



Ohio Achievement Tests



Reading

Directions for Administration

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Introduction

This *Directions for Administration* manual for Ohio's Grade 3 Reading Achievement Test contains general information about the Ohio Achievement Test program and specific information about administering the October 2006 Grade 3 Reading Achievement Test.

Before administering this test, Test Administrators are encouraged to review the information in this manual to familiarize themselves with the test administration procedures. This information is essential to the successful administration of the Ohio Grade 3 Reading Achievement Test. Please read this manual carefully before administering the test.

The October 2006 Reading Achievement Test has multiple forms. Each form has embedded field-test items. Each building will have one form. Please make sure that the same form is used if additional tests are requested. **Note: All special versions are Form A, which could be different from the form you have in your school.** Specific information and the administration scripts begin on page 10.

General Information for Test Administrators

This section of the manual provides the general information you need to effectively administer the Grade 3 Reading Achievement Test.

Security Concerns and Procedures

Maintaining test security is one of your most important responsibilities as a Test Administrator (TA). At all times, your district's and the state's written procedures for protecting secure test materials should be followed. For the Grade 3 Reading Achievement Test, the secure test materials consist of all test booklets, which contain test questions, student information and student responses. Secure test materials also include all special versions of the test (Braille, Large-Print and the English Audio CD Kit). It is illegal and unethical to reproduce or disclose any of this material or cause it to be reproduced or disclosed in any format. Test security is vital to the successful administration of the test. You are responsible for ensuring the security of not only the physical test booklets but also the individual test questions and materials. Your responsibility for maintaining the security of the test questions and materials continues even after the test booklets have been returned to your School Test Coordinator (STC).

Under Ohio law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may result in invalidation of test scores, termination of employment, suspension of certificates to teach, and/or prosecution. Violations of test security provisions in your district's written procedures may be punishable by penalties specified by the district. If you have questions or concerns about your responsibility for test security, consult your STC.

Test booklets are sent to schools in shrink-wrapped packages. **Shrink-wrapped packages should not be opened until the day of test administration.**

Before and after a test administration, both scorable and nonscorable test materials must be kept in a secure location designated by your STC. Unless directed otherwise by your STC, you are responsible for returning secure test materials to the storage area after each day's administration. Only those individuals authorized by district policy should have access to these materials. **Under no circumstances should students have access to test materials before or after the test session.**

During test administration, a TA must be in the room at all times. If students are allowed to leave the room while testing is in progress, they must first turn in their test materials. You must account for all test materials before dismissing students.

For any group of more than 30 students, a monitor must assist you. The ratio of TAs/monitors to students is one TA/monitor to 30 students in any testing room.

When test administration is complete and you have accounted for all materials, return them immediately to your STC.

These are security violations (this is not an exhaustive list).

Prior to or during an administration:

- Reviewing the test before the administration and creating a study guide or in some way releasing the test questions to the students;
- Releasing test questions before they are posted on the ODE Web site, for example, by describing the test questions in a letter, discussing the test questions or photocopying the test questions;
- Standing by the student's desk and indicating in some manner that the student's answer is incorrect, blank or deficient in some manner;
- Reviewing different test booklets or discussing the forms of the test to compare field-test questions.

After the administration:

- Discussing test questions with colleagues or students after the test has been administered but before the test is released to the public, which may affect students who were absent or allow students to change answers on a test in the same booklet;
- Releasing test questions before they are posted on the ODE Web site, for example, by describing the test questions in a letter, discussing the test questions or photocopying the test questions.

At any point, if you believe that a violation of test security has occurred, follow the procedures established by your school district for handling alleged test security violations. Contact your STC regarding alleged test security violations.

Students Who Require Accommodations

When a student takes a state achievement test, the administration of the test should occur under all standardized testing conditions. Only those accommodations specifically identified in the student's Individual Education Plan (IEP) or 504 Plan, or allowed for limited English proficient (LEP) students, may be made.

Definition of a Student With Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals With Disabilities Education Act (IDEA 97) or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

Definition of a Student With Limited English Proficiency

To be classified as Limited English Proficient (LEP), a student must

- Be between the ages of 3 and 21;
- Be enrolled in an elementary or secondary school;
- Be a non-native English speaker, whether born in the United States or another country;
- Show impaired classroom performance or ability to meet state standards for achievement on tests because of his or her difficulty speaking, reading, writing, or understanding English.

