

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEST ADMINISTRATION MANUAL

IOWA ASSESSMENTS™ GRADE 2

APRIL 2016 ADMINISTRATION

TEST DATES APRIL 4–15, 2016

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Developed at The University of Iowa by

Iowa Testing Programs



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About This Manual

Purpose

This *Test Administration Manual* describes the procedures that Test Administrators should follow. This manual also provides the **exact** words to use with the administration of each test. By following the directions carefully, you will ensure that your test administration will be consistent with all others and that the scores you receive will be meaningful and useful.

How to Use This Manual

This manual is to be used during the administration of the *Iowa Assessments*[™] Level 8 tests.

- Part 1 provides information you will need in order to prepare for testing.
- Part 2 contains instructions for administering the tests.
- Part 3 provides instructions for preparing test materials for scoring.

About the *Iowa Assessments* Level 8 Tests

Iowa Assessments assesses student achievement in Vocabulary, Reading, Language (Spelling, Capitalization, Punctuation, and Written Expression), Mathematics, and Computation.

Test Booklets

Test booklets for Level 8 are machine-scorable. Students will mark their answers directly in their test booklets.

Question and Answer Format

Questions are read aloud with the exception of part of the Computation test and all of the Vocabulary and Reading tests. All questions are in multiple-choice format. Students mark their answer choices in their machine-scorable test booklets by filling in a circle for each question.

Sample Questions

Each test begins with one or more sample questions to give students practice with the content and format of the test.

Test Descriptions

The following table describes each test, provides an estimate of the testing times, and lists the number of questions for each test. Administration times are approximate and are expected to vary with different test administrators and groups of students. Allow enough time so most students can finish each test.

Test	Description	Approximate Working Time (minutes)	Number of Questions
Vocabulary	<ul style="list-style-type: none"> Students are presented with a pictorial or written stimulus and select the best answer from a set of written responses Includes nouns, verbs, and modifiers Focus is on general vocabulary Questions and response options are not read aloud 	15	26
Reading	<ul style="list-style-type: none"> Administered in two parts Consists of picture stories, sentences, and written stories Questions focus on literal understanding, making inferences, or generalizing from the information presented Questions and response options are not read aloud 	20 + 25	38
Language	<ul style="list-style-type: none"> Questions emphasize student ability to use some conventions of standard written English Four test sections assess spelling, capitalization, punctuation, and skill in written usage and expression Questions and response options are read aloud 	25	42
Mathematics	<ul style="list-style-type: none"> Administered in two parts Questions measure the understanding of and ability to apply concepts in the areas of number sense and operations, algebraic patterns and connections, data analysis, geometry, and measurement Response options are pictures, numbers, or words Some questions ask students to select a number sentence that could be used to solve the problem or ask students to solve brief word problems with answer options that include “N,” which means “Not given” Questions are read aloud 	25 + 25	46
Computation	<ul style="list-style-type: none"> Questions focus on addition and subtraction using whole numbers The first section is read aloud The second section is not read aloud; the problems are presented in the test booklet If the correct answer is not given, students select “N,” which means “Not given” 	25	27
Totals		2 hr 40 min	179

Accommodations and Modifications

A **testing accommodation**, as the term is used here, refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of a student's special needs or limited English language proficiency on the assessment process so that the student is assessed on an equal footing with all other students. Testing accommodations do not change the *kind* of achievement being measured; they change *how* that achievement is measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

A **testing modification** is a change in the procedures for administering a test that may affect the constructs being measured. For example, reading aloud the Reading test represents a modification. A modification is sometimes necessary when an accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. Local, school system, or state policy usually determines whether these scores should be interpreted differently.

English Language Learners (ELLs)

The purpose of using accommodations with English language learners is to be able to measure skills and knowledge related to the curriculum without significant interference from their limited opportunities to learn English and use it during assessment. Local, school system, or state guidelines should be followed when making decisions related to accommodations for ELL students.

Accommodations for Testing

Special Education (IEP) Accommodations

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

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

On the other hand, specific item directions (i.e., item stems) cannot as a general rule be repeated as an accommodation. During the administration of the test sessions at grades 1 and 2 that are read aloud, Test Administrators may **NOT** repeat the questions for any reason. Test Administrators, particularly those administering to small groups, should be aware that the script must be followed verbatim and read only once. **All accommodations must be administered by an Arkansas teacher or administrator who is currently licensed by the Arkansas Department of Education (ADE) and has been trained in proper test administration procedures.**

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

Code	Definition
1 TRAN*	a teacher transfers answers from the student's test booklet to an answer document or a consumable test booklet This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may not have extra paper. The teacher is to copy the student's answers into the answer document or consumable test booklet exactly as the student wrote them. (Note: This accommodation is used with Large Print and Braille test booklets.)
2 REC*	a teacher records the student's verbal responses and places them into the student's answer document or consumable test booklet This means that the teacher writes the student's verbal responses into his/her answer document or consumable test booklet. This must be done in an individual setting.
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 RST*	reading of the science test Important: <i>No portion of the reading or vocabulary test may be read to any student!</i>
8 MD	magnifying devices
9 NB	noise buffer
10 IS	individualized scheduling
11 ET	extended time Important: <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
12 LPT*	Large Print test booklet (not available for the <i>Iowa Assessments</i>)
13 BT*	Braille test booklet (not available for the <i>Iowa Assessments</i>)
14 AB	abacus

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

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

LEP Accommodations

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

Code	Definition
1 LEP - ET	extended time Important: <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
2 LEP - WTWD	word-to-word dictionary If it is part of a student's LPAC Plan, Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures.
3 LEP - IS	individualized scheduling
4 LEP - PREF	preferential seating (study carrel)
5 LEP - SMGT	small group testing
6 LEP - INT	individual testing
7 LEP - RST*	reading of the science test in English Important: <i>No portion of the reading or vocabulary test may be read to any student!</i>
8 LEP - NB	noise buffer

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

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

Accommodations that are currently NOT available include the following:

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

Special Coding

It is the School Test Coordinator's responsibility to complete the "Test Administrator Use Only" box on the back cover of the consumable test booklet after all testing is completed or else assign a Test Administrator to do so. Coding should be done by school personnel rather than by students. The School Test Coordinator or the person authorized to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. It should be done after all tests have been administered so that incomplete student erasures and stray marks in these areas can be detected and so that the most accurate information can be coded.

