			

## Monitored Former LEP

A student’s Monitored Former LEP status 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 Monitored Former LEP section of the “Teacher Use Only” box, as appropriate. Fill in the circle for Year 1 if the student is in the first year of monitoring, and fill in the circle for Year 2 if the student is in the second year of monitoring.

Monitored Former LEP (MFLEP) students include those who

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

## \*504 Accommodations

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

**Note:** 504 students may receive additional accommodations included in their plan but do not bubble them in the “Teacher Use Only” box. See page 81.

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

## PROCEDURES FOLLOWING TEST ADMINISTRATION

### ESI Codes

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

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

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

### \*Special Education Accommodations

Complete the Special Education Accommodations section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. Fill in the circle for each accommodation the student received during testing. **Refer to Appendix A** for additional information on accommodations that are permitted.

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

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

## PROCEDURES FOLLOWING TEST ADMINISTRATION

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

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

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

### **Free and/or Reduced Lunch Students**

A student's eligibility for Free and/or Reduced Lunch does not need to be coded on the answer document if a student label is used. For students without labels, only the School Test Coordinator 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, the District Test Coordinator should 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.

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

## PROCEDURES FOLLOWING TEST ADMINISTRATION

### \*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.

### \*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 <b>Important:</b> <i>No portion of the reading test may be read to any student!</i>
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.

# PROCEDURES FOLLOWING TEST ADMINISTRATION

## \*Student NOT Tested

An answer document or Student Not Tested Form **must** be submitted for any student who was scheduled to take the *Grade 11 Literacy 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, or if the student's school, grade, State ID number, or last name are incorrect on the label, follow the instructions below.

Fill in the circle for the appropriate reason code (mark **only** one) on page 2 of the student answer document. All student labels sent to schools must be used on answer documents or Student Not Tested Forms (unless the student's school, grade, State ID number, and/or last name have changed or are incorrect on the Preliminary Demographic Verification Roster). If the reason the student did not test is not listed on page 2 of the answer document, or if the student refuses to take all portions of the test, the Test Administrator must notify the School Test Coordinator. The District Test Coordinator must contact the ADE Office of Student Assessment at 501-682-4558 for further instructions.

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

TEACHER USE ONLY	
<b>9</b>	<b>*Student NOT Tested</b>
Complete <b>ALL</b> 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 <i>Grade 11 Literacy Examination</i> but <b>took NO portion of the test</b> . Instructions for completing page 1 are provided in the Test Administration Manual. Fill in the circle for the reason (mark <b>ONLY</b> one) the student took <b>NO</b> 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.	
<ul style="list-style-type: none"><li>① Absent on ALL days of the test administration, including the make-up test administration</li><li>② Expelled/suspended</li><li>③ Extended hospitalization</li><li>④ Residential treatment</li><li>⑤ Homebound</li><li>⑥ Incarcerated</li><li>⑦ Juvenile detention</li><li>⑧ Transferred to a different school/district in Arkansas</li><li>⑨ Moved to a different state/out of country</li><li>⑩ Enrolled in a home school/private school</li><li>⑪ Completed an alternate portfolio assessment</li><li>⑫ Special Education services for home school/private school</li><li>⑬ Student was incorrectly identified as being in grade 11</li><li>⑭ Withdrew from school or course</li><li>⑮ Student has already taken the <i>Grade 11 Literacy Examination</i></li><li>⑯ LEP student who has attended a U.S. school for less than one year and was exempted from the test based on the professional judgment of a language assessment committee (the circle for "LEP student less than one year in the U.S." on page 1 <b>MUST</b> be filled in)</li><li>⑰ Deceased</li><li>⑱ School district/school failed to administer the examination</li><li>⑲ SRT</li></ul>	

**Important:** Fill in circle 19, 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 students refusing to take **all** portions of the test. (The School Test Coordinator will contact the District Test Coordinator who will then notify the ADE Office of Student Assessment.)

See page 7 for information regarding students not tested and erasures on the answer document.

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

# PROCEDURES FOLLOWING TEST ADMINISTRATION

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

### Separate and Label Materials

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

#### A. Answer Documents

1. Separate **used** answer documents from **unused** answer documents.
2. Verify that all answer documents have been accounted for.