All LEP students are allowed the use of a dictionary and/or may receive extended time to complete the test, although the test must be completed in one school day.

Additionally, those LEP students who have been enrolled in a U.S. school for fewer than three years and are at the beginning or intermediate level in reading and writing are eligible to receive one of the following additional accommodations:

- English Audio CD Kit — A recorded read-aloud administration of the test in English (the reading passage will not be read aloud);
- Districts may choose to provide a “read aloud” accommodation to eligible students instead of using an English audio CD.

Note: Portions of the reading test cannot be translated. This is to ensure that the test is an accurate measure of students’ reading skills. **The reading passages on the reading test cannot be translated or read aloud in English.**

Finally, LEP students who have been enrolled in U.S. schools for one year or less are exempted from taking the language arts (reading and writing) tests, but must take an English language proficiency test (given locally) to measure how well they are learning English. In Ohio, this test is the Ohio Test of English Language Acquisition (OTELA). All LEP students must continue taking the OTELA until they demonstrate proficiency in English. LEP students must take the mathematics tests.

Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

Criteria for the Use of Accommodations

A student may require accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom, and they are specified in the Individual Education Plan (IEP) or 504 Plan. If the person providing the accommodation is also administering the statewide test, that person must be a licensed/certificated employee of the district.

Accommodations should be made to facilitate participation by students with disabilities or limited English proficiency. However, any accommodation that gives a student an advantage is not considered allowable because it does not allow valid assumptions to be made from the results.

Note: In the past, Ohio accepted accommodations that went beyond the criteria for allowable accommodations; these were called “extended” accommodations (or modifications). They are no longer appropriate with the *NCLB* requirement that accommodations must be reasonable so that valid inferences can be made from the results.

Students with disabilities who have an IEP or have been evaluated under Section 504 may be provided accommodations during the administration of statewide tests. The Ohio Administrative Code defines four criteria for allowable accommodations:

- The accommodation must be typically afforded the student in the classroom for classroom and districtwide tests. In addition, the accommodation must be documented in the IEP or 504 Plan.
- The accommodation cannot change the content or structure of the test. For example, the TA may not convert open-ended questions to multiple-choice questions.
- The accommodation cannot change what the test is intended to measure. For example, the TA is not permitted to read the passages from a reading test because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies (e.g., calculator on the mathematics test, word processor on the writing test) does not change what a test is intended to measure.

- The accommodation cannot change or enhance the student’s response. For example, a scribe may record only the actual response provided by the student. Some students who have more pronounced coordination and fine-motor disabilities are unable to produce written work in the classroom without the assistance of a scribe or certain augmentative communication devices. If such an accommodation is provided in the classroom, the IEP team may determine that the accommodation should be provided to the student at the time of testing. School staff should use caution when providing these accommodations because the potential exists to exceed the criteria for allowable accommodations. That is, the scribe could enhance the student’s response and thereby create an inaccuracy in test results.

Students With Disabilities

Accommodations should always be related to the student’s specific disability. Accommodations that change the content of the test are **not** allowable. For example, the test administrator (TA) cannot define words used in the following:

- Writing or reading passages;
- Charts;
- Graphs;
- Stimulus materials;
- Test questions.

In addition, reading passages on the reading tests cannot be read aloud. Questions and answer choices can be read aloud.

Accommodations in test administration procedures are allowable provided they are specified in a student’s IEP or 504 Plan and meet other criteria defined in Rule 3301-13-03. A student’s assessment results should reflect his or her true ability and should not be influenced by inappropriate accommodations.

Special versions of the test (e.g., Large-Print or Braille test booklets) are allowable and are available on request from PEM. Students who use Large-Print or Braille test booklets **must** have responses transcribed verbatim into a general Form A achievement test booklet to be scored. The test booklet with the transcribed answers must be returned to PEM with the other scorable test booklets.

Accommodations will neither invalidate a passing score on the achievement test nor be indicated when a student’s performance is recorded on a transcript.

Students With Limited English Proficiency

Students who have been identified as limited English proficient (LEP) are allowed the following accommodations for the summer 2006 Achievement Tests:

- Extended time;
- The use of an English and/or a bilingual dictionary;
- An English Audio CD Kit. (Districts may choose to provide a “read aloud” accommodation to eligible students instead of using an English audio CD.) The reading passages on the reading test cannot be read aloud.