Test Administrators

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

Physical Arrangements

If there is a choice of rooms in which to give the tests, choose a room with good lighting, enough space to prevent crowding, and adequate writing surfaces. Students must be able to handle an open 8.5-inch by 11-inch test booklet. Desks or tables should be used in preference to tablet-style armchairs, and work surfaces should be cleared of extraneous materials. During testing, students should be separated from each other by a reasonable distance to encourage independent work and to prevent collaboration. A seating arrangement that discourages copying and talking is more effective than a warning against such behavior.

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

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

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

General Directions

Prohibited Calculators and Electronic Devices. There are three tests, Mathematics: Part 1, Mathematics: Part 2, and Computation, in which mathematics will be tested. Calculators may **NOT** be used on any of these tests. No electronic devices with photographic capabilities shall be accessible at any time during test administration. Other electronic equipment that allows for communication among students shall **NOT** be accessible at any time during test administration (e.g., cell phone, iPod®, MP3 player).

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

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

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

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

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

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

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

Marking Information on the Test Booklets

Student Labels. One set of student labels will be provided to each school in alphabetical order by student last name. The labels are provided for use on the grade 2 consumable test booklets so that student information requested on the student demographic page will not need to be entered and coded for students for whom labels have been provided.

The student labels contain district and school information along with the student's name, birth date, gender, ethnicity, and grade. The label also includes additional student information in the barcode (Free and/or Reduced Lunch status and Gifted and Talented status).

If a label is torn or damaged, do not use it. Instead, enter and code student identification information on the consumable test booklet for that student.

It is extremely important that labels be affixed correctly to the test booklets so that the scanning equipment can properly read the barcode. Student labels must be carefully and precisely affixed within the designated area on the back cover of the consumable test booklet.

Incorrect Student Labels. If anything is incorrect on the label, the student's label cannot be used and all demographic information must be bubbled.

Completing Student Demographic Information. Complete student demographic information on the back of the consumable test booklet when there is no student label provided.

Note: Student labels contain confidential student information and must be handled accordingly. When not in use, they must be kept in a secure location. Damaged student labels must be shredded or otherwise disposed of in a secure manner.

Information requested in the blank lines along the right side of the back cover on the grade 1 consumable test booklet **MUST** be entered by Test Administrators before distributing consumable test booklets to students regardless of whether or not a label is used.

After all testing is complete, the "Programs" box on the grade 1 consumable test booklets must be completed by the School Test Coordinator or the person designated to do so. If a student label is not included, the "Programs" box must be coded with the following information as it applies to each student.

IEP - Individualized Education Program

504 – 504 Plan

F/RL - Free and/or Reduced Lunch

GT - Gifted and Talented

ELL/LEP - English Language Learners/Limited English Proficient

MG - Migrant

TI L - Title 1 Language

Begin by locating the blanks for **Teacher, Grade, School, System/District, and City/State**. Print this information in the proper spaces.

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

Now find the section for **“ID Number.”** In the boxes, write the ten digits of the student’s State Reporting Identification Number. Print one digit in each box, then darken the circle for each digit.

Fill in the appropriate circle for the student’s gender, either female or male.

To fill in the **“Ethnicity/Race”** section, mark the group with which the student is best identified. Under **“Ethnicity,”** fill in the circle next to Hispanic or Latino if the student is Hispanic or Latino. Fill in the circle next to Not Hispanic or Latino if the student is not Hispanic or Latino. Under **“Race,”** fill in the circle next to the name of the group to which the student belongs. You may fill in more than one circle if the student belongs to more than one group. If there are questions concerning the appropriate response, please refer to the guidelines below.

Hispanic or Latino—a student of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race

American Indian/Alaska Native—a student with origins in any of the original peoples of North and South America (including Central America) or who maintains tribal affiliation or community attachment

Asian—a student with 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

Black or African American—a student with origins in any of the black racial groups of Africa

Native Hawaiian or Other Pacific Islander—a student with origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

White—a student with origins in any of the original peoples of Europe, the Middle East, or North Africa

In the **“Date of Birth”** section, print the first three letters of the month in which the student was born. Then fill in the circle beside the name of that month. At the top of the columns labeled **“Day,”** there are two boxes. Use these to write the day of the month on which the student was born. For example, if the student was born on the eighth day of the month, write **“0”** and **“8”** in the boxes. Note that a leading zero must be used for single-digit dates. Then fill in the circle below each box that has the same number as the number in the box. In the four boxes at the top of the **“Year”** section, write the four digits of the student’s year of birth. For example, if the student was born in 2005, write 2-0-0-5 in the boxes. Then, below the first two boxes, fill in the circle for **“20.”** Below each of the last two boxes, fill in the circle that has the same number as the number in the box.

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 testing improprieties, including breaches of test security:

1. The Superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities.
2. All District Test Coordinators, School Test Coordinators, and Test Administrators shall be **currently** licensed by the Arkansas Department of Education as teachers or administrators.
3. The tests must be administered on the scheduled dates as specified in the manuals for the current administration. No portion of the test may be given early.
4. All test materials shall be inventoried upon receipt at the district and school. Test booklets and *Test Administration Manuals* for grades 1 and 2 must be kept in a secure area at all times, except during the formal testing sessions.
5. The tests must be administered in strict accordance with the instructions outlined in the manuals for the current administration. These instructions include reading directions verbatim to students during testing.
6. 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.
7. 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).
8. The Superintendent or his/her designee in each school district shall be responsible for ensuring that Individualized Education Programs, Limited English Proficient Language Assessment Plans and/or 504 Plans shall specify any state-approved accommodation(s) available to students participating in the administration of standard state assessments.
9. 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.
10. District staff may **not** read, review, or in any way duplicate or reproduce the test booklets, the associated test items, or other secure materials.
11. Students must not be exposed to answers for items at any time before, during, or after testing.

