



Ohio Achievement Tests



Grades 3-4 Reading & Mathematics
Grade 4 Writing

Directions for
Administration

May 2007



Center for Curriculum and Assessment
Offices of Curriculum, Instruction and Assessment

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Ohio Department of Education
Office of Assessment
25 S. Front St., MS 507
Columbus, OH 43215-4183
(614) 466-0223

Pearson Educational Measurement
2510 N. Dodge St.
Iowa City, IA 52245
1 (800) 627-7990 State Code 836

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Introduction

This *Directions for Administration* manual for Ohio's Achievement Tests contains general information about the Ohio Achievement Test program and specific information about administering the Grades 3 and 4 May 2007 Achievement Tests.

Before administering these tests, 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 Achievement Tests. Please read this manual carefully before administering the tests.

General Information for Test Administrators

This section of the manual provides the general information you need to effectively administer the Grades 3 and 4 Reading and Mathematics Tests and the Grade 4 Writing Achievement Tests.

Each May 2007 Achievement Test has one form in each school. **Note: All special versions of each test are using Form A, which could be different than the form you have in your school.**

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. At grades 3 and 4, these secure materials consist of the test booklets, which contain test questions, student information and student responses; special versions (Braille, Large-Print, Bilingual and Oral Translation) and the Foreign-Language CDs and English Audio CD. 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 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 each 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 administrator/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.
- Altering a student's response after the student has turned in the test booklet or answer document.

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.

Statewide Student Identifier (SSID) and Ohio's Achievement Tests

The student identifier field (SID) provides the opportunity for ODE to collect student-level data without jeopardizing student privacy. The SSID System assigns a unique identifier to every student receiving services from Ohio's public schools. The SSID system is maintained for Ohio by an independent contractor. This contractor works with authorized personnel within Ohio schools to provide, verify and maintain the SSIDs for the state of Ohio. District EMIS coordinators and ITC site (formerly known as "data acquisition sites") staff are the key local resources for SSIDs. Ohio Revised Code **Sec. 3301.0714** authorizes the use of this SSID for appropriate use within Ohio's assessment and accountability system.

This SSID will "follow" students as they move within and between Ohio districts, enabling studies of student progress and performance trends over time. Implementation of the SSID System was completed during the 2002-03 school year. The system has the following functions:

- Prevents the identification of actual student names, social security numbers, or other personal data that could breach individual confidentiality.
- Stores matching data and associated student identifier codes throughout the course of each child's education.
- Facilitates assignment of individual SIDs or mass assignment of SIDs through batch processing or an online web service.
- Comprehensive information about the SSID may be found online at <http://www.ode.state.oh.us/> keyword "SSID."

Recent legislation (House Bill 66 and House Bill 530) codify an important step in the integration and use of the SSID in conjunction with Ohio assessment data collection and reporting. The SSID is also **required** for students attending chartered non-public schools and participating in state assessments as part of the EdChoice Scholarship program.

The May 2007 administration of the Grades 3–8 Achievement Tests will be the third test administration in Ohio where school districts will be **required** to submit the SSID for each student tested to the testing contractor as part of the pre-identification file submission process. Schools that do not use pre-identification labels will need to be prepared to bubble in the SSID on the demographic sheet of the scorable test materials. This change, which affects **all** students who are required to participate in Ohio’s assessments (achievement tests, OGT, 9th grade tests, the OTELA tests, and all **alternate assessments**), began with the October 2006 Grade 3 Reading Achievement test (the only exceptions are students attending chartered non-public schools and who are not required to participate in achievement tests).

Centralized Pickup of May 2007 Ohio Achievement Test Materials

The shift to May testing requires that all scorable test materials be returned on the final day of testing in order to meet scoring guidelines. Recently, ODE addressed this issue with the Ohio Test Steering Committee (DTCs from across the state) and outlined the impact of this requirement on the ability to retrieve material from all schools on the same day. Per the recommendation of the Ohio Test Steering Committee, school buildings will return all scorable materials to the district office by Friday of the first week of testing in May, 2007. The test contractor will arrange for a centralized pickup of all scorable test materials on **Friday, May 4, 2007**. School buildings will no longer be able to ship any test materials directly to the test vendor.

This marks a significant change in procedure from previous years; however, the change is necessary due to the shift from May testing and the law’s requirement that all materials be returned by the final day of testing.

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 Individualized Education Plan (IEP) or 504 Plan, or allowed for limited English proficient (LEP) students, may be made. For more information about allowable accommodations, reference the Rules Book at <http://www.ode.state.oh.us/> keyword “Documents and Forms.”

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.

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 Pearson Educational Measurement (PEM). Students who use Large-Print or Braille test booklets **must** have responses transcribed verbatim into a general Form A achievement test booklet (grades 3 and 4) or answer document (grades 5–8) to be scored. Students who take a bilingual test booklet or oral translation version of the test must have responses **translated** and transcribed into a general Form A achievement test booklet or answer document. (The exceptions to this rule are the Grade 4 Writing Test and Grade 7 Writing Test for which students must write their responses in English.) A licensed/certificated school district employee must complete this task. The test booklet or answer document with the transcribed answers must be returned to your DTC with the other scorable test booklets and answer documents.

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

For more detailed information on special versions of the May 2007 Achievement Tests, please go to Appendix A of this manual.

Alternate Assessments

Some students with significant disabilities (SWD) participate in the achievement assessments through an alternate assessment. Instructions for assembling, packaging and returning the collections of evidence (COE) are located in the "Alternate Assessment for Students with Disabilities District Test Coordinator Instructions" and the "Alternate Assessment for Students With Disabilities School Test Coordinator Instructions" manuals. The complete instructions are also available on the ODE Web site.