Special Versions

The following table lists the special versions of the achievement test forms that are available to the field. The materials are all packaged as single-student administration kits. The school will need one kit for each student who is to be tested with these materials.

Special Versions Summary

Test Materials	For the student who:	Materials Required	After the administration, the Test Administrator will...
Large-Print Kit	has difficulty reading text in a standard-size font and/or needs to highlight text.	Large-Print Kit	transcribe the student's multiple-choice and constructed responses to a general Form A test booklet.
Braille Kit	reads classroom materials in Braille.	Braille Kit	transcribe the student's multiple-choice and constructed responses to a general Form A test booklet.
English Audio CD Kit	needs a read-aloud administration in English.	English Audio CD Kit and an audio CD player	verify that the student's multiple-choice and constructed responses are marked/written in a general Form A test booklet.

Testing Schedule and Time Allotments

The October 2006 administration of the Grade 3 Reading Achievement Test will take place from **October 2-6, 2006, to include make-up testing**. Your STC will tell you the testing schedule for your school.

To ensure that all students have sufficient time to complete the test, the time allotment for the Grade 3 Reading Achievement Test is 2½ hours, excluding breaks (LEP- and IEP/504-identified students may have extended time while taking the assessment; however, the test must be completed in a single day).

Students identified as limited English proficient (LEP) may have extended time and/or the use of a dictionary while taking the assessment.

A situation may arise in which it is necessary to move some students to another testing location. For example, the majority of students finish the test early, but a few students require the full amount of time and may need to move to another room to complete the test. If students move to another location within the school, you must collect all their test materials and redistribute them at the new location. Test security must be maintained throughout the transition. The transition time is **not** included in the allotted time noted above.

Testing Room Preparation

Arrive at the testing room early to make sure that it is ready for the testing session. Be sure there is an area in the room where test materials not in use can be stored securely and away from students.

Check the testing room for possible test question "clues" prior to each testing session. Charts, maps and other materials in the classroom that could assist students with test items should be covered or removed prior to the test administration. The Ohio Academic Content Standards are helpful in determining what materials should be removed.

Give each student a work space that is large enough to accommodate an open test booklet. Work spaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand. Remind students that after their test materials have been collected, they may do their silent work. It is advisable to have some generic silent work on hand for students who forget to bring their own.

Oral Script Use

To ensure standardized administration conditions throughout Ohio, this manual contains directions that you will read to the students. These directions contain information that students need to know about the test. Please do not deviate from the oral script.

Read the appropriate script to your students, paying careful attention to the instructions to the test administrator that are inserted among the oral directions to the students. All information to be read aloud to students is printed in **bold** type. Instructions to the test administrator are printed in regular, nonbold type.

Procedures During Test Administration

Marking Instructions

Students should be encouraged to complete all written exercises and questions and not leave anything blank. It is to their benefit to answer all questions and complete all written exercises.

Colored pencils may be used when needed. Highlighters are **not** recommended because of marks that have not dried or possible bleeding through the page.

Please review the following points with students on how to properly fill in the bubbles in their general student test booklet.

- Fill in each bubble completely.
- Erase completely any marks that you wish to change.
- Avoid marking too closely to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended.
- Use a number 2 pencil to write all responses.
- Avoid using mechanical pencils.
- Do not use an ink or ballpoint pen. Using a pen will affect the scoring and may delay the return of the student's results.

When testing has begun, check that students are marking and writing their answers in the appropriate places on their test booklets. Be careful not to interfere with the students' concentration as you check their progress.

If an error has occurred, give the student a new test booklet. The student's responses must be transcribed into the new test booklet. Do not erase the student's responses.

Breaks

If your district allows breaks, it is your responsibility to provide them for students during the administration of the test. We recommend providing at least a 5-minute break every 30 minutes, but it is left up to the judgment of the test administrator to provide as many breaks as students need. These breaks are not part of the testing time. You should tell students before testing what they may do during the breaks (e.g., stand up and stretch). It is a security violation to have a lunch or recess break during the test administration.

Follow the directions below when providing a break.

- Tell students when the break will occur. Make an announcement 5 minutes before the break occurs.