12. 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.
13. Students are not allowed to use scratch paper except for on the grades 1 and 2 Mathematics: Part 2 and Computation tests. The use of scratch paper is considered a breach of security. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions.
14. No electronic devices with photographic capability shall be accessible at any time during test administration. 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).
15. 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.
16. All test booklets and *Test Administration Manuals* for grades 1 and 2 (whether used or unused) 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 not returned by the district on the dates required shall be reported to the ADE Office of Student Assessment.
17. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to the ADE Office of Student Assessment. All security violations shall be investigated by the state.

Test Security Procedures

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

For security reasons, the shrink-wrapped packages of *Test Administration Manuals* for grades 1 and 2 and all test booklets may be opened, for organizational purposes only, no earlier than one (1) school day before the first day of testing. No one may look inside test booklets for any reason. No *Test Administration Manuals* for grades 1 and 2 and no test booklets should be distributed to Test Administrators until the first day of testing.

During each testing session, students must use the same consumable test booklet given to them at the beginning of testing. Therefore, it is strongly advised that students be tested in the same group each day.

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

Schedule Tests

Recommendations

- Administration times are approximate and are expected to vary with different Test Administrators and groups of students. Allow enough time so most students can finish each test.
- Each school or school system can decide on the number of tests to administer per day and the number of days to test. We recommend that you administer the tests subject by subject over multiple days rather than all subjects on a single day. This will minimize any adverse effects of student fatigue on performance. The tests must be administered in the order they are listed on page 1.
- If you are not using barcode labels, you should complete the student identification and demographic information on the test booklets prior to testing.
- A given testing session may encompass one or more tests. If you administer more than one test in a given testing session, we recommend allowing a few minutes of rest between the tests.
- Encourage students to sharpen pencils during breaks to minimize interruptions during testing sessions.
- For each testing session, allow an additional 10 minutes to distribute and collect test materials.

Obtain Materials

Supply List

The following items must be available when testing begins.

✓ Test Administration Manual	You will need a copy of this <i>Test Administration Manual</i> .
✓ Machine-Scorable Test Booklets	Make sure you have one machine-scorable test booklet of the correct level for each student plus a test booklet for yourself.
✓ Pencils	Each student should have two sharpened No. 2 pencils with erasers.
✓ Scratch Paper	Each student should have one sheet of scratch paper for each of the following tests: Mathematics: Part 2 and Computation. When scratch paper is used, distribute the scratch paper at the start of the testing session.

Distributing and Collecting Materials

When tests are given in several sessions, the test materials must be collected after each session and redistributed to students at the start of a new session.

1. Direct students to keep the same seats throughout all testing sessions.
2. Distribute the test materials in the same prearranged order each time.
3. After distributing the test booklets, always ask students to check the name on the student label on the test booklet they have received to ensure that each student has the correct test booklet.
4. At the completion of each testing session, instruct students to close their test booklets.
5. Collect the test materials in the exact reverse of their distribution order each time.

Emergencies and Irregularities During Testing

Guidelines

It is not possible to provide specific guidance for emergencies and irregularities, but there are some principles that are reasonable to consider under many circumstances.

- The welfare of the students should always be of primary concern. Whatever action might need to be taken should put the health and safety of students first.
- The security of the test materials must be maintained. If the testing room must be evacuated, lock the door if possible. If testing is interrupted, ask students to close their machine-scorable test booklets.
- Document the details of the irregularity. These details will help to determine what actions may need to be taken so that useful scores can still be obtained. Contact your test coordinator for instructions on how to document the emergency/irregularity and next steps.

Begin the First Testing Session

Follow Printed Directions

Follow the printed directions **exactly**.

- Read aloud **word for word** the text printed in blue and preceded by the word “SAY.” The text printed in brown is important information, but it should not be read to the students.
- Read the directions for each question only once. **Do not repeat the directions.**
- Do not read the question numbers aloud unless instructed to do so.
- Speak **distinctly** and at a **constant rate**. Do not use inflection in your voice that could cue students to the correct answers.
- Allow just enough time for all students who are capable of finishing a question to do so before you begin reading the directions for the next question. Some students might not finish some questions.

Provide Appropriate Assistance

- Help the students only with the procedures for marking their answers. **Do not give them any help with the test questions or with picture identification.** In some questions, students are told the names of the pictures as part of the oral directions. In other questions, however, it is important that the students themselves identify the pictures.
- Verify that students are working in the correct section of the test booklet. Each separate test in the test booklets has a color-coded bar across the top of the pages. The pages of this *Test Administration Manual* are color coded to match the colored bars in the test booklets. Use the color coding to help you verify that students are working in the correct section of the test booklet.
- Verify that students are on the correct page. Page locator art appears at the top of the first page of each test or test part. The directions reference the page locator art to help students find the correct page. Use the page locator art to verify that students are on the correct page at the beginning of each test.

Checklist of Testing Preparations and Procedures

The following checklist will help you get yourself, your students, and your classroom ready for testing.