Students With Limited English Proficiency

Four types of additional accommodations are available for eligible students with limited English proficiency for the May 2007 Achievement Tests:

- a bilingual test booklet
- English Audio CD Materials (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.);
- Foreign-Language CD Materials in five languages (Japanese, Korean, Mandarin, Somali, and Spanish) — students will have their responses scored and translated (as necessary) by PEM;
- an Oral Translation Kit (for languages other than the five for which CD versions are available) — an oral translator must translate the student responses if they are given in the student's native language.

In addition, students who have been identified as LEP are allowed extended time and the use of an English and/or bilingual dictionary.

For more detailed information on special versions of the May 2007 Achievement Tests please go to Appendix A of this manual.

Standards for the Ethical Use of Tests

The State Board of Education has adopted Standards for the Ethical Use of Tests to assist anyone involved in test administration to perform his or her 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."

The standards govern testing related to, but not limited to, standardized achievement testing, state proficiency testing and any other grade-level or age-level assessments administered schoolwide or districtwide.

The standards are grouped according to various stages in the assessment process: (1) standards associated with communicating the ethical standards to and monitoring the educational practices of staff members who are assigned assessment responsibilities; (2) ethical standards associated with practices in preparing students for an assessment; (3) ethical standards associated with administering and scoring assessments; and (4) ethical standards associated with interpreting and using assessment results.

Although the Standards for the Ethical Use of Tests provides examples of unethical practices at each stage of the assessment process, these examples are not an exhaustive list of all possible unethical practices. Good professional judgment should be used if a situation arises that is not addressed by the Standards for the Ethical Use of Tests. You can find the Standards for the Ethical Use of Tests on the Internet; log on to <http://www.ode.state.oh.us/> keyword "Ohio Administrative Code."

Basic Guidelines for Test Administration

Test Schedule and Time Allotments

The May 2007 administration of the Achievement Tests will take place from **April 30 through May 11, 2007**, 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 each achievement test is 2½ hours exclusive of 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).

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 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 that 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 for determining what materials should be removed.

Give each student a workspace that is large enough to accommodate an open test booklet. Workspaces 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.

Rulers (Grade 3 Only)

Students need access to a ruler when taking the Grade 3 Mathematics Achievement Test. Some questions may ask students to find lengths or to draw a line of a specified length. Students should be familiar with and use this ruler during instruction.

The ruler used while taking the test should have the following scales:

- Standard units — inches with markings that allow students to measure to the nearest half and fourth inch.
- Metric units — centimeters with markings that allow students to measure to the nearest half centimeter.

Most rulers commonly purchased for use in classrooms are allowed, including six-inch and 12-inch rulers. A ruler with both inch and centimeter scales is appropriate.

Some plastic templates supplied by textbook series may have markings for measuring lengths in inches and centimeters. Students may use a template while taking the Grade 3 Mathematics Achievement Test when the template contains no information or tools that could provide answers to other questions on the test. For example, a template that identifies geometric figures by shape and name or fractional parts of a circle cannot be used during testing. A policy on the use of rulers is available online. Go to <http://www.ode.state.oh.us/>, search keyword “ruler policy.”

For clarification or questions, contact:

Office of Curriculum and Instruction
(614) 466-1317

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

Students should be encouraged to complete all written exercises and questions and not to 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 due to marks that have not dried or possible bleeding through the page. Please remind students to avoid marking too closely to multiple-choice bubbles. Due to stray marks, the scanner may record a response not intended by the student. Please remind each student that all scorable responses must be written with a No. 2 pencil. Students should not use pens.

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.

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 five-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 five 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 (closed and face down) 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 a hand. 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. For students who do not have pre-identification labels, demographic information can be hand-gridded or entered online through use of the generic pre-identification label. In addition, mark the following sections for any qualified student:

- Section J, "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) in any subject tested.
- Section K, "Accommodations," if the student is using any accommodations.
- Section L, "Special version of the test, if applicable," if the student was administered a special version of the achievement tests.
- Section M, "Migrant Status," if the student meets the Federal definition of a migrant student.

Students Who Become Sick

If a student becomes ill and vomits on her or his test booklet and is able to continue the test (may happen on a different day), give the student a new test booklet so that he or she may 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 STC with the unused materials. Please alert your STC to this situation so that she or he can document it on the Material Resolution Form.

For a student who becomes ill and vomits on her or his test booklet and is not able to continue with the test, do not give the student a new test booklet. Put the soiled test booklet in a zip-lock bag, seal it, and return it to your STC. 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 that you will write 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) test 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 are put aside for later return with the nonscorable secure materials.
- Transfer all responses from the first (defective) test booklet to the second, which will be the copy of the test used for scoring. Bubble Section N, DNS, on the first (defective) test booklet.

Things to Remember

Before you begin:

- Verify that you have received the correct number of test materials from your STC.
- Gather and organize all necessary materials:
 - Student test booklets
 - Supply of sharpened No. 2 pencils (pens must **not** be used — use of pens will result in the test **not being scored**)
 - 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 directions, but you may not provide prompts for individual tasks or questions. Other than the general 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. It is a security violation to leave students unattended during the test administration.

After administering the test:

- Collect all student test booklets. Before returning to the STC, affix the pre-identification labels or complete the demographic information on the back of the test booklets. Mark Sections J–O for applicable students and Section Q for all students.