- Keep students in the testing room. Lunch or recess will not occur as a break.
- **Do not allow talking during the break.**
- Encourage students to stand and stretch at their desks.
- Do not allow students to take out any additional materials during a break. Only the test booklet and pencils should be on the desk.
- When the entire class (group) has had a break, direct students to resume the test.
- At any time during the test administration, a student may leave the room for a restroom break, but to ensure test security, only one student should leave at any one time. **The entire class (group) may not use the restroom at the same time.**

Students are not allowed to talk during the test administration. Direct students who finish a test before the other students have finished to raise their hands. Collect their test booklets and direct them to take out their silent work.

Toward the end of the testing period, but while students still have their test booklets, it is good testing practice to remind students to complete the entire test. Do not review a student's test booklet after it is handed in, and do not give it back to the student with instructions to complete the test. It is a violation of the Ohio Revised Code to give students information about correct and incorrect answers or to provide hints that lead them to correct answers.

Procedures Following Test Administration

When the allotted time for a test has elapsed, collect the remaining test booklets. Do not allow any student to leave the room until his or her test booklet has been collected. Collect a test booklet from each student individually. Do not allow students to "pass around" test materials.

Immediately after testing, and before dismissing students, carefully count the test booklets to ensure that you have collected all student materials.

After test administration, TAs must affix the pre-identification label or complete the demographic information on the back cover of the test booklet. In addition, mark the following sections for any qualified student:

- Section I, "LEP/IEP/504 Identified," if the student is receiving services via an IEP, 504 Plan or if the student is identified as Limited English Proficient (LEP);
- Section J, "Accommodations," if the student is using any accommodations;
- Section K, "Special version of the test, if applicable," if the student was administered a special version of the achievement tests.

Students Who Become Sick

A student who becomes ill and vomits on her or his test booklet and is able to continue the test should be given a new test booklet so that she or he can continue. Later, the student's responses and demographic information must be transcribed into the new test booklet, which will be the copy of the test to be scored. The soiled test booklet should be placed in a zip-lock bag and returned to your test coordinator with the unused materials. Please alert your test coordinator to this situation so that she or he can document it on the District/School Security Checklist.

A student who becomes ill and vomits on her or his test booklet and is not able to continue the test should not be given a new test booklet. Put the soiled test booklet in a zip-lock bag, seal the bag, and return it to your test coordinator. An invalidation may be requested for the student who was not able to continue with the test.

Incomplete or Defective Test Materials

A student might receive an incomplete or defective test booklet. Follow the steps below with the student.

- Give him or her a new booklet that you have verified as accurate and complete.
- Direct the student to print his or her name on the new test booklet.
- Tell the student you will be writing on his or her defective test materials so that what has happened will be clear to anyone.
- Direct the student to continue with the new copy (assuming that he or she discovered the defect after testing had begun). Later, you will transfer all responses from the first (defective) booklet to the second, which will be the copy of the test used for scoring.

As the TA, you will complete the steps below to cross-reference all the materials used by a student.

- Write in large, bold letters the word **Defective** on the cover of the flawed booklet. Make sure the defective materials are not distributed again, but rather are put aside for later return with nonscorable materials.
- Transfer all responses from the first (defective) test booklet to the second, which will be the copy of the test used for scoring.

Things to Remember

Before you begin:

- Verify that you have received the correct number of test materials from your STC.
- Make sure that you receive a copy of the test for your use so you can refer to it while you administer the test.
- Gather and organize all necessary materials:
 - Student test booklets
 - Supply of sharpened No. 2 pencils (pens must **not** be used—use of pens may delay scoring)
 - This administration manual
 - Watch or clock
 - Silent work for students who do not bring their own
- Decide when to give students breaks (if relevant) during the testing session. The time for breaks and directions is **not** included in the testing time. Students may not talk with each other during breaks.
- Be aware that a single TA may be alone with 30 students but that a monitor must also be present for each additional 30 students in the testing room.

While administering the test:

- Use the script in this manual. The script is written in **bold** type.
- You may answer questions to clarify general Form A directions, but you may not provide prompts for individual tasks or questions. Other than the general Form A directions, you may not read any test material to students. This includes the reading selections, items and answer choices.
- Stay in the classroom during the entire test.