A. Before Testing	
1.	Talk with students about the purposes of the tests, the procedures you will be using, and the ways in which the results will be shared with them. See the section “Prepare for Testing.”
2.	Attend local test administration training, including discussion of the test schedule and procedures, how to appropriately provide accommodations, and how to obtain answers to questions. Review Test Security Guidelines on pages 10-11.
3.	Receive testing materials, including student labels, from the School Test Coordinator.
4.	Check on the availability of the following materials: <ol style="list-style-type: none">There should be one test booklet per student.There should be one copy of this <i>Test Administration Manual</i> for each Test Administrator or licensed proctor.Each student will need a No. 2 pencil with an eraser. A supply of extra No. 2 pencils should be on hand.Ensure that you have enough scratch paper: two (2) pieces per student for the Mathematics: Part 2 and Computation tests.
5.	Apply student barcode labels or complete the demographic information on the back of the students’ test booklets as necessary, according to the directions.
6.	Make the necessary physical arrangements in the room. Arrange seating, cover or remove visual aids, and make whatever adjustments are needed for lighting, heating, ventilation, and control of visual or noise distractions.
7.	Post a “TESTING: PLEASE DO NOT DISTURB” sign on the classroom door.
8.	Review the appropriate test administration script (i.e., Part 2 of this manual) before beginning each testing session.
B. During Testing	
1.	Follow the directions exactly as they appear in this <i>Test Administration Manual</i> .
2.	Monitor students during the tests to make sure that they are working on the correct test pages and that they are marking responses in the proper place and manner.
C. After Testing	
1.	Verify that the number of test booklets being returned is equal to the enrollment count for each classroom.
2.	Verify that all tests have been taken by each student.
3.	Return all test booklets and other testing materials, such as used scratch paper and this <i>Test Administration Manual</i> , to your School Test Coordinator.

Allow approximately 15 minutes for the Vocabulary test.

As soon as the students are settled and ready to begin, say:

SAY

Today we have new booklets to work in. I will pass them out now. Do not begin to write in them until I tell you what to do.

Distribute the test booklets. **Make sure each student has the booklet with his or her name or label on it.** Allow students a moment or two to look at the pictures in the test booklet. Make sure that each student has a No. 2 pencil. Then say:



Page 1

SAY

Open your test booklets to page 1, the page with the brooms across the top.

Demonstrate. Open a copy of the test booklet to page 1. The page should have an orange bar across the top. Tell students *not* to fold back the covers. Throughout testing, booklets should be used with facing pages opened up. Folding the test booklets in half will cause problems during the scoring process. When everyone has found the correct place, say:

SAY

This is a test about the meanings of words. In each box on this page, there are a picture and four words. One of the four words tells about the picture. You are to read the four words and decide which one best tells about the picture. Then fill in the circle next to that word.

SAMPLE 1 Look at the picture in box **S1** at the top of the first column. This is a sample. We will do it together. Which word tells about the picture? (Pause.)

Draw a circle on the board and fill it in to show how it should be done. Tell the students to make a mark that fills most of the circle. However, discourage them from extensive, time-consuming filling of circles. They should stay within the circle but need not take time to make a mark that fills in the entire circle. A good, solid mark is all that is necessary. If they need to erase an answer, they should do so as completely as possible. Then say:

SAY

Do the other questions on this page the same way. When you have answered all the questions on this page, go on to the next page. Keep working until you get to the stop sign at the bottom of page 2. You may begin now.

Circulate around the room, making sure that the students understand the directions and that they continue working until they reach the bottom of page 2. Allow time for all students who are capable of doing so to finish the first section of the test. Then say:

Page 3

SAY

Now look at page 3.

Allow students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

Each of the sentences on page 3 has a word missing. Under each sentence are four words. You should decide which word best completes the sentence and fill in the circle in front of that word.

SAMPLE 2 Look at the sentence in row **S2** at the top of the page. We will do it together. Read the sentence. Then fill in the circle in front of the word you think best completes the sentence.

Pause while the students fill in the circle. Then say:

You should have filled in the XXX.

Make sure all the students have filled in the correct circle. Then say:

Do the other sentences on this page the same way. Continue working until you get to the stop sign at the bottom of page 4. You may begin now.

Again, check to be sure that the students understand the directions and that they continue working until they reach the bottom of page 4. Allow time for all students who are capable of doing so to complete the test. Then say:

SAY

This is the end of the testing period.

If the next test is to be given after a rest period, have the students close their test booklets and leave them on their desks. If the next test is to be given in a later period, collect the test booklets systematically in order to make it easier to distribute them for the next testing period.

Reading: Part 1

Allow approximately 20 minutes for Part 1 of the Reading test, *Picture Stories* and *Sentences*.

Distribute the test booklets, making sure each student receives his or her own booklet. When everyone is ready to begin, say:



Page 5, Picture Stories

SAY

Open your booklets to page 5, the page with the rockets across the top.

Check to see that everyone is on the correct page. Booklets should be open to pages 4–5. Page 5 should have a green bar across the top. When everyone has found the correct place, say:

SAY

On this page is a picture. Below the picture are sentences that tell something about the picture. Each sentence has a missing word. You are to look at the four words below each sentence and fill in the circle in front of the word that best fits in the sentence.

SAMPLE 1 Look at the picture. Read the first sentence. It is a sample. (Pause.) Which word best fits in the sentence? Fill in the circle in front of the word that best fits in the sentence.

Pause while the students fill in the circle. Then say:

Do the rest of the sentences on this page and the next two pages the same way. Keep working until you get to the stop sign at the bottom of page 7. If you need help, raise your hand and I will help you after the others have begun. You may begin now.

Circulate around the room, making sure that the students understand the directions and that they continue working until they reach the stop sign at the bottom of page 7. Do *not* give the students any assistance in reading the sentences or words. Allow time for all students who are capable of doing so to complete this section of the test. Then say:

SAY

Stop working now. (Pause.) Turn to page 8.

Page 8, Sentences

Check to see that everyone is on the correct page before continuing. Booklets should be open to pages 8–9. Then say:

SAY

Each row on this page has a sentence and four words. You are to read the sentence and the four words under the sentence. Then you are to decide which word makes the most sense in the blank in the sentence. Fill in the circle next to the word that goes best in the sentence.

SAMPLE 2 We will do row **S2** together. Read the sentence and the four words under the sentence to yourself. Then fill in the circle next to the word that goes in the blank.