ADMINISTERING THE GRADES 3 AND 4 READING ACHIEVEMENT TESTS

Introduction

This section of the manual provides instructions for administering the Grades 3 and 4 Reading Achievement Tests. These are oral directions 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 Grades 3 and 4 Reading Achievement Tests

Overview

The Ohio Grades 3 and 4 Reading Achievement Tests have been designed to measure students' understanding of skills and strategies in reading at each grade level.

Description of Test Materials

The test booklets for the Grades 3 and 4 Reading Achievement Tests are designed so that students can write their responses in the test booklets.

Students will be expected to show all work and write all answers in the test booklets. 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 cover of the test booklets.

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 will result in the test **not being scored**)
- 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 (TAs) should allot 2½ hours of student work time for each administration of the Grades 3 and 4 Reading Achievement Tests. 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 a 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 may have extended time and the use of an English and/or a bilingual dictionary, although the test must be completed in one school day.

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. **Please make sure you read the appropriate text for the grade level (3 or 4) you are administering.**

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.

Colored pencils may be used when needed. Highlighters are not recommended due to marks that have not dried or possible bleeding through the page. Please remind students to avoid marking too closely to multiple-choice bubbles. Due to stray marks, the scanner may record a response not intended by the student. Please remind each student that all scorable responses must be written with a No. 2 pencil.

After students are seated in the desired arrangement, read aloud the following script before distributing the test booklets. Please note the grade level will be in parentheses and you should read the correct grade level.

 Script

You are now going to take the Ohio Grade (3 or 4) Reading Achievement Test. 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 that 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 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 names.

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

Allow time for students to print their names.

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

Use this page if you are administering grade 3.

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 after your Student Test Booklet has been collected, you may take out your silent work.
7. When you finish the test, you may not go on to, or look at the mathematics section of the Student Test Booklet.

Skip the next page if you are not administering the grade 4 test.

Use this page if you are administering grade 4.

Directions:

Today you will be taking the Ohio Grade 4 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of 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 to understand what it is about. 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 are asked to select the answer, 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 after your Student Test Booklet has been collected, you may take out your silent work.
7. When you finish the test, you may not go on to, or look at the mathematics or writing sections of the Student Test Booklet.

Continue to the next page.

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet. You may 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 Student Test Booklet and answer document.

If your district DOES offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student 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 Student Test Booklet and answer document.

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.

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 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 five minutes.

After five 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 _____
4th break time _____
4th 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 continue with the reading test. Now turn to the page where you stopped before the break. Does everyone have the right place?

Pause.

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student 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 Student Test Booklet and answer document.

You may begin.

Mark the resume time in the box.

Collecting Test Booklets

As students complete the test, they should raise their hands so that you can collect their test booklets. Make sure that each student has printed his or her first and last name on the front cover. Allow students who have finished the test early to do their silent work at their desk. Have a supply of generic silent work to distribute to students who did 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

If you have any comments, concerns, or suggestions about OAT administrations, please complete and return the Test Administrator Comment Form, which can be found at <http://www.ode.state.oh.us/> keyword "Documents and Forms."

The purpose of the form is to collect comments and suggestions for improving test materials and procedures. Make as many copies as you need. It is not necessary to complete this form if there is no comment.

ADMINISTERING THE GRADES 3 AND 4 MATHEMATICS ACHIEVEMENT TESTS

Introduction

This section of the manual provides instructions for administering the Grades 3 and 4 Mathematics Achievement Tests. 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 Grades 3 and 4 Mathematics Achievement Tests

Overview

The Ohio Grades 3 and 4 Mathematics Achievement Tests have been designed to measure students' understanding of skills and strategies in mathematics at each grade level.

Description of Test Materials

The test booklets for the Grades 3 and 4 Mathematics Achievement Tests are designed so that students can write their responses in the test booklets.

Students will be expected to show all work and write all answers in the test booklets. 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 cover of the test booklets.

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 will result in the test **not being scored**)
- Allowable rulers provided either by the student or you — **grade 3 only**. (See page 7 for a description of the criteria for acceptable rulers.)
- 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 (TAs) should allot 2½ hours of student work time for each administration of the Grades 3 and 4 Mathematics Achievement Tests. 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 (ruler for the grade 3 test) to each student.
- Verify that rulers used by students are allowable — **grade 3 only**.
- Explain to students that they will be taking a Mathematics test.
- Inform them that they need to be quiet during the test and that if they have questions, they should raise a 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 may have extended time and the use of an English and/or a bilingual dictionary, although the test must be completed in one school day.

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. **Please make sure you read the appropriate text for the grade level (3 or 4) you are administering.**

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 (and rulers for grade 3) before testing begins.

Colored pencils may be used when needed. Highlighters are not recommended due to marks that have not dried or possible bleeding through the page. Please remind students to avoid marking too closely to multiple-choice bubbles. Due to stray marks, the scanner may record a response not intended by the student. Please remind each student that all scorable responses must be written with a No. 2 pencil.

After students are seated in the desired arrangement, read aloud the following script before distributing the test booklets. Please note the grade level and reference to a ruler will be in parentheses and you should read the correct grade level and the reference to a ruler.

Script

You are now going to take the Ohio Grade (3 or 4) Mathematics Achievement Test. It is important that you do your best work on this test. Otherwise, it will not really show how well you can do in mathematics. You can make sure that 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 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 (and rulers for grade 3) now. Do not open your test booklet until I tell you to do so.

Make sure that each student receives a test booklet, a pencil (and a ruler for grade 3). Hold up a test booklet and point to the place on the cover where students are to print their names.

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

Allow time for students to print their names.

Use this page if you are administering grade 3.