After administering the test:

- Collect all student test booklets and return them to the STC. Before returning them to the STC, affix the pre-identification labels or complete the demographic information on the back of the test booklets. Mark Sections I, J and K for applicable students.

ADMINISTERING THE GRADE 3 READING ACHIEVEMENT TEST

Introduction

This section of the manual provides instructions for administering the Grade 3 Reading Achievement Test. The oral directions are in the form of a script that contains portions to be read aloud to students, as well as instructions for you. It is important that you become familiar with the contents of this manual before you administer the test.

The Grade 3 Reading Achievement Test

Overview

The Ohio Grade 3 Reading Achievement Test has been designed to measure students' understanding of concepts and skills in reading at the grade 3 level.

Description of Test Materials

The test booklet for the Grade 3 Reading Achievement Test is designed so that students can write their responses in the test booklet.

Students will be expected to show all work and write all answers in the test booklet. Additional pages or papers added to the test booklet **will not be scored**.

The student will print his or her first and last name on the front and back covers of the test booklet.

Materials Needed for Testing

For the test administration, you must have the following items available:

- Student test booklet for each student;
- A supply of sharpened No. 2 pencils (pens must **not** be used—use of pens may delay scoring);
- This administration manual;
- A watch or clock;
- Silent work for students who do not bring their own.

Silent work may be either a book or work that is **not related to the test**. This book or work should be chosen before the day of testing. The student will take out this work only when he or she has finished the test and his or her test booklet has been collected.

Time Allotment

Test administrators should allot 2½ hours of student work time for the administration of the Grade 3 Reading Achievement Test. The 2½ hours does **not** include any break time that TAs elect to schedule as part of the testing.

Key Steps for Administering the Test

- Give a test booklet and a pencil to each student.
- Explain to students that they will be taking a reading test.
- Inform them that they need to be quiet during the test and that if they have questions, they should raise their hand.
- Let students know that you will provide breaks (if applicable).
- Let students know that this is a chance to show what they know.
- Instruct students to write their names on their test booklets.

Reminder

- Students with disabilities are allowed accommodations that are based on their IEP or 504 plan.
- Limited English proficient (LEP) students can have extended time and/or the use of an English and/or bilingual dictionary.

Administering the Test

Read aloud word for word the material that is printed in **bold** type. The material in regular type is information for you and should not be read to students. You may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work.

Students are **not** permitted to use reference materials, such as print or electronic forms of dictionaries, thesauruses or spell-check software (except LEP students, who may use English and/or bilingual dictionaries). Students' desks should be cleared of all materials except pencils before testing begins.

After students are seated in the desired arrangement, read aloud the following script **before** distributing the test booklets.

Script

You are now going to take the Ohio Grade 3 Reading Achievement Test. This is a test of how well you understand what you read. It is important that you do your best work on this test. Otherwise it will not really show how well you can do in reading. You can make sure your test scores give a true picture of what you know and what you can do by doing your best on the test. Remember to do your own work. You are not to copy or share your work with anyone.

You have a book to read or some work that you can do at your desk in case you finish early. I will refer to this book or work as your silent work. Place your silent work where you can find it easily, but you are not to take it out at any time during the test. After you have completed the test and I have collected your test booklet, you can take out your book or other silent work.

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want.

Are there any questions?

Answer any questions.

I will hand out the test booklets now. Do not open your test booklet until I tell you to do so.

Make sure that each student receives a test booklet and has a pencil. Hold up a test booklet and point to the place on the cover where students are to print their name.

Print your first and last name carefully on the line provided on the front cover of the test booklet.

Allow time for students to print their name.

Turn over your test booklet to the back cover.

Hold up a test booklet and point to Section A on the back cover where students are to print their name.

Print your first and last name carefully on the line provided in Section A on the back cover of the test booklet.

Allow time for students to print their name.

Turn to Page 1 in your test booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 3 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of vocabulary questions and reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.
2. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.
3. When you write your answers, write them neatly and clearly in the space provided using a pencil.
4. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.
5. If you do not know the answer to a question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.
6. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word STOP in your test booklet. You should look over the pages of the test to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your test booklet.

If your district DOES offer a break, say:

After you begin, you should continue until I announce that it is time to stop for a short break. I will tell you when to stop.

Are there any questions?

