



Ohio Achievement Tests



Grades 3-8 Reading
Grades 3-8 Mathematics
Grades 4 & 7 Writing
Grades 5 & 8 Science
Grades 5 & 8 Social Studies

School Test Coordinator's Manual

May 2008



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

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New or Revised Procedures for May, 2008

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May 2008 Test Schedule

Date	Activity
April 21–May 9, 2008	Test administration dates
When testing is complete, but no later than May 2, 2008	Schools with “Early Return” magenta labels return scorable materials to DTCs (not to Pearson as in previous administrations).
When testing is complete, but no later than May 2, 2008	Schools with yellow return labels return scorable materials to DTCs (not to Pearson as in previous administrations).
When testing is complete, but no later than May 9, 2008	STCs return nonscorable secure materials to DTCs.

Important Contact Information

For information about. . .	Contact. . .
<ul style="list-style-type: none"> • The Ohio Achievement Tests or testing policy • Receiving and returning shipments • Ordering additional materials • Ordering optional services • Accommodations 	The District Test Coordinator

General Overview

This manual outlines the specific responsibilities of the School Test Coordinator (STC) for the May 2008 administration of the Grades 3-8 Achievement Tests. The May 2008 administration includes the following achievement tests:

- Grades 3–8 reading and mathematics;
- Grades 4 and 7 writing;
- Grades 5 and 8 science and social studies.

Included are instructions for receiving and distributing test materials and for returning the test materials (scorable and nonscorable) to the District Test Coordinator (DTC). The May 2008 Ohio Achievement Tests will be distributed, retrieved and scored by Pearson Educational Measurement (Pearson).

There are several security protocols and related packaging procedures that school test coordinators should be aware of for the spring 2008 OAT administration. First, each subject area in each OAT test book will now be sealed. This seal is not to be removed until the student takes the test for that subject area.

The second protocol regards the use of the header sheet. It will now be required to use a **header sheet for each** “unit of test administration.” The unit of test administration refers to the specific classroom or setting where tests are administered. Districts will be required to use header sheets to identify the specific location or classroom where tests are administered in a school building.

Finally, test books will now be **spiraled** within shrink wrapped packages. This means that multiple forms (between three and seven) of test books will be assigned to each test building. Each test book will contain identical “operational” test items used for assigning scores to students. Each test form, however, has **different** embedded sets of field-test questions that are used for future item development purposes (field-test items **are not used** in assigning scores to students). Practically this means that within a classroom, there may be three to seven different forms of a test booklet for distribution. In test administration settings where small group accommodations are provided (for example, using a read-aloud method or an English audio CD to provide read-aloud presentation) **it is vital that matching test forms be obtained for all tested students, and for the test administrator if needed. This can only be accomplished by ensuring that sufficient quantities of Form A test books are ordered when ordering special versions of tests. All special versions of tests are based on Form A for that grade-subject.**

Because tests will be **spiraled** within test booklets that are now sealed by subject, there are certain procedures that **must be followed** for testing in grades 5 through 8. On the first day of testing, students should write their names on the front of the test booklet on the front and back of the answer document. Each test booklet and answer document should be returned to the same student on the subsequent days of testing. Because there may be three to seven different forms within a test building, **it is essential** that box P (Form) be bubbled accurately on the back of the answer document.

Testing Schedule and Time Allotments

The May 2008 administration of the Grades 3–8 Achievement Tests, including make-up testing, will take place from **April 21 through May 9, 2008**. However, the testing window is not open for a three week period. All reading tests **must** begin on Monday – either April 21 or April 28, 2008. Any makeup test must be administered within nine **calendar** days of the original testing day for each test.

Schools designated as early return (magenta labels) will need to have scorable test materials returned to the DTC no later than **May 2, 2008**. Schools with yellow return labels will need to have scorable test materials returned to the DTC no later than **May 2, 2008**.

The time allotment for the achievement tests is 2½ hours, excluding breaks. Please note that IEP or LEP students may require extended time although the test must be completed in one school day. More detailed information about testing students with accommodations or special versions of the test is contained in Appendix B.