Turn to page 35 in your test booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 3 Mathematics Achievement Test. This is a test of how well you understand mathematics. The test consists of questions about numbers, measurement, shapes, graphs, and patterns. Two different types of questions appear on this test: multiple choice and extended response.

There are several important things to remember:

1. 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.
2. When you write your answers, write them neatly and clearly in the space provided using a pencil.
3. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.
4. 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.
5. If you finish the test early, you may check over your work. When you are finished and after your Student Test Booklet has been collected, you may take out your silent work.

Skip the next page if you are not administering the grade 4 test.

Use this page if you are administering grade 4.

Turn to page 37 in your test booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 4 Mathematics Achievement Test. This is a test of how well you understand mathematics. The test consists of questions about numbers, measurement, shapes, graphs, and patterns. 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 question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they help you understand the question.
2. You may use the blank areas of your Student Test Booklet to solve problems.
3. When you write your answers, write them neatly and clearly in the space provided using a pencil.
4. When you are asked to select the answer, make sure you fill in the circle next to the answer choice. Mark only one answer for each question.
5. If you do not know the answer to a question, skip it and go on. If you have time at the end of the test, 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 should check over your work. When you are finished and your Student Test Booklet has been collected, you should take out your silent work.
7. When you finish the test, you may not go on to, or look at the Writing section of the Student Test Booklet.

Continue to the next page.

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet. You may 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 Student Test Booklet and answer document.

If your district DOES offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student 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 Student Test Booklet and answer document.

Are there any questions?

Pause for students' questions.

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

Record the start time in the box.

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 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 five minutes.

After five 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 _____
4th break time _____
4th 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 continue with the mathematics test. Now turn to the page where you stopped before the break. Does everyone have the right place?

Pause.

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student 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 Student Test Booklet and answer document.

You may begin.

Mark the resume time in the box.

Collecting Test Booklets

When students have completed the test, they should raise a hand so that you can collect their test booklets. Make sure that each student has printed his or her first and last name on the front cover. Allow students who have finished the test early to do their silent work at their desk. Have a supply of generic silent work to distribute to students who did 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

If you have any comments, concerns, or suggestions about OAT administrations, please complete and return the Test Administrator Comment Form, which can be found at <http://www.ode.state.oh.us/> keyword "Documents and Forms."

The purpose of the form is to collect comments and suggestions for improving test materials and procedures. Make as many copies as you need. It is not necessary to complete this form if there is no comment.

ADMINISTERING THE GRADE 4 WRITING ACHIEVEMENT TEST

Introduction

This section of the manual provides the information you will need for administering the Grade 4 Writing 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 the administrator. It is important that you become familiar with the contents of this manual before you administer the test.

The Grade 4 Writing Achievement Test

Overview

The Ohio Grade 4 Writing Achievement Test has been designed to measure students' understanding of academic content and related skills in writing at the grade 4 level.

Description of Test Materials

The test booklet for the Grade 4 Writing 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 her or his first and last name on the cover 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 will result in the test **not being scored**)
- 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 first 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 (TAs) should allot 2½ hours of student work time for the administration of the Grade 4 Writing Achievement Test. The 2½-hour period does not include any break time that TAs elect to schedule as part of the testing.

Key Steps for Administering the Test

- Provide a test booklet and a pencil to each student.
- Explain to students that they will be taking a writing test.
- Inform students that they need to be quiet during the test and that if they have questions, they should raise a 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 first and last names on their booklets.

Reminder

- Students with disabilities are allowed accommodations that are based on their IEP or 504 Plan.
- Limited English proficient (LEP) students may have extended time and the use of an English and/or a bilingual dictionary, although the test must be completed in one school day.

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 (print or electronic forms of dictionaries, thesauruses or spell-check software). However, LEP students may use English and/or bilingual dictionaries and may have more than the allowed 2½ hours. Accommodations are permitted for students with a signed IEP or 504 Plan. Students' desks should be cleared of all materials except pencils before testing begins.

After students are seated in the desired arrangements, read aloud the following script prior to the distribution of the test booklets.

Script

You are now going to take the Ohio Grade 4 Writing Achievement Test. It is important that you do your best work on this test. Otherwise, it will not really show how well you can do in writing. 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 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 names.

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

Allow time for students to print their names.

Turn to page 76 in your test booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 4 Writing Achievement Test. This is a test of how well you write. Three different types of questions appear on this test: fill-in, multiple choice and response to writing prompts.

There are several important things to remember:

1. 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.
2. When you write your answers, write them neatly and clearly in the space provided using a pencil.
3. When you are asked to select the answer, make sure you fill in the circle next to the correct answer. Mark only one answer.
4. If you do not know the answer to the 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.
5. 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 Student Test Booklet. You may 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 Student Test Booklet and answer document.

If your district DOES offer a break, say:

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student 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 Student Test Booklet and answer document.

Are there any questions?

Pause for students' questions.

We are now ready to begin. You may turn to page 81 in your test booklets and start working.

Record the start time in the box.

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 students' work.

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

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

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

We will now take a short break in five minutes.

After five 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 _____
	4th break time _____
	4th resume time _____
	Stop time _____

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

Now we are going to continue with the writing test. Now turn to the page where you stopped before the break. Does everyone have the right place?

Pause.

After you begin, you should continue until you see the word STOP in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word STOP in your Student 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 Student Test Booklet and answer document.

You may begin.

Mark the resume time in the box.

Collecting Test Booklets

When students have completed the test, they should raise a hand so you can collect their test booklets. Make sure each student has printed his or her first and last name on the front cover of the test booklet. 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 have completed the test.