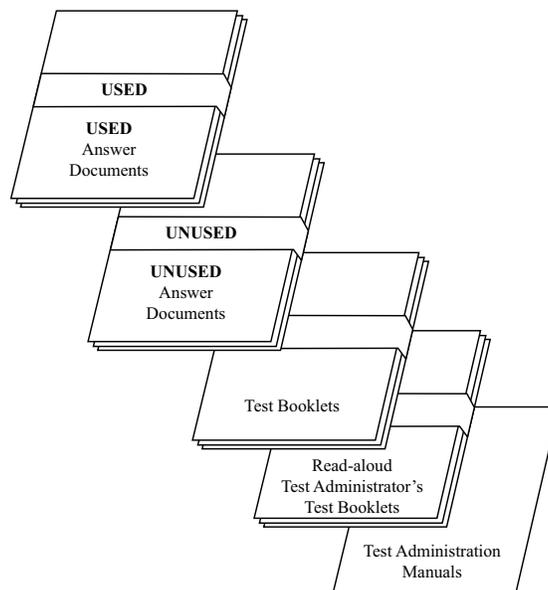
#### B. Test Booklets

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. Organize all Read-aloud Test Administrator's test booklets in security ID number order with the lowest number on top and the highest number on the bottom.
4. Verify that all test booklets assigned to you are accounted for.

#### C. Test Administration Manual(s)

### Organize Test Materials

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**

## APPENDIX A

### ACCOMMODATIONS FOR TESTING

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Students may access any state-approved accommodations listed in their Individualized Education Programs (IEPs) and used on a regular basis in the classroom. However, IEPs may contain accommodations that are **not** allowed on the test, and these accommodations may **not** be used on the state-mandated testing. Testing accommodations may be made for students identified as disabled pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as LEP as indicated in their Language Assessment Plans.

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

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

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

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

Code	Definition
<b>11 ET</b>	<b>extended time</b> <b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
<b>12 LPT*</b>	<b>Large Print test booklet</b> 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.
<b>13 BT*</b>	<b>Braille test booklet</b> There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
<b>14 AB</b>	<b>abacus</b>

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
<b>1 LEP - ET</b>	<b>extended time</b> <b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
<b>2 LEP - WTWD</b>	<b>word-to-word dictionary</b> 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.
<b>3 LEP - IS</b>	<b>individualized scheduling</b>
<b>4 LEP - PREF</b>	<b>preferential seating (study carrel)</b>
<b>5 LEP - SMGT</b>	<b>small group testing</b>
<b>6 LEP - INT</b>	<b>individual testing</b>
<b>7 LEP - RMT/RWT/RST*</b>	<b>reading of the math/writing/science test in English</b> <b>Important:</b> <i>No portion of the reading test may be read to any student!</i>
<b>8 LEP - NB</b>	<b>noise buffer</b>

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

## **APPENDIX A**

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**Accommodations that currently are not available include the following:**

- audiocassettes
- 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

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## 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 portions of the *Grade 11 Literacy Examination* read to them if the accommodation is listed in their IEP, LPAC Plan, or 504 Plan and is used on a regular basis in the classroom. The Read-aloud form should be administered to all students receiving this accommodation. No other form may be used to provide a Read-aloud accommodation. Test Administrators must use the Read-aloud Test Administrator’s test booklet provided with the Read-aloud forms when administering the 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 version 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 response to test questions will require transcription (i.e., the responses must be coded or written in the student’s answer document by someone other than the student). In those cases where a student’s responses to test questions require transcription (e.g., Large Print, Braille, or other approved accommodations), this transcription needs to be done by a teacher or administrator who is **currently licensed** by the Arkansas Department of Education and **must** occur within the district, prior to the shipment of materials to Questar. If this transcription does not occur within the district, the student’s responses will be treated as nonscoreable or “not taken” by the contractor. Ideally, the transcription should be performed by the District Test Coordinator or someone working directly under his or her supervision.

Only teachers or administrators who are **currently licensed** by the Arkansas Department of Education are allowed to read, record, or transcribe a test for students who have this accommodation. The Affidavit Waiver Form for Providing an Approved Accommodation provided on page 99 must be copied and signed by the currently licensed Arkansas teachers or administrators providing the accommodation and placed behind (not stapled to) Affidavit 3—Test Administrator Security Form. Keep one copy on file at the district. Note that the Affidavit Waiver Form has been revised. The Test Administrator must read and sign the form **before** administering the allowable accommodation and again after testing is completed.

## APPENDIX C

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### SUGGESTED TRAINING AGENDA

The following is an outline of a potential training agenda to be used by District and School Test Coordinators for training Test Administrators prior to the *Grade 11 Literacy Examination*. This agenda offers suggested topics for discussion and may be modified to meet the specific needs of districts.