Wait for students to fill in the circle. Then say:

The **XXX** circle, the one next to the word **XXX**, is the one you should have filled in.

Make sure all the students have filled in the correct circle. Then say:

Do the rest of the rows the same way. Keep working until you get to the stop sign at the bottom of the page. If you need help, raise your hand and I will help you after the others have begun. You may begin now.

Circulate around the room, making sure that the students understand the directions and that they continue working until they reach the stop sign at the bottom of page 8. Do *not* give the students any assistance in reading the sentences or words. Allow time for all students who are capable of doing so to complete this section of the test. Then say:

SAY

This is the end of the first testing period for Reading.

If the next part of the Reading test is to be given after a rest period, have the students close their test booklets and leave them on their desks. If the next part of the Reading test is to be given in a later period, collect the booklets systematically in order to make it easier to distribute them for the next testing period.

Reminder

Students must take both parts of the Reading test. Continue with the Reading: Stories test on the next page.

Reading: Part 2

Allow approximately 25 minutes for Part 2 of the Reading test, *Stories*.

Distribute the test booklets, if necessary, making sure each student receives his or her own booklet. As soon as the students are ready to begin, say:



Page 9, Stories

SAY

Open your test booklets to page 9, the page with the flowers across the top. This is another part of the reading test.

Pause. Booklets should be open to pages 8–9. Check to see that everyone is on the correct page before continuing. Page 9 should have a brown bar across the top. Then say:

SAY

Each page in this part has a story. First, you should read the story on the page. Then read the first question. There are three answers to the question, but only one of the answers is right. Choose the answer you think is best. Fill in the circle next to the answer you think is right. Then do the other questions in the same way. There are five stories. Keep working until you get to the stop sign at the bottom of page 13. If you need help, raise your hand and I will help you after the others have begun. You may begin now.

Again, circulate around the room, making sure that the students understand the directions and that they continue working until they reach the stop sign at the bottom of page 13. Do *not* give the students any assistance in reading the stories or the questions. Allow time for all students who are capable of doing so to complete this section of the test. Then say:

SAY

Stop working now. This is the end of the testing period. Close your booklets.

If the next test is to be given after a rest period, have the students close their test booklets and leave them on their desks. If the next test is to be given in a later period, collect the test booklets systematically in order to make it easier to distribute them for the next testing period.

Language

Allow approximately 25 minutes for the Language test.

Distribute the test booklets, making sure each student receives his or her own booklet. When everyone is ready to begin, say:



Page 15, Spelling

SAY

Open your test booklets to page 15, the page with the strawberries across the top.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Page 15 should have a purple bar across the top. Then say:

SAY

This is the first part of a test about how people use language. Listen carefully. The words on this page are part of a spelling test. There are three words printed in each box of your test booklet. I will say the three words and use them in a sentence. You are to fill in the circle under the word that is misspelled.

SAMPLE 1 Look at the words in box **S1** at the top of the first column. Fill in the circle under the word that is not spelled correctly.

Pause while the students fill in the circle. Then say:

The **XXX** word, **XXX**, is not spelled correctly. It should be spelled **XXXX**. (Say the letters.) You should have filled in the circle under the letters **XXXX**.

Make sure all the students have filled in the correct circle. Then say:

Now we will do some more like this. Listen carefully to what I say. Then fill in the circle under the word that is misspelled.

Read each item number and pronounce the three boldfaced words slowly and distinctly. Then read the sentence, emphasizing the boldfaced words. Pause between items to allow the students time to fill in their responses. Now say:

SAY

Number 1:

Number 2:

Number 3:

Number 4:

Number 5:

Go to the top of the second column.

Number 6:

Number 7:

Number 8:

Number 9:

Number 10:

Number 11:

When all the students have completed question 11, say:

Page 16, Capitalization

SAY

Turn to page 16.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Booklets should be open to pages 16–17. Then say:

SAY

This is the second part of the Language test. Each story in this part of the test has one mistake in it. While I read each story, you are to look for the mistake.

SAMPLE 2 Look at the little story in box **S2** at the top of the first column. This story needs **XXXXX**. You are to fill in the circle in front of the line that needs a **XXXXX**. Read the story silently while I read it aloud.

Fill in the circle in front of the line that contains a word that needs **XXXXX**.

Pause while the students fill in the circle. Then say:

The **XXXX** contains the mistake. The word **XXX** needs **XXXXX** person's name. You should have filled in the circle next to the **XXX**.

Make sure all the students have filled in the correct circle. Then say:

Now we will do some more like this. Read the little story silently while I read it aloud. Then fill in the circle in front of the line with a word that needs **XXXXX**.

Read each item number. Then read the little story slowly and distinctly. Do not repeat a word or phrase unless you inadvertently read it incorrectly. Pause between stories to allow the students time to fill in their responses. Now say:

SAY

Number 12:

Number 13:

Number 14:

SAY

Go to the top of the second column.

Number 15:

Number 16:

Number 17:

Number 18:

When all the students have completed question 18, say:

Page 17, Punctuation

SAY

Now look at page 17.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

In the next part of the test, you are to look for mistakes in the use of punctuation marks such as periods, question marks, commas, exclamation points, and apostrophes.

SAMPLE 3 Look at the little story in box **S3** at the top of the first column. This story needs **XXXX**. You are to fill in the circle in front of the line that needs a **XXXX**. Read the story silently while I read it aloud.

Fill in the circle in front of the line that needs the **XXXXX**.

Pause while the students fill in the circle. Then say:

SAY

The first line contains the mistake. There should be a XXXX mark after the word ~~XXXXXX~~ because the sentence is XXXXX. You should have filled in the circle in front of the first line.

Make sure all the students have filled in the correct circle. Then say:

Now we will do some more like this. Read the little story silently while I read it aloud. Then fill in the circle in front of the line that needs a punctuation mark.