Pause for students' questions.

We are now ready to begin. You may turn to Page 2 in your test booklets and start working.

Record the start time in the box below.

Remember, you may answer questions about the general directions, but you may not suggest ideas or answers or clarify specific test question directions. You may not evaluate a student's work.

Observe students to determine that they understand the directions. First, help those students who have questions. Then circulate among the students, checking that they are recording their answers properly.

Remember to allow 2½ hours for students who need the maximum amount of time to complete the test.

If you are taking a break, five minutes before the break say:

We will take a short break in 5 minutes.

After 5 minutes, say:

Stop working, put down your pencil, and close your test booklet. Do not take anything out. You may not work on the test or on your silent work at this time. During the break, you may not talk to other students.

Observe the time and write it down. (Breaks are optional)	Start time _____
	1st break time _____
	1st resume time _____
	2nd break time _____
	2nd resume time _____
	3rd break time _____
	3rd resume time _____
	Stop time _____

Give students a five-minute break. Booklets may remain on students' desks but must be closed. When the break is over, resume the script at this point. Say:

Now we are going to complete the reading test.

After you begin, you should continue until you see the word STOP in your test booklet. You should look over the pages of the test to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your test booklet.

Now turn to the page where you stopped before the break. Does everyone have the right place?

Pause to do a visual check.

You may begin.

Mark the resume time in the box on page 13.

Collecting Student Test Booklets

As students complete the test, they should raise their hands so that you can collect their booklets. Make sure that each student has printed his or her first and last name on the front and back covers. Allow students who have finished the test early to do their silent work at their desks. Have a supply of generic silent work to distribute to students who do not bring their own.

When only a few students are still working, you may wish to follow your district's plan for moving students who need additional time to another area in the building. The transition time is **not** included in the 2½-hour maximum amount of time allowed for each student.

For students who require the maximum amount of time, at the end of the 2½ hours, say:

Stop. Put your pencil down and close your test booklet. I will now collect the test booklets.

All materials should be returned to your STC.

Test Administrator Comment Form

Please complete and return the Test Administrator Comment Form, which can be found at http://www.ode.state.oh.us/proficiency/documents_forms/default.asp. The purpose of the form is to collect comments and suggestions for improving test materials and procedures. Make as many copies as you need.

APPENDIX A

STANDARDS FOR THE ETHICAL USE OF TESTS

3301-7-01 STANDARDS FOR THE ETHICAL USE OF TESTS

Effective 2/1/95

- (A) Standards included in this rule are intended to provide guidance for determining whether or not a practice related to assessment is consistent with the principle of performing one's responsibilities with honesty, integrity, due care, and fairness to all and to ensure the integrity of the assessment process and the reliability and validity of inferences made from the assessment results. Except as otherwise specified, the following definitions are used in this rule:
- (1) "Assessment" shall include but not be limited to standardized achievement testing, state proficiency testing, districtwide competency-based education assessments, and any other grade-level or age-level assessments conducted schoolwide or districtwide;
 - (2) "School district" shall mean all city, exempted village, local, cooperative education, and joint vocational school districts in the state;
 - (3) "Appropriate staff" shall include any certificated or noncertificated employee or volunteer who has direct access to the assessment instrument(s) or participates in activities related to preparing students for the assessment, administering or scoring the assessment, and interpreting or using the assessment results.
- (B) Each school district is responsible for ensuring that all appropriate staff have knowledge of the standards of ethical practice related to assessment and testing and for monitoring the educational practices of said individuals in terms of these standards. Each district's responsibility shall include, but not be limited to, the following:
- (1) Communicate to all appropriate staff at least once annually the standards for determining what is unethical or inappropriate practice contained in paragraphs (C) through (E) of this rule, as well as any additional standards adopted by the district;
 - (2) Clearly define and communicate at least once annually to all appropriate staff how the standards and/or procedures will be monitored, what sanctions will be imposed, and in what circumstances such sanctions will apply;
 - (3) Clearly define and communicate to all appropriate staff the purpose(s) for each schoolwide and districtwide assessment;
 - (4) Clearly define and communicate to all appropriate staff at least once annually all security procedures established by the district for each type of assessment identified in paragraph (A) (1) of this rule, including procedures required by the state pursuant to the provisions of rule 3301-13-05 of the Administration Code;
 - (5) Provide any other information and staff development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring the assessment, and interpreting or using the results from an assessment;
 - (6) Establish procedures for reviewing materials and practices used in the school or district to prepare students for assessments and communicate these procedures at least once annually to all appropriate staff;
 - (7) Periodically review materials and practices related to preparing students for assessments; administering and scoring assessments, and interpreting and using assessment results;