Responsibilities of the School Test Coordinator

The STC is responsible for coordinating the administration of the May 2008 Ohio Achievement Tests in the school. The STC's primary responsibilities include the following:

- Become familiar with both this manual and the *Directions for Administration* for the achievement tests.
- Establish a schedule for each day of test administration, including provisions for students who need additional time beyond the amount scheduled.
- Identify and train Test Administrators (TAs) on test administration procedures.
- Arrange for a TA to be available and present during the test administration. A single TA may administer the test to up to 30 students, but a monitor must also be present for each additional 30 students in the testing room. The ratio of TAs/monitors to students is one TA/monitor to 30 students.
- Receive, check in and securely store the test materials.
- Distribute the test materials to the TAs on the day the test is to be administered.
- Maintain the security of the test materials while they are in the school.
- Ensure that all test materials are recovered after each test administration.
- Return the school's test materials (scorable and nonscorable) to the DTC. Scorable materials are test booklets (grades 3 and 4) and answer documents (grades 5–8) in which students have recorded their responses. Nonscorable secure materials are unused test booklets (grades 3 and 4) and used test booklets (grades 5–8); Braille, Large-Print and Bilingual Test Booklets; Oral Translation Materials; Foreign-Language CD Materials; English Audio CD Materials; and grade 8 Mathematics Reference Sheets containing student-written calculations.

Test Security

Maintaining test security is one of the most important responsibilities of the STC. At all times, the district's and the state's written procedures for protecting secure test materials should be followed.

- A STC is responsible for the security of all test materials and for returning all test materials (scorable and nonscorable) to the DTC. Scorable materials are test booklets (grades 3 and 4) and answer documents (grades 5–8) in which students have recorded their responses. Nonscorable secure materials are unused test booklets (grades 3 and 4) and used test booklets (grades 5–8); Braille, Large-Print and Bilingual test booklets; Oral Translation Materials; Foreign-Language CD Materials; English Audio CDs; and the grade 8 Mathematics Reference Sheets containing student-written calculations.
- The STC is responsible for ensuring that TAs act in accordance with all security requirements while test materials are in their possession.
- The STC is responsible for training all TAs and monitors in test security requirements and proper test administration procedures and informing them of the do's and don'ts of test preparation.

The secure test materials consist of all test booklets (grades 3 and 4) or answer documents (grades 5–8), which contain test questions, student information and student responses. Secure test materials also include all special versions of the test (Braille, Large-Print, English Audio CD, Bilingual, Foreign Language

CD, and Oral Translation Materials) including the audio CD. Mathematics Reference Sheets (grade 8) with student-written calculations on them are also secure. 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 for the administration of the achievement tests. The STC is responsible for ensuring the security of not only the physical test booklets and CDs but also the individual test questions and auxiliary materials. The STC's responsibility for maintaining the security of the test booklets or answer documents, audio CDs, test questions, and other secure materials continues after the test booklets and answer documents have been returned to the DTC.

Under Ohio law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may be punishable by invalidation of test scores, termination of employment, suspension of certificates to teach, and/or prosecution. Violations of test security provisions in the district's written procedures may be punishable by penalties specified by the district. To review the Ohio Administrative Codes and Rules on the Internet, log on to <http://www.ode.state.oh.us/>, keywords "Ohio Administrative Code."

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 the school district for handling alleged test security violations.

The secure test materials must be protected from loss, theft and reproduction in any medium. Unique identification numbers are encoded on all secure materials. These numbers are used to track secure materials and to verify that they are returned to Pearson after testing. The tracking system identifies which test materials are shipped to which district and school. After each test administration, Pearson generates a security report that lists any nonreturned secure test materials. A follow-up is done for these materials. The results of the security report are shared with ODE.

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. The text of the standards is in the Directions for Administration. The Standards for the Ethical Use of Tests can be found on the Internet; log on to <http://www.ode.state.oh.us/>, keywords “Ohio Administrative Code.”

Handling of Secure Materials

Test booklets and answer documents are sent to schools in shrink-wrapped packages. **Do not open these packages or distribute them until test day.**

The questions for each subject within OAT test booklets are secured with plastic (grades 3 and 4) or paper (grades 5 through 8) security seals. The security seals for the appropriate subject being tested on a particular day are to be broken by students immediately before a test administration. Students should be instructed not to break the security seals for the subjects that have yet to be tested. Instructions for breaking the security seals are included in the Directions for Administration (DFA). The breaking of security seals prior to test administration should be documented in the last column of the Material Resolution form. STCs should report any discrepancies involving the premature breaking of security seals to the DTC. The inappropriate breaking of security seals should be investigated by the DTC and, if necessary, reported to ODE.