Again, read each item number. Then read the little story slowly and distinctly. Do not repeat a word or phrase unless you inadvertently read it incorrectly. Pause between stories to allow the students time to fill in their responses. Now say:

SAY

Number 19:

Number 20:

Number 21:

Go to the top of the second column.

Number 22:

Number 23:

Number 24:

Number 25:

When all the students have completed question 25, say:

Page 18, Written Expression

SAY

Turn to page 18.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Booklets should be open to pages 18–19. Then say:

In the last part of the Language test, you are to look for mistakes in the use of words.

SAMPLE 4 Look at the little story in box **S4** at the top of the first column. One of the words in this story is wrong. Read the story silently while I read it aloud.

Fill in the circle in front of the line that contains a word that should be changed.

Pause while the students fill in the circle. Then say:

The second line contains the mistake. The sentence should say “XXXXX You should have filled in the circle in front of the XXX line.

Make sure all the students have filled in the correct circle. Then say:

Now we will do some more like this. Read the little story silently while I read it aloud. Then fill in the circle in front of the line that contains a word that should be changed.

Again, read each item number. Then read the little story slowly and distinctly. Do *not* repeat a word or phrase unless you inadvertently read it incorrectly. Pause between stories to allow the students time to fill in their responses. Now say:

SAY

Number 26:

Number 27:

SAY

Number 28:

Go to the top of the second column.

Number 29:

Number 30:

Number 31:

Number 32:

Page 19

SAY

Now look at page 19.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Booklets should be open to pages 18–19. Then say:

Number 33:

Number 34:

Number 35:

SAY

Number 36:

Number 37:

Go to the top of the second column.

Number 38:

Number 39:

Number 40:

Number 41:

Number 42:

SAY

When all the students have completed question 42, say:

This is the end of the testing period. Close your booklets.

Collect the test booklets systematically in order to make it easier to distribute them for the next testing period.

Mathematics: Part 1

Allow approximately 25 minutes for Part 1 of the Mathematics test.

Distribute the test booklets, making sure each student receives his or her own booklet. When everyone is ready to begin, say:



Page 20

SAY

Open your test booklets to page 20, the page with the bells across the top.

Check to see that everyone is on the correct page. Booklets should be open to pages 20–21. The pages should have an orange bar across the top. When everyone has found the correct place, say:

SAY

This is a math test. After I read each question, you should fill in the circle under the picture or number that you think best answers the question.

SAMPLE 1 Look at box **S1** at the top of the first column. This is a sample. We will do it together. In box **S1** there are four numbers. Fill in the circle under the number that is eight thousand six hundred.

Pause while the students fill in the circle. Then say:

Make sure all the students have filled in the correct circle. Then say:

Now we will do some more like this. Listen carefully to what I say. Then fill in the circle under the answer you think is best.

Read the questions at a uniform rate. Do *not* read the question numbers aloud. Read each question only once. Allow just enough time for all students who are capable of finishing a question to do so before you start reading the next question. Give no help other than showing students the proper procedure for marking their answers. Now say:

SAY

1.

2.

3.

4.

5.

When all the students have completed question 5, say:

Page 21

SAY

Now look at page 21.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

6.

7.

8.

SAY

9.

10.

11.

When all the students have completed question 11, say:

Page 22

SAY

Turn to page 22.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Booklets should be open to pages 22–23. Then say:

12.

13.

14.

15.

SAY

16.

When all the students have completed question 16, say:

Page 23

SAY

Now look at page 23.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

17.

18.

19.

20.

21.

22.

When all the students have completed question 22, say:

Page 24

SAY

Turn to page 24.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Booklets should be open to pages 24–25. Then say:

23.

24.

25.

26.

SAY

When all the students have completed question 26, say:

This is the end of the first testing period for math.

If the next part of the Mathematics test is to be given after a rest period, have the students close their test booklets and leave them on their desks. If the next part of the Mathematics test is to be given in a later period, collect the booklets systematically in order to make it easier to distribute them for the next testing period.

Reminder Students must take both parts of the Mathematics test.

Mathematics: Part 2

Allow approximately 25 minutes for Part 2 of the Mathematics test.

Distribute the test booklets, if necessary, making sure each student receives his or her own booklet. Distribute a sheet of scratch paper to each student. When everyone is ready to begin, say:



Page 25

SAY

Open your test booklets to page 25, the page with the rabbits across the top.

Check to see that everyone is on the correct page. Booklets should be open to pages 24–25. Page 25 should have a red bar across the top. When everyone has found the correct place, say:

SAY

This is another part of the math test. We will answer some questions using information found in graphs and tables. Look at the graph at the top of the page. Use the graph to answer the questions below it.

Allow about 20 seconds for students to study the graph. Then say:

SAMPLE 2 Look at question **S2**. This is a sample. It says, **XXXX** Fill in the circle next to the answer. When you have filled in your answer, look up at me.

Pause while the students read the responses and fill in the circle. Then say:

Make sure all the students have filled in the correct circle. Then say:

We will do the rest of the problems this way. Read each question silently while I read it aloud. When you have marked your answer, look up at me.

For each question, read the number of the question aloud. Read each question only once. Then pause while the students look at the graph, read the responses, and mark their answers. Allow just enough time for all students who are capable of finishing a problem to do so before reading the next problem. Now say:

SAY

Number 27:

Number 28:

Number 29:

When all the students have completed question 29, say:

Page 26

SAY

Turn to page 26.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Booklets should be open to pages 26–27. Then say:

Look at the graph at the top of the page. Use the graph to answer the questions below it.

Allow about 20 seconds for students to study the graph. Then say:

Read each question silently while I read it aloud. Then decide which answer is best and fill in the circle for that answer, just as you did before. When you have marked your answer, look up at me.