- (8) Provide channels of communication that allow teachers and other educators, students, parents, and other members of the community to voice their concerns about practices they consider inappropriate; and
 - (9) Establish procedures for investigating any complaint, allegation, and/or concern about inappropriate practices, insuring protection of both the rights of individuals and the integrity of the assessment process.
- (C) In monitoring practices related to preparing students for an assessment, each school district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:
- (1) Any preparation activity that undermines the reliability and/or validity of inferences drawn from the assessment results;
 - (2) Any practice that results solely in raising scores or performance levels on a specific assessment instrument, without simultaneously increasing the student's achievement level as measured by other tasks and/or instruments designed to assess the same content domain;
 - (3) Any practice involving the reproduction of actual assessment materials, through any medium, for use in preparing students for an assessment;
 - (4) Any preparation activity that includes questions, tasks, graphs, charts, passages or other materials included in the assessment instrument or in a parallel form of the instrument, and/or materials that are paraphrases or highly similar in content to those in actual use;
 - (5) Preparation for the assessment that focuses primarily on the assessment instrument or a parallel form of the instrument, including its format, rather than on the objectives being assessed;
 - (6) Any practice that does not comply with, or has the appearance of not complying with, statutory and/or regulatory provisions related to security of assessment instruments used in schoolwide or districtwide programs; and
 - (7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.
- (D) Except as specifically permitted by written instructions provided by the developer or as provided through an individualized education program (IEP), each school district shall use, but not be limited to, the following standards for determining what practices related to administering and scoring assessments are unethical and/or inappropriate:
- (1) Any assessment instrument used for purposes other than that for which the instrument has been validated;
 - (2) Any practice resulting in a potential conflict of interest or one that exerts undue influence on those administering or scoring the assessment, making the assessment process unfair to some examinees;
 - (3) Any modification in procedures for administering and/or scoring the assessment that results in nonstandard and/or delimiting conditions for one or more students;
 - (4) Any practice that allows persons without sufficient and appropriate knowledge and skills to administer and/or score the assessment;

- (5) Any administration or scoring practice that produces results contaminated by factors not relevant to the purpose(s) of the assessment;
 - (6) Any practice of excluding one or more students from an assessment solely because the student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of the group may be affected;
 - (7) Any practice such as a gesture, facial expression, use of body language, comment, or any other action that guides students' responses during an assessment;
 - (8) Any practice such as providing to students, either immediately preceding or during administration of an assessment, any definitions of words or terms contained in the actual assessment instrument;
 - (9) Any practice such as erasing, darkening, rewriting, or in any other way correcting or altering student responses to an assessment task either during or following the administration of an assessment; and
 - (10) Any practice that supports or assists others in unethical or inappropriate practices during administration and/or scoring of assessments.
- (E) In monitoring practices related to interpreting and/or using assessment results, each district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:
- (1) Providing interpretations of, and/or using, assessment results in a manner and/or for a purpose that has not been validated;
 - (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that lead to false or misleading conclusions about assessment results;
 - (3) Any practice that permits certificated employees or volunteers without the necessary knowledge and skills to interpret the results of an assessment;
 - (4) Any practice that violates, or places at risk, the confidentiality of individually identifiable information;
 - (5) Any practice that provides an interpretation, or suggests uses, of assessment results without due consideration of the purpose(s) for the assessment, the limitations of the assessment, the examinee characteristics, any irregularities in administering and/or scoring the assessment, or other factors affecting the results; and
 - (6) Any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
- (F) Chartered nonpublic schools that administer state proficiency tests shall apply the standards contained in this rule to determine whether or not unethical and/or inappropriate practices are used by staff or volunteers to prepare students for, administer or score, and/or interpret or use the results from these tests.
- (G) Each school district and participating chartered nonpublic school shall cooperate with the state board of education in conducting an investigation of alleged unethical assessment practices by school district employees or volunteers.