#### Test Administration Assignments

- Test Administrator Assignments for Specific Groups of Students
- Selected Test Administration Sites within School/District

#### Test Administration Schedule

- General Administration Schedule
- Specific Administration Schedule for School/District

#### Test Administrator Responsibilities and Preparations

- Test Administrator Responsibilities
- Preparing Students and Parents: Advance Notification of Testing, Student Identification Numbers
- Preparing Materials: Testing Materials, Other Materials
- Preparing the Administration Site
- Proper Administration of Accommodations

#### Students to be Tested

- Review Information in the Test Administration Manual
- Accommodations for Testing (Appendix A)

#### Test Security

- Review Testing Guidelines and Security Guidelines
- Procedures for Test Security: Identify Secure Area, Securing Materials Each Day of Testing

#### Checklist for Test Administrators

- Review Checklists in the Test Administration Manual

#### Procedures during Test Administration

- Review Test Administration Script provided in the Test Administration Manual
- Review procedures for handling unexpected events (power outage, student writing in the wrong place, student with cell phone)

#### Procedures after Test Administration

- Review Completing the “Teacher Use Only” box if assigning Test Administrators to do so
- Review Return of Materials to School Test Coordinators

**SAMPLE PRELIMINARY DEMOGRAPHIC VERIFICATION ROSTER**

The following provides a key to the information that is printed on the Preliminary Demographic Verification Roster. Using the Preliminary Demographic Verification Roster, verify that the information for each student is correct. If the student’s school, grade, State ID number, and/or last name are incorrect, the student’s label cannot be used. If any other information is incorrect, the student label **must** still be used, but you will need to correct the information in APSCN/Triand by end of the day on Friday, March 1, 2013. The updated information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

Arkansas Grade 11 Literacy Examination  
March 2013  
Preliminary Demographic Verification Roster

District LEA: 99-99 Arkansas School District      School LEA: 99-99-999 Arkansas High School

Please use this form to verify the demographic information for your students. If the student’s school, grade, State ID number, and/or last name are incorrect, the student’s label cannot be used. If any other information is incorrect, the student label **must** still be used, but you will need to correct the information in APSCN/Triand by the end of the day on Friday, March 1, 2013. The updated information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

Subject: Grade 11 Literacy

Name (Last, First, Middle Initial)	Grade	Birth Date	State ID Number	SS ID	Gender	Ethnicity*	ESI <sup>#</sup> Codes	MFLEP*	LEP	Free/Reduced Lunch	Gifted/Talented
Daly, Charles P	11	03-19-95	1234567890	987654321	M	3		1	Y	Y	N
Fitzgerald, Scott	11	04-09-96	2345678901	876543210	M	7	SLD		N	N	N
Herzog, Brenda K	11	05-31-96	3456789012	765432109	F	5			N	N	N
Liverpool, Angela	11	07-15-96	4567891098	654321098	F	2	MR		Y	Y	Y
Xuimg, Yo	11	09-01-95	5678901234	543210987	M	1		2	N	N	N

\*Ethnicity Codes: 1 = Hispanic, 2 = Asian, 3 = Native Hawaiian/Pacific Islander, 4 = American Indian/Alaska Native, 5 = Black, 6 = White, 7 = Two or More  
#ESI Codes: AU=Autism, DB= Deaf/Blindness, HI=Hearing Impairment, MR=Mental Retardation (both TMR & EMR), MD=Multiple Disabilities, OI=Orthopedic Impairment, OHI=Other Health Impairment, ED=Emotional Disturbance, SLD=Specific Learning Disability, SI=Speech/Language Impairment, TBI=Traumatic Brain Injury, VI=Visual Impairment  
\*MFLEP (Monitored Former LEP): 1 = Year 1 Monitored Former LEP, 2 = Year 2 Monitored Former LEP

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
  - Blank – no ESI code reported
  - OHI – other health impairment
  - ED – emotional disturbance
  - SLD – specific learning disability
  - SI – speech/language impairment
  - TBI – traumatic brain injury
  - VI – visual impairment
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

## March 2013 Arkansas Grade 11 Literacy Examination

### Additional Material Order Access



— Quick Reference Guide —

QAI08682

### Availability & System Requirements

- ❑ Access to ServicePoint for additional material orders (AMOs) will be available **February 5, 2013 – March 1, 2013**.
- ❑ Internet access through an internet browser—Microsoft Internet Explorer (version 5.5 or higher) preferred.
- ❑ Adobe Acrobat Reader (version 8.0 or higher recommended).
- ❑ Access ServicePoint™ through <https://ar-servicepoint.questarai.com/>

Please continue to use the same user name and password you used to enter enrollments in the fall of 2012 and are currently using to access **EOC Alg I Fall 2012** reports. After entering your password, you will be at the Home Page where you will “choose a business area from the menu choice to the left”. For AMOs, begin at “Material Distribution”. Additional materials are ordered at the district level and shipped to the District Superintendent. Please enter counts for each material item needed.