When only a few students are still working, you may choose 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 those students who require the maximum amount of time, at the end of the 2½-hour time, 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

If you have any comments, concerns, or suggestions about OAT administrations, please complete and return the Test Administrator Comment Form, which can be found at <http://www.ode.state.oh.us/> keyword "Documents and Forms."

The purpose of the form is to collect comments and suggestions for improving test materials and procedures. Make as many copies as you need. It is not necessary to complete this form if there is no comment.

APPENDIX A

STUDENTS WITH DOCUMENTED DISABILITIES — TESTING STUDENTS USING SPECIAL VERSIONS OF THE TEST

General Information

Definition of an Individual 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

In order 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 U.S., or another country;
- show impaired classroom performance or ability to meet state standards for achievement on tests due to 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 tests 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 during May test administrations:

- English Audio CD Materials — A read-aloud administration of the test in English;
- Bilingual Test Booklet Kit — A test booklet with the text of the test printed in English and Spanish on facing pages;
- Foreign-Language CD Materials — A read-aloud administration of the test in Japanese, Korean, Mandarin, Somali, or Spanish;
- Oral Translation Kit — An oral interpreter who reads the test aloud in the student’s native language;
- Districts may choose to provide a “read aloud” accommodation to eligible students instead of using an English Audio CD.

Note: Portions of the reading and writing tests cannot be translated. This is to ensure that the tests are an accurate measure of students’ reading and writing. Specifically, in reading tests, reading passages cannot be translated. In writing tests, items that assess punctuation, capitalization and spelling cannot be translated. **The reading passages on the reading tests cannot be read aloud.**

Finally, LEP students who have been enrolled in U.S. schools for the first time on or after the first day of school during the 2006–07 school year 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 English Language Proficiency test 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 are specified in the Individualized Education Plan (IEP) or 504 Plan. If the person providing the accommodation is also administering the statewide test, then 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, which 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 only record 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, then 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.

Special Versions

The following table lists the special versions of the achievement tests that are available to the field. These versions should have been ordered during the SchoolHouse enrollment period. Large-Print, Braille, Bilingual, and Oral Translation Kits are all packaged as single-student administration kits. The school will need one kit per student who is to be tested with these materials. For English Audio and Foreign-Language CDs, districts have the option of ordering less than one kit per student.

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 for the student's grade	transcribe the student's multiple-choice and constructed responses to a general Form A test booklet (grades 3 and 4) or answer document (grades 5-8).
Braille Kit	reads classroom materials in Braille.	Braille Kit for the student's grade	transcribe the student's multiple-choice and constructed responses to a general Form A test booklet (grades 3 and 4) or answer document (grades 5-8).
English Audio CD Materials	needs a read-aloud administration in English.	English Audio CD Materials for the student's grade 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 (grades 3 and 4) or answer document (grades 5-8).
Bilingual Test Booklet Kit	reads classroom materials in Spanish and is an eligible LEP student.	Bilingual Test Booklet Kit for the student's grade	translate and transcribe the student's responses to the multiple-choice and constructed-response questions to a general Form A test booklet (grades 3 and 4) or answer document (grades 5-8).
Foreign-Language CD Materials	needs an oral administration in Japanese, Korean, Mandarin, Somali, or Spanish, and is an eligible LEP student.	Foreign-Language CD Materials for the student's language and grade; audio CD player	verify that the student's multiple-choice and constructed responses are marked/written (or transcribed) in a general Form A test booklet (grades 3 and 4) or answer document (grades 5-8).
Oral Translation Kit	needs an oral administration in a language not available on CD (see above) and is an eligible LEP student.	Oral Translation Kit for the student's grade; audiocassette recorder	ensure that the oral translator translated and transcribed the student's responses to the constructed responses into a general Form A test booklet (grades 3 and 4) or answer document (grades 5-8). Ensure that the student's responses to multiple-choice items are also in this transcribed test booklet/answer document.*

*Note: For each test, the student's responses to the multiple-choice and constructed-response questions must all appear in the same test booklet (grades 3 and 4) or answer document (grades 5-8), which will be scored. For this reason, it is recommended that you have the student answer the multiple-choice (MC) questions in one of the two test booklets in the kit and instruct the student to make his or her written responses in the other test booklet. The written responses must then be translated and transcribed into the test booklet or answer document with the MC responses.

Large-Print Test Booklet Kit

The Large-Print versions of the achievement tests are printed in 18-point type. They are for use with students whose IEP specifies the use of large-print materials. The large-print materials are packaged in kit form. Each kit contains enough materials to administer the test to one student.

Materials Included in the Large-Print Kit

The kits are packaged by grade. Each Large-Print Kit contains the following items:

- an 8½- x 11-inch Large-Print test booklet for each subject;
- a general Form A test booklet (for grades 3 and 4);
- a scannable answer document (for grades 5–8);
- a sheet of supplemental instructions about transcribing the student’s responses.

Administering a Test Using a Large-Print Kit

The following information is a supplement to the regular instructions for administering the tests. It includes information specific only to these versions of the tests.

Unless the student’s IEP or 504 Plan indicates otherwise, students using these materials may take the test with the rest of their class under normal testing conditions.

The student may respond directly in the Large-Print test booklet or the general Form A test booklet (grades 3 and 4) or the answer document (grades 5–8). If the student responds directly in the Large-Print test booklet, a scribe should record all of the student’s responses, writing them verbatim in either the general Form A test booklet or the answer document .

After the Test Administration

Following the test administration, if the student responded in the Large-Print test booklet, the student’s multiple-choice and constructed responses must be transcribed verbatim into the general Form A test booklet (for grades 3 and 4) or answer document (grades 5–8). This should be done by a licensed/certificated school or district employee.