Read the number for each question aloud. Then read the question and pause while the students look at the graph, read the responses, and mark their answers. Now say:

SAY

Number 30:

Number 31:

Number 32:

Number 33:

When all the students have completed question 33, say:

Page 27

SAY

Now look at page 27.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

Look at the graph at the top of the page.

Allow about 20 seconds for students to study the graph. Then say:

Read each question silently while I read it aloud. Then decide which answer is best and fill in the circle for that answer, just as you did before. When you have marked your answer, look up at me.

Read the number for each question aloud. Then read the question and pause while the students look at the graph, read the responses, and mark their answers. Now say:

SAY

Number 34:

Number 35:

Number 36:

When all the students have completed question 36, say:

Page 28

SAY

Turn to page 28.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Booklets should be open to pages 28–29. Then say:

The next problems are another kind. You are to choose the number sentence that will help you solve the problem. Read each problem silently while I read it aloud. When you have filled in your answer, look up at me.

For each problem, read the number of the problem aloud. Then read the problem and pause while the students work the problem and mark their answers. Read each problem only once. Allow just enough time for all students who are capable of finishing a problem to do so before reading the next problem. Now say:

SAY

Problem 37: Look at the problem at the top of the first column.

Problem 38: Look at the problem at the bottom of the first column.

Problem 39: Look at the problem at the top of the second column.

Problem 40: Look at the problem at the bottom of the second

When all the students have completed problem 40, say:

Page 29

SAY

Now look at page 29.

Allow the students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

This is a test of math problem solving. I will read some problems. You are to work each problem. When you have decided on an answer, look at the three numbers printed in your booklet. If your answer is there, fill in the circle under it. If your answer is **not** there, fill in the circle under **N**, which stands for **not given**.

SAY

I will read each problem twice. As I read it the first time, think about what it asks you to do. When I read it the second time, try to solve the problem. Use your scratch paper if you need to. Do not do scratch work in your booklet.

SAMPLE 3 We will work the first two problems together. Look at box **S3** at the top of the first column. Fill in the circle under your answer.

Pause while the students read the responses and fill in the circle. Then say:

You should have filled in the circle under the **XXX**.

Make sure all the students have filled in the correct circle. Then say:

SAMPLE 4 Now we will do the other sample problem. Look at box **S4**. Fill in the circle under your answer.

Pause while the students read the responses and fill in the circle. Then say:

You should have **XXX**.

Make sure all the students have filled in the correct circle. Then say:

Now we will do the other problems. Listen while I read each problem twice. Then work the problem and fill in the circle under your answer. If you do not find an answer, fill in the circle under the **N**, which means the answer is **not given**. When you have filled in your answer, look up at me. You may use your scratch paper to help you find the right answer.

For each problem, read the number of the problem aloud. Then read the problem twice. Read the problem distinctly at a uniform rate. Allow just enough time for all students who are capable of finishing a problem to do so before you start reading the next problem. Give no help other than showing students the proper procedure for marking their answers. Now say:

SAY

Problem 41:

Problem 42:

Problem 43:

Problem 44:

Problem 45:

Problem 46:

SAY

When everyone has completed problem 46, say:

This is the end of the testing period. Close your booklets and place your scratch paper on top of your test booklets.

If the Computation test is to be given after a rest period, have the students close their test booklets and leave them on their desks. If the Computation test is to be given in a later period, collect the test booklets systematically in order to make it easier to distribute them for the next testing period.

Allow approximately 25 minutes for the Computation test.

Distribute the test booklets, making sure each student receives his or her own booklet. Distribute a sheet of scratch paper to each student. When everyone is ready to begin, say:



Page 30

SAY

Open your test booklets to page 30, the page with the birds across the top.

Check to see that everyone is on the correct page. Booklets should be open to pages 30-31. The pages should have a blue bar across the top. When everyone has found the correct place, say:

SAY

This is a math test. I will read some addition problems. You should decide on the answer. Then look at the three numbers printed in your booklet. If your answer is there, fill in the circle under it. If your answer is **not** there, fill in the circle under **N**, which stands for **not given**. Use your scratch paper if you need to. Do not do scratch work in your booklet. The first two problems are samples. We will work them together.

SAMPLE 1 Look at box **S1** at the top of the first column. Fill in the circle under your answer.

Pause while the students fill in the circle. Then say:

You should have filled in the circle under the **XX**.

Make sure all students have filled in the correct circle. Then say:

SAMPLE 2 Look at box **S2**. This is the second sample problem. Fill in the circle under your answer.

Pause while the students fill in the circle. Then say:

You should have filled in the circle under the **XX**.

Make sure all the students have filled in the correct circle. Then say:

SAY

Now we will do some more. I will read the problem only once. Do not say the answer out loud. When you have decided on an answer, look at the three possible answers printed in your booklet. Then fill in the circle under the answer you think is correct. If you do **not** find your answer, fill in the circle under **N**, which means the answer is **not given**. If you want, you may use your scratch paper to help you find the right answer. Listen carefully.

Read the individual problems distinctly at a uniform rate. Do *not* repeat the problem. Do *not* read the problem numbers aloud. Allow just enough time for all students who are capable of finishing a problem to do so before you start reading the next problem. Give no help other than showing students the proper procedure for marking their answers. Now say:

SAY

- 1.
- 2.
- 3.
- 4.

SAMPLE 3 Now I will read some subtraction problems. Look at row **S3** at the top of the second column. We will work one problem together. Fill in the circle under your answer in box **S3**.

Pause while the students fill in the circle. Then say:

SAY

You should have filled in the circle under the **X**.

SAY

Make sure all the students have filled in the correct circle. Then say:

Now we will do the other subtraction problems. Do not say the answer out loud. When you have decided on an answer, look at the three possible answers printed in your booklet. Then fill in the circle under the answer you think is correct. If you do **not** find your answer, fill in the circle under the **N**, which means the answer is **not given**. You may use your scratch paper to help you find the right answer if you want to.

5.

6.

7.

8.

9.