### System Navigational Instructions

#### To Perform any of the Three Following Functions

1. Please select “**Literacy 2013**” from the “**Test Admin**” dropdown box on the left side of the screen.
2. Click on the “**Material Distribution**” menu on the left of the screen.
3. Click on the “**Material Orders**” link on the left side of the screen.

#### To View Current Orders

1. From the “**Manage Material Orders**” screen, select the order you wish to view by clicking the option button (the circle) to the left of the order.
2. Click on the “**Review**” button at the bottom-center of the screen.
3. From the “**Material Order Summary**” screen, you will see the location and address to which the order was shipped. In addition, you will see the materials and quantities included on this order.
4. Completed orders are not available for edit or change.
5. Click the “**Return**” button to return to the previous screen.

#### To Track Orders

1. From the “**Manage Material Orders**” screen, find the order you wish to view.
2. To the right of the order, you will see “**Shipment Tracking**” information. Click on the highlighted link and it will take you to the UPS website where the shipment tracking information is available. This will provide you with time and date of delivery, along with the name of the person who signed for the shipment. If the shipment has not been delivered, package progress details, including expected delivery date and time are available.
3. Close the UPS window when you are finished and you will be back at the “**Manage Material Orders**” screen.

#### To Enter a New Order for Additional Materials

1. From the “**Manage Material Orders**” screen, click on the “**Add**” button at the bottom of the screen.
2. The “**Material Order Detail**” screen will default to your system information. Click on the “**Next**” button at the bottom of the screen.
3. From the “**Material Order Contact Detail**” screen, select the Order by District Contact Address from the dropdown box. The Ship to District Contact Address will default to the required option.
4. Click the “**Next**” button at the bottom of the screen.
5. The “**Material Order Summary**” screen will provide the shipping details for your new order. Click the “**Save Then Enter Order Lines**” button at the bottom of the screen.
6. On the “**Manage Material Order Lines Multi Add**” screen, all available items will be displayed. Please enter the quantities of materials you need for your district. If you need to order return kits, you will be prompted to call Customer Service to order. These cannot be ordered online. **Note:** *You must click the “Save” button at the bottom of the screen to submit your order. If you click the “Return” button, no materials will be ordered.*
7. If you need to change your order quantities, you may go back to the “**Manage Material Orders**” screen, select your order, and click the “**Edit**” button at the bottom of the screen. This will take you back through the process and allow you to make changes. Once an order number is assigned to your order, it has been forwarded to shipping and no further changes are allowed. Please allow 5 business days to receive your materials.

### Additional Help

Business Hours:

Monday–Friday, 8:00 AM – 5:00 PM CT

Customer Service:

(800) 643-8547, [ARCustomerSupport@questarai.com](mailto:ARCustomerSupport@questarai.com)

To access ServicePoint you will need internet access and Adobe Acrobat Reader (version 8.0 or higher recommended).

## March 2013 Arkansas Grade 11 Literacy Examination Return Verification Access

— Quick Reference Guide —

### Availability & System Requirements

- ❑ Access to ServicePoint for recording your return materials will be available **March 7 – March 15, 2013**.
- ❑ Internet access through an internet browser—Microsoft Internet Explorer (version 5.5 or higher) preferred.
- ❑ Adobe Acrobat Reader (version 8.0 or higher recommended).
- ❑ Access ServicePoint™ through <https://ar-servicepoint.questarai.com/>

Please continue to use the same user name and password you used to enter enrollments in the fall of 2012 and are currently using to access **EOC Alg I Fall 2012** reports. After entering your password, you will be at the Home Page where you will “choose a business area from the menu choice to the left”.