The test booklet or answer document into which the answers were transcribed must be returned to your DTC with the other scorable test materials. The student’s pre-identification label must be placed on this test booklet or answer document — **not** on the Large-Print test booklet itself. If the student does not have a pre-identification label, the TA must complete all of the information on the back cover of the general Form A test booklet or answer document. If the student has a pre-identification label, complete sections J, K, and L on the back cover of the general Form A test booklet (grades 3 and 4) or sections J, K, L, and Q on the back cover of the answer document (grades 5–8). Do not add pages or separate sheets to the test booklet; they will not be scored.

Reminder: For grades 3–8, only Form A may be used with special versions forms. At grades 5–8, Form A must be coded in Box Q on the back cover of the answer document.

Return the Large-Print test booklet to your DTC with the rest of the school’s nonscorable materials.

Braille Test Booklet Kit

The Braille versions of the achievement tests are intended for use with students whose IEP or 504 Plan specifies the use of Braille materials. The Braille test booklets consist of comb-bound, 11½- x 11-inch single-sided Braille pages. Each Braille Kit contains enough materials to administer the test to one student.

Materials Included in the Braille Kit

The kits are packaged by grade. Each Braille Kit contains the following items:

- a comb-bound, Braille test booklet for each subject;
- a general Form A test booklet (for grades 3 and 4);
- a general Form A test booklet (for the TA) and a scannable answer document (for grades 5–8);
- a sheet of supplemental instructions about transcribing the student’s responses.

Administering a Test Using a Braille Kit

The following information is a supplement to the regular instructions for administering the tests. It includes information specific only to these versions of the tests.

Because of the large-sized Braille test booklet and the likelihood that the student may require a scribe or an assistive device to record his or her responses, vision impaired students may need to be tested in a separate test administration. This should be specified in the student’s IEP or 504 Plan.

After the Test Administration

Following the test administration, the student’s multiple-choice responses and constructed and extended responses must be transcribed verbatim into the general Form A test booklet or answer document. This should be done by a licensed/certificated school or district employee.

The test booklet or answer document into which the answers were transcribed must be returned to your DTC with the school’s other scorable test booklets. The student’s pre-identification label must be placed on this test booklet or answer document — **not** on the Braille test booklet itself. If the student does not have a pre-identification label, the TA must complete all of the information on the back cover of the general Form A test booklet or answer document. If the student has a pre-identification label, complete sections J, K, and L on the back cover of the general Form A test booklet (grades 3 and 4) or sections J, K, L, and Q on the back cover of the answer document (grades 5–8). Do not add pages or separate sheets to the test booklet; they will not be scored.

Reminder: For grades 3–8, only Form A may be used with special versions forms. At grades 5–8, Form A must be coded in Box Q on the back cover of the answer document.

Return the Braille test booklet to your DTC with the rest of the school’s nonscorable materials.

English Audio CD Materials

The English Audio CD provides a read-aloud administration of the test. This version may be administered to any student whose IEP or 504 Plan specifies an oral reading of a test or to a student who requests it in lieu of a Foreign-Language CD version of a test.

These materials are available for single-student and group administration, by grade level.

Materials Needed for Use With the English Audio CD

The CDs are packaged by grade. Each student using the accommodation requires the following items:

- a CD;
- a general Form A test booklet (for grades 3 and 4);
- a general Form A test booklet and scannable answer document (for grades 5–8);
- a page of supplemental instructions.

Administering a Test Using English Audio CD Materials

The following information is a supplement to the regular instructions for administering the tests. It includes information specific to these versions of the tests.

Because most students will take more than one subject area test, it will be necessary to test students on multiple days. **It is critical that the student is tested using the same materials for all of the tests.** As with the regular test materials, these accommodation materials must be securely stored between administrations.

The TA will need the following items to administer a test using an English Audio CD:

- the English Audio CD Materials in the appropriate language and at the appropriate grade level for the student to be tested;
- a CD player (and headphones, if the test will be administered to multiple students in one room).

The test should be administered in a quiet setting in which playing the recording will not disturb other activities. It is not advisable to allow young children to operate the CD player because it is necessary for the recording to be paused between questions to allow time to respond. Therefore, when testing younger students, the TA should operate the CD player to minimize administration problems. Older students may be allowed to operate the CD player and may be tested using headphones. The student should respond in the general Form A test booklet or answer document. The student must respond in English.

The recorded tests are untimed. The student should be given as much time as reasonably necessary to respond to the questions. If a student wants to hear a question a second time, it is acceptable to replay the question.

Note: The tests were recorded so that each set of directions and each question, or set of questions, is a separate track. A track listing for the disc is provided on the back of the plastic disc case.

After the Test Administration

No transcription of responses is necessary with the English Audio CD version.

The student's pre-identification label must be placed on this test booklet or answer document. If the student does not have a pre-identification label, the TA must complete all of the information on the back cover of the general Form A test booklet or answer document. If the student has a pre-identification label, complete sections J, K, and L on the back cover of the general Form A test booklet (grades 3 and 4) or sections J, K, L, and Q on the back cover of the answer document (grades 5–8). Do not add pages or separate sheets to the test booklet; they will not be scored.

Reminder: For grades 3–8, only Form A may be used with special versions forms. At grades 5–8, Form A must be coded in Box Q on the back cover of the answer document.

STCs must return the scorable test booklet or answer document with the rest of the school's scorable materials, and return the remainder of the accommodation materials with the school's secure nonscorable shipment to the DTC.