Allow the students a moment or two to relax before continuing. Then say:

Page 31

SAY

Now look at page 31.

Check to see that everyone is on the correct page. Then say:

You will be doing the rest of the test on your own, but first we will work the two sample problems at the top of the first column together.

SAMPLE 4 Look at box **S4** at the top of the first column. This is a subtraction problem. Fill in the circle under your answer.

Pause while the students fill in the circle. Then say:

You should have filled in the circle under the **X**.

Make sure all the students have filled in the correct circle. Then say:

SAY

SAMPLE 5 Now we will do the other sample problem. Look at the addition problem in box **S5**. Fill in the circle under your answer.

Pause while the students fill in the circle. Then say:

You should have filled in the circle under the **X**.

Make sure all the students have filled in the correct circle. Then say:

On this page and the next page of your test booklet are some addition and subtraction problems. Work as quickly and carefully as you can. When you get to the bottom of page 31, go on to page 32 and continue working until you reach the stop sign at the bottom of page 32.

Remember, you may use your scratch paper to help you find the right answer. Do not write in the test booklet except to fill in the circle under your answer.

Are there any questions? **(Pause.)** Now let's begin.

Allow enough time for all students who are capable of finishing the problems to do so before ending the testing period. Give no help other than showing students the proper procedure for marking their answers.

Some of the problems in the test may require computational procedures that the students have not yet been taught. These are included for the benefit of those students who are advanced in computational development.

When most students have finished, say:

SAY

This is the end of the testing period. Close your booklets and place your scratch paper on top of your test booklets.

Collect the test booklets and scratch paper systematically. Testing is now complete. Please turn to Part 3 for instructions on returning materials.

Posttesting Checklist

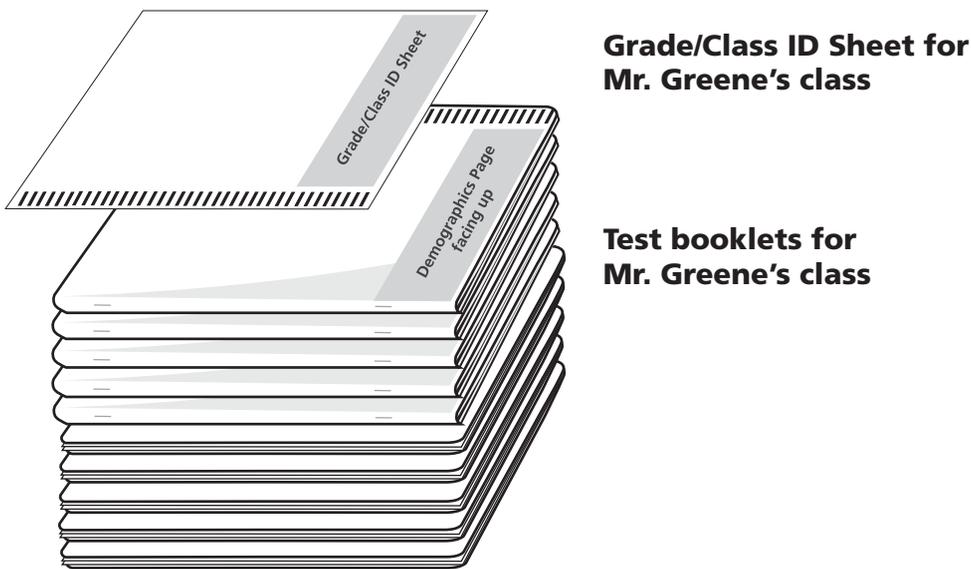
Check each test booklet for completion.

-
- ✓ Verify that one test booklet has been returned for each student tested.
-
- ✓ Verify that each student has taken all of the tests administered. If any tests were missed, contact the test coordinator to schedule make-up tests.
-
- ✓ If barcode labels are used:
 - Verify that each label is secure and aligned within the space indicated on the back cover of each test booklet.
 - Verify that the information blanks for **Teacher, Grade, School, System/District,** and **City/State** were filled in correctly.
-
- ✓ If barcode labels are **not** used:
 - Verify that the student identification information is correctly coded on the back cover of each test booklet.
 - Verify that the information blanks for **Teacher, Grade, School, System/District,** and **City/State** were filled in correctly.
-
- ✓ Scan each test booklet for damage. Look for tears, creases, or water damage. If damage is extensive, transfer the student identification information and answers to a new test booklet. Have a staff member verify the transfer.
-
- ✓ Scan each test booklet for proper marking.
 - Verify that marks were made using a No. 2 pencil.
 - Verify that dark response marks were made in the answer circles.
 - Verify that changed answers were erased completely.
-
- ✓ If your test coordinator has indicated that supplemental coding of test booklets is required, complete the supplemental coding on the test booklets according to the instructions provided by your test coordinator. For more information about using supplemental codes, see the *Supplemental Coding Guide*.
-
- ✓ Arrange materials for scoring. See “Arrange Materials for Scoring” on page 46.
-

Arrange Materials for Scoring (School Test Coordinators)

Before returning the test booklets to the test coordinator for scoring, arrange them in the following manner.

1. Stack completed test booklets so that the name grids on the back cover are facing up. To prevent the test booklet spines from bending (leading to potential scoring problems), stack as follows.
 - a. Stack the booklets in groups of five (5).
 - b. Place the stapled edge of the first group on the right and the stapled edge of the second group on the left.
 - c. Continue alternating the remaining groups, with the name grids facing up in all cases.
2. Complete a GRADE/CLASS IDENTIFICATION SHEET. (Follow the instructions on the identification sheet.) Place it **on top** of the stack. **Example for one class:**



3. Stack other test materials separately.
4. Return the stacked test booklets and testing materials to the test coordinator so the materials may be sent for scoring.
5. Destroy all used scratch paper.

Arrange Materials for Scoring (District Test Coordinators)

Please refer to the Packing Poster for return/pickup information.



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