### System Navigational Instructions

#### To Enter Return Material Information

1. Please select “**Literacy 2013**” from the “**Test Admin**” dropdown box on the left side of the screen.
2. Click on the “**Address Book**” menu on the left of the screen.
3. Click on the “**Districts**” link on the left side of the screen.
4. From the “**Manage Districts**” screen, select your district by clicking the option button (the circle) to the left of the district code.
5. Click on the “**Return Materials**” button at the bottom-left of the screen.
6. From the “**Return Materials**” screen, please enter the number of boxes you are returning and the date that UPS picked up the boxes for return (by label color). As you click in the return date window, a calendar will appear, defaulted to today’s date. If your return date is different than today, please click on your actual return date. This will fill in the box for you.
7. Enter your email address, confirm your email address, and click “**Save**” at the bottom of the screen. An email confirmation of your box counts will be sent to you.

### Additional Help

Business Hours:

Monday–Friday, 8:00 AM – 5:00 PM CT

Customer Service:

(800) 643-8547, [ARCustomerSupport@questarai.com](mailto:ARCustomerSupport@questarai.com)

*To access ServicePoint you will need internet access and Adobe Acrobat Reader (version 8.0 or higher recommended).*

## **APPENDIX F**

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The forms listed below are provided on the following pages of this manual:

- Sample Answer Document Demographic Page
- Affidavit Waiver Form for Providing an Approved Accommodation
- Additional Materials Order Form
- Secure Material Transfer Form
- Student Not Tested Form
- Administration Feedback Form





# AFFIDAVIT WAIVER FORM FOR PROVIDING AN APPROVED ACCOMMODATION



## Grade 11 Literacy Examination AFFIDAVIT WAIVER FORM for Providing an Approved Accommodation March 2013

### To be completed PRIOR to test administration:

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

\_\_\_\_\_ Date \_\_\_\_\_ Signature of Currently Licensed Arkansas Teacher Providing Accommodation

### To be completed AFTER test administration:

I provided an approved testing accommodation for:

\_\_\_\_\_ Student's Name \_\_\_\_\_ Answer Document Number

By \_\_\_\_\_ Session(s) \_\_\_\_\_  
reading/transcribing/recording

of test booklet form \_\_\_\_\_ (enter the letter from the upper right corner of the test booklet cover) of the  
March 2013 *Grade 11 Literacy Examination*.

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

\_\_\_\_\_ Date \_\_\_\_\_ Signature of Currently Licensed Arkansas Teacher Providing Accommodation

\_\_\_\_\_ District Name and School Name

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





# ADDITIONAL MATERIALS ORDER FORM



Arkansas Comprehensive Testing,  
Assessment, and Accountability Program

## Additional Materials Order Form Grade 11 Literacy Examination March 2013

<b>District Name:</b>	<b>District LEA:</b>
<b>District Test Coordinator:</b>	<b>Phone:</b>
<b>E-mail:</b>	<b>Contact Preference:</b>

	Quantity
You may enter your material order on the ServicePoint™ website <a href="https://ar-servicepoint.questarai.com/Login.aspx">https://ar-servicepoint.questarai.com/Login.aspx</a> or indicate the materials needed by entering quantities and submitting this form by e-mail or fax to Questar Assessment, Inc. Arkansas Customer Service FAX 866-688-0419    ARCustomerSupport@QuestarAI.com	<b>Grade 11 Literacy</b>
<b>Manuals</b>	
Test Administration Manual	<input type="text"/>
<b>Answer Documents and Test Booklets</b>	
Answer Document	<input type="text"/>
Test Booklet	<input type="text"/>
Large Print Test Booklet	<input type="text"/>
Read-aloud Test Booklet	<input type="text"/>
Braille Test Booklet	<input type="text"/>
<b>Ancillary Materials</b>	
School/Course Header Sheet	<input type="text"/>
Classroom/Group Information Sheet	<input type="text"/>
Affidavit 1—District Level Test Security Form	<input type="text"/>
Affidavit 2—School Level Test Security Form	<input type="text"/>
Affidavit 3—Test Administrator Security Form	<input type="text"/>
Student Not Tested Form	<input type="text"/>
Parent Notification Pamphlet	<input type="text"/>
Line Placement Template	<input type="text"/>
Paper Band	<input type="text"/>
<b>District Return Materials</b>	
Return Instructions for Scoreable Materials	<input type="text"/>
District Scoreable Materials Transmittal Form	<input type="text"/>
Scoreable Materials Return Label	<input type="text"/>
Scoreable Materials UPS Return Label	<input type="text"/>
Return Instructions for Non-scoreable Materials	<input type="text"/>
Non-scoreable Materials Return Label	<input type="text"/>
Non-scoreable Materials UPS Return Label	<input type="text"/>