Bilingual Test Booklet Kit

The bilingual test booklets are intended for students who read primarily in Spanish. These test booklets present the test material in Spanish on the right-hand page and the corresponding English translation on the facing left-hand page. Please note that in the reading tests, the reading passages are not translated into Spanish, because the intent of the test is to assess the student's ability to read English text.

Districts that use the bilingual test booklets may use a translator but will **NOT** be reimbursed for the translator.

The student may respond to the constructed-response items in English or in Spanish. The exceptions to this rule are the Grade 4 Writing Test and Grade 7 Writing Test for which students must write their responses in English.

The bilingual test booklets are packaged in kit form. Each kit contains enough materials to administer the test to one student.

Materials Included in the Bilingual Test Booklet Kit

- a bilingual test booklet for each subject;
- a general Form A test booklet (for grades 3 and 4);
- two scannable answer documents (one in which the student responds, one into which a school employee translates and transcribes the student’s responses) for grades 5–8;
- a page of supplemental instructions.

Administering the Test Using a Bilingual Test Booklet Kit

The following information is a supplement to the regular instructions for administering the tests. It includes information specific only to these versions of the tests.

Because most students will take more than one subject area test, it will be necessary to test students on multiple days. **It is critical that the student is tested using the same kit for all of the tests.** Like the regular test materials, these kits must be securely stored between administrations.

The student may take the test during the regular test administration. Additional time allotment is not a requirement for this accommodation.

After the Test Administration

The bilingual test booklets are not scannable; therefore, following the test administration, the student’s multiple-choice responses, as well as his or her constructed and extended responses must be translated and transcribed verbatim into the general Form A test booklet or answer document. This should be done by a licensed/certificated school or district employee.

The test booklet or answer document into which the answers were transcribed must be returned to your DTC with the other scorable test booklets. The student’s pre-identification label must be placed on this test booklet or answer document — **not** on the bilingual test booklet itself. If the student does not have a pre-identification label, the TA must complete all of the information on the back cover of the general Form A test booklet or answer document. If the student has a pre-identification label, complete sections J, K, and L on the back cover of the general Form A test booklet (grades 3 and 4) or sections J, K, L, and Q on the back cover of the answer document (grades 5–8). Do not add pages or separate sheets to the test booklet; they will not be scored.

Reminder: For grades 3–8, only Form A may be used with special versions forms. At grades 5–8, Form A must be coded in Box Q on the back cover of the answer document.

Return the used bilingual test booklet and any extra test materials to your DTC with the rest of the school’s nonscorable materials.

Foreign-Language CD Materials

The Foreign-Language CDs are intended for students who are eligible to take a translated version of the test. These are intended for use in lieu of the oral-translator option for five languages: Japanese, Korean, Mandarin, Somali, and Spanish. These materials are available for single-student and group administrations, by grade level.

With the exceptions of the Grade 4 Writing Test and Grade 7 Writing Test for which students must write their responses in English, students using the Foreign-Language CD Materials are allowed to respond in English or in their native language. Because of this option, students will have their responses scored and translated (as necessary) by PEM.

Materials Needed for Use With the Foreign-Language CD

The CDs are packaged by grade and language. Each student using the accommodation requires the following items:

- a Foreign-Language CD;
- a general Form A test booklet (for grades 3 and 4);
- a general Form A test booklet and a scannable answer document (for grades 5–8);
- a page of supplemental instructions.

Administering the Test Using Foreign-Language CD Materials

The following information is a supplement to the regular instructions for administering the tests. It includes information specific only to these versions of the tests.

Because most students will take more than one subject area test, it will be necessary to test students on multiple days. **It is critical that the student is tested using the same materials for all of the tests.** Like the regular test materials, these accommodation materials must be securely stored between administrations. Students must complete each test in one day.

The TA will need the following items to administer a test using a Foreign-Language CD:

- the Foreign-Language CD Materials in the appropriate language and at the appropriate grade level for the student to be tested;
- a CD player (and headphones, if the test will be administered to multiple students in one room).

The test should be administered in a quiet setting in which playing the recording will not disturb other activities. It is not advisable to allow young children to operate the CD player because it is necessary for the recording to be paused between questions to allow time to respond. Therefore, when testing younger students, the TA should operate the CD player to minimize administration problems. Older students may be allowed to operate the CD player and may be tested using headphones.

These translated tests are untimed. The student should be given as much time as reasonably necessary to respond to the questions. If a student wants to hear a question again, the TA or student may replay the question.

Note: The tests were recorded so that each set of directions and each set of questions is a separate track. An index to the disc is printed on the back of the plastic disc case.

The student may respond to the constructed-response items in English or in his or her native language. The exceptions to this rule are the Grade 4 Writing Test and Grade 7 Writing Test for which students must write their responses in English. All responses must be written in the general Form A test booklet or answer document. In rare instances in which a student cannot respond in writing, the student's responses may be given aloud and tape-recorded with a standard audiocassette recorder. In such cases, label a manila envelope "Foreign-Language Recording," and place the cassette tape in the manila envelope with the student's test booklet or answer document and return it for translation and scoring. When packing the box of foreign-language materials, place this envelope on top. Please note that the cassette and envelope are not provided with the test materials. It will be the responsibility of the school to provide a cassette and envelope in these instances.

Note: If, during the test administration, the student is having difficulty understanding the recorded test, an acceptable solution is to play the English Audio CD version of the same test to that child. In these cases, the child may respond in English or in the language specified on the original CD. If the child requires an oral translation of a test for which a Foreign-Language CD is available, it is the school or district's responsibility to arrange for and reimburse a translator.