<b>Student Label</b>		
<i>School Name:</i>	<input type="text"/>	<i>School LEA:</i>
<i>School Name:</i>	<input type="text"/>	<i>School LEA:</i>

<b>Preliminary Demographic Verification Roster</b>		
<i>School Name:</i>	<input type="text"/>	<i>School LEA:</i>
<i>School Name:</i>	<input type="text"/>	<i>School LEA:</i>

<b>Test Booklet Security Form</b>		
<i>School Name:</i>	<input type="text"/>	<i>School LEA:</i>
<i>School Name:</i>	<input type="text"/>	<i>School LEA:</i>



**ACTAAP**  
 Arkansas Comprehensive Testing,  
 Assessment, and Accountability Program

**SECURE MATERIAL TRANSFER FORM**

**Examination:** \_\_\_\_\_

**District LEA #:** \_\_\_\_\_

**Name of District Transferring:** \_\_\_\_\_

**No. of Documents Transferred:** \_\_\_\_\_

**Security ID Number(s) Transferred:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signature of Sender:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Examination:** \_\_\_\_\_

**District LEA #:** \_\_\_\_\_

**Name of District Receiving:** \_\_\_\_\_

**No. of Documents Received:** \_\_\_\_\_

**Security ID Number(s) Received:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signature of Receiver:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Each district shall retain a copy of this form. A copy shall be faxed to the ADE Office of Student Assessment at (501) 682-4886 and to Questar Arkansas Customer Service at (866) 688-0419. This form must be completed and signed by both districts before it is faxed. Both districts must staple a copy of this Secure Material Transfer Form to the appropriate school's Test Booklet Security Form(s).







Arkansas Comprehensive Testing,  
Assessment, and Accountability Program

Grade 11 Literacy Examination

SCHOOL INFORMATION
School Name:
District Name:

INSTRUCTIONS
<ul style="list-style-type: none"> <li>Write in your School and District name above.</li> <li>Place student labels for students not testing in a dotted label box.</li> <li>Fill in the appropriate bubble <b>above</b> the label to indicate why the student did not test, using the codes below.</li> <li>Return this form to Questar along with other testing materials according to the instructions provided in the manuals.</li> </ul>

Student NOT Tested Codes
<ol style="list-style-type: none"> <li>Absent on ALL days of the test administration, including the make-up test administration</li> <li>Expelled/suspended</li> <li>Extended hospitalization</li> <li>Residential treatment</li> <li>Homebound</li> <li>Incarcerated</li> <li>Juvenile detention</li> <li>Transferred to a different school/district in Arkansas</li> <li>Moved to a different state/out of country</li> <li>Enrolled in a home school/private school</li> <li>Completed an alternate portfolio assessment</li> <li>Special Education services for home school/private school</li> <li>Student was incorrectly identified as being in grade 11</li> <li>Withdrew from school or course</li> <li>Student has already taken the <i>Grade 11 Literacy Examination</i></li> <li>LEP student who has attended a U.S. school for less than one year and was exempted from the test based on the professional judgment of a language assessment committee</li> <li>Deceased</li> <li>School district/school failed to administer the examination</li> <li>Reason 19 not applicable on this form. Must be coded on an answer document.</li> </ol>

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 ⑯ ⑰ ⑱ X

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 ⑯ ⑰ ⑱ X

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 ⑯ ⑰ ⑱ X

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 ⑯ ⑰ ⑱ X

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

DO NOT WRITE BEYOND THIS AREA

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# ADMINISTRATION FEEDBACK FORM

## Grade 11 Literacy Examination Administration Feedback Form March 2013

Please make a copy of this page and use it to report any problems that occurred during the March 2013 administration of the *Grade 11 Literacy Examination*.

District Name: \_\_\_\_\_ LEA #: -

Person Responding: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### FEEDBACK/COMMENTS

Materials Receipt:
Testing Materials/Manuals:
Return of Materials:
Other Issues:

This form may be mailed, faxed, or e-mailed to:

Arkansas Customer Service  
Questar Assessment, Inc.  
5550 Upper 147<sup>th</sup> Street West  
Apple Valley, MN 55124  
FAX: 866-688-0419  
ARCustomerSupport@QuestarAI.com

If you have any questions, please call Questar at 800-643-8547.







# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI-11370 TAM AR1308



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