After the Test Administration

The student's pre-identification label must be placed on the test booklet or answer document that he or she used when taking the test. If the student does not have a pre-identification label, the TA must complete all of the information on the back cover of the general Form A test booklet or answer document. If the student has a pre-identification label, complete sections J, K, and L on the back cover of the general Form A test booklet (grades 3 and 4) or sections J, K, L, and Q on the back cover of the answer document (grades 5–8). Do not add pages or separate sheets to the test booklet; they will not be scored.

Reminder: For grades 3–8, only Form A may be used with special versions forms. At grades 5–8, Form A must be coded in Box Q on the back cover of the answer document.

STCs must return the scorable test booklet or answer document with the rest of their scorable materials, and return the remainder of the accommodation materials with the school's secure nonscorable shipment to the DTC.

Oral Translation Kit

The Oral Translation Kit is intended for students who are eligible to take a translated version of the test. It is to be used with students whose native language is not one of the five for which recorded versions of the test are available (Japanese, Korean, Mandarin, Somali, and Spanish). These materials are packaged by grade level in single-student administration kits. Each kit contains the materials needed to administer the test to one student.

Materials Included in the Oral Translation Kit

Each Oral Translation Kit contains the following items:

- one Oral Script of each test;
- one English Audio CD;
- two general Form A test booklets (for grades 3 and 4);
- one general Form A test booklet and two scannable answer documents (for grades 5–8);
- two blank C-120 (two hours, recording time) audiocassettes for recording each test administration;
- a page of supplemental instructions;
- one copy of the Oral Translator's Report Form for each subject in the kit;
- a postage-paid envelope for returning the Oral Translator's Report Form.

Additional Item Needed for the Administration

- A standard audiocassette recorder with which to record the translated portion of the test administration

Administering the Test Using an Oral Translation Kit

The following information is a supplement to the regular instructions for administering the tests. It includes information specific only to these versions of the tests.

Because most students will take more than one subject area test, it will be necessary to test students on multiple days, perhaps using different translators. **It is critical that the student is tested using the**

same kit for all of the tests. Like the general test materials, these kits must be securely stored between administrations. Students must complete each test in one day.

Oral-translation administrations involve three people: the student being tested, the person performing the translation of the test into the student's native language (most likely someone from outside the school) and a test administrator (a licensed/certificated school employee). If the translator is not a licensed/certificated school or district employee, it is imperative that the TA or another school or district employee remain in the room with the translator and student at all times.

If a licensed/certificated school or district employee can serve as the translator, it is not necessary to have another person present during the translated test administration.

Before beginning the test administration, the translator and TA should be given an hour or more to review and become familiar with the test and the administration procedures. This review period must take place at the school or district office, and must be supervised by an authorized school or district employee.

The test must be administered in a quiet setting in which the translation will not disturb other activities.

During the test administration, the translator will read the Oral Translation Script and translate it aloud into the student's native language. The translator must not deviate from the script. At the student's discretion, he or she may take the test and ask the translator to translate only those directions or questions that seem unclear in their written form.

Note: The translator is to follow the script exactly when providing the student with this sort of translation assistance. The reading passages on the reading test cannot be read aloud.

The translated test administration must be tape recorded. Use the supplied audiocassette tapes for this purpose. The TA should make sure the recorder is placed close enough to the translator that it can clearly pick up his or her voice. The student's name must be printed on each used audiocassette tape after the administration.

Note: The student may respond to the constructed-response items in English or in his or her native language. The exceptions to this rule are the Grade 4 Writing Test and Grade 7 Writing Test for which students must write their responses in English.

The Oral Translation Kit includes two general Form A test booklets for grades 3 and 4 and, for grades 5–8, one general Form A test booklet and two answer documents. The TA should designate one test booklet or answer document as the scorable test booklet or answer document. The student should respond to the multiple-choice items in this test booklet or answer document. If the student plans to answer the constructed-response questions in a language other than English, he or she must write these responses in the other general Form A test booklet or answer document. After the test administration, the translator must translate the student's responses and transcribe them into the scorable test booklet or answer document (the one in which the student marked the answers to the multiple-choice items).

After the Test Administration

Transcribing the Student's Responses

Immediately after the administration, the translator should transcribe the student's responses into the test booklet or answer document containing the responses to the multiple-choice questions. The student's pre-identification label must be placed on this scorable test booklet or answer document. If the student does not have a pre-identification label, the TA must complete all of the information on the back cover of the general Form A test booklet or answer document. If the student has a pre-identification label, complete sections J, K, and L on the back cover of the general Form A test

booklet (grades 3 and 4) or sections J, K, L, and Q on the back cover of the answer document (grades 5–8). Do not add pages or separate sheets to the test booklet; they will not be scored.

Reminder: For grades 3–8, only Form A may be used with special versions forms. At grades 5–8, Form A must be coded in Box Q on the back cover of the answer document.

Completing the Oral Translator’s Report Form

The TA and translator must then complete and sign the Oral Translator’s Report Form. This form will serve as a record that the translation took place and it will be an integral part of the payment process. The translator should keep one of the copies; the school should retain one copy; and the remaining copy should be mailed to American Institutes for Research (the testing contractor) using the postage-paid envelope found in the Oral Translation Kit.

Returning the Used Oral Translation Kit

The TA should ensure that the student’s name is printed on the second test booklet (grades 3 and 4) or answer document (grades 5–8), which contains the student’s foreign-language responses, as well as the audiocassette(s) used to record the test administration. This used test booklet or answer document should be placed in the zip-lock bag with the audiocassettes and the rest of the materials from the kit, and returned to the STC. It will be returned to the DTC with the rest of the school’s scorable materials.