Before and after test administration, the STC must keep both scorable and nonscorable test materials in a secure location. The STC is responsible for returning secure test materials to the locked storage area after administration.

Only those people authorized by district policy should have access to the test materials. Under no circumstances should students have access to the test materials either before or after the testing session.

During test administration, a TA must be in the room at all times. Tests should never be left unattended with students. If students are allowed to leave the room while testing is in progress, they must first turn in their test booklets and answer documents.

When the test administration is complete and all test materials have been accounted for, the STC should immediately return the scorable test booklets and answer documents to the DTC, following the directions starting on page 22.

At any point, if you believe that a violation of test security has occurred, contact the DTC immediately.

Accelerated Testing

Students who are accelerated into courses where most of their classmates are older peers may be administered tests in the subjects in which they are receiving accelerated instruction. Ohio Revised Code charges all districts with the adoption of a district student acceleration policy. Testing rules for students subject to district student accelerated policies may be found at <http://www.ode.state.oh.us>, keywords "Testing Rules for Subject-Accelerated Students." These rules provide guidance about required or optional accelerated testing during the initial and subsequent years of accelerated instruction.

Because subject accelerated students are being administered Ohio Achievement Tests in multiple grade levels, it is essential that they are identified as accelerated testers. Failure to identify accelerated testers may delay the delivery of score reports. For each subject in which a student is an accelerated tester, the DTC or STC must indicate that the student is an accelerated tester and provide the accelerated grade level. DTCs must identify accelerated testers using one of the following three methods:

- Provide the accelerated testing indicator and grade level for each subject in the Pre-ID file submission. Accelerated testing fields have been added to the Pre-ID file layout for May 2008.
- Enter the accelerated testing indicator and grade level within Box N on the demographic page.
- Enter the accelerated testing indicator and grade level within the Record Change System on SchoolHouse.

For questions regarding the test administration procedures for accelerated testers, please contact the Office of Assessment at (614) 466-0223.

Basic Guidelines for Test Administration

The Achievement Tests for Grades 3 and 4 are printed in scannable test booklets. Students must show all work and write their responses in their test booklets. Additional pages, papers or scratch paper may not be used or added to the test booklets.

The Grades 5–8 Achievement Tests consist of test booklets and scannable answer documents. Students must write all responses in their answer documents. Additional pages and papers added to the test booklets or answer documents will not be scored. If additional pages are used, they are secure materials and must be returned with the nonscorable materials.

For the Grade 3 Mathematics Test, rulers are not provided. TAs will need to provide a ruler for each student.

For the Grade 5 Mathematics Test, protractors are not provided. TAs will need to provide a protractor for each student.

For the Grade 8 Mathematics Test, a Mathematics Reference Sheet is provided. For grades 6, 7 and 8 mathematics, students may use allowable calculators. See pages 15 and 16 for a thorough explanation of how to determine which calculators are allowable. Schools may provide students with calculators or students may bring their own. In either case, the calculators must meet the specific criteria listed in this manual.

If the school is providing calculators to students, the STC must distribute them to TAs by test day. If students will use their own, the STC must establish a system for TAs to verify that the calculators meet the criteria in this manual.

All scorable responses must be written with a No. 2 pencil. Students must not use pens, colored pencils or markers to write responses — tests will not be scored.

Remember that scorable test booklets for grades 3 and 4 and scannable answer documents for grades 5–8 must be returned to the DTC **no later than May 9 (with the exception of make-up testing)**.

Consider the following items when scheduling and administering the achievement tests:

- Students are allowed up to a maximum of 2½ hours (LEP-identified students may have extended time) on the scheduled testing day, during the weeks of April 21 through May 9.
- Students who take a test using the Foreign-Language CD Materials will have their responses scored by Pearson.
- Students who take a test with procedural accommodations or use a special version (e.g., Braille, Large-Print, English Audio CD, Bilingual, or Oral Translation Materials) must have their responses and demographic information transcribed verbatim, by a licensed/certificated district employee, onto general Form A achievement test booklets or answer documents to be scored. One will be provided with each special version of the test. This general Form A test booklet or answer document must be returned to the DTC with the scorable materials. Each student's original Large-Print, Braille, English Audio CD, Bilingual, Foreign-Language CD, or Oral Translation Materials must be returned to the DTC with the nonscorable secure materials. Separate sheets added to the test booklet will **not** be scored.
- Home-educated students are taught at home and are not enrolled in district schools. When testing home-educated students, use a blank header sheet from the district overage. If there are home-educated students testing at the school, contact the DTC to acquire the necessary header sheet (see the sample School/Class Header Sheet on page 27). Complete sections 1 (Information Box) and 2 (District IRN) with the appropriate information. For Section 3, enter "999 999" for School IRN. This will ensure that home-educated students are not included in the school's score. Leave Section 4 (Test Administrator) blank. Enter the total number of home-educated student test booklets or answer documents in Section 6 (Number of Test Booklets/ Answer Documents).

Using the Pre-Identification Labels

Pre-identification labels are available to districts (see example on page 10). In those districts that choose not to take advantage of the personalized or generic student identification labels, all information will need to be gridded in on the back cover of the students' test booklets (grades 3 and 4) or answer documents (grades 5–8). Classroom reports are generated from the pre-identification file. Teacher names must be included on the pre-identification file for the classroom report to be generated.

Affix pre-identification labels to test booklets or answer documents **after** the test administration. If labels are affixed before testing, students might mark on the labels, which would affect the scanning of the test booklets or answer documents. The preprinted labels contain student name, Pearson student identification number, district IRN, name of district, school IRN, name of school, grade, student demographic information, and room number. The labels must be aligned carefully for machine scoring. The labels **do not** include IEP or LEP information; and boxes J, K and L will need to be gridded in, if appropriate, for each student. For grades 5–8, be sure that Section P "Form" is completed on the answer document to ensure that the answer document will be linked to the test booklet form the student used on the test. **Beginning with the May 2008 administration, test booklets are spiraled within buildings. For grade 5–8 answer documents, correctly gridding box P is extremely important and should be done after students have written their name on the back cover of the answer document.**

Administration of the Braille, Large-Print, and Bilingual Test Booklets and Oral Translation versions of the test involves the use of two test booklets or two answer documents. Be sure to affix the student's pre-identification label on the test booklet or answer document that is to be scored for that student.


Testing time should not be used to apply the pre-identification labels or to complete student demographic information.

For non-public schools, the district's student ID may be included in the space provided on the inside back cover of the test booklets.

Personalized Pre-Identification Labels

Personalized pre-identification labels are printed for students submitted on the district's pre-identification file in February. These labels are linked to a student's demographic information, even though all of that information is not printed on the label. The SSID will **not** be visible on the Pre-ID label.

Pre-Identification Label


<p>PREID NBR: 201930436-1 (ACH) STUDENT, NAME DIST: 999999 SAMPLE DISTRICT SCH: 123456 SAMPLE SCHOOL</p>  <p>GRD: 05 DOB: 02/09/1995 SEX: M ETH: 5 DSID: 000903805 ROOM NBR: 123 MAY 2008</p>
--

Generic Pre-Identification Labels

Generic Pre-Identification labels should be used when STCs are unable to bubble required demographic page information for students who do not have personalized pre-identification labels. If a Generic Pre-Identification label is used, the required demographic page information must be entered through the Record Change System of NCS SchoolHouse. If neither type of pre-identification label is used, demographic information must be bubbled on the answer document or test booklet. If a Generic Pre-Identification label is used, the following instructions **MUST** be followed:

Generic Pre-ID labels should be applied using the same rules for pre-ID label application provided in this *School Test Coordinator's Manual*. Following is a sample of the Generic Pre-ID label. The generic label includes the Pre-ID Number, District Name, District IRN, School Name, School IRN, the test administration the label should be used for, and a line for entering the name of the student who uses the Generic Pre-ID label.

Sample - Generic Pre-ID label

<p>PREID NBR: 700000163-6 (ACH) DIST: 999999 SAMPLE DISTRICT SCH: 123456 SAMPLE SCHOOL</p>  <p>NAME: _____ MAY 2008</p>
--

When using a Generic Pre-ID label, complete the following steps:

1. Handwrite the student name on the line provided on the label for the student who is using the Generic Pre-ID label.
2. Record the student data and the corresponding "Pre-ID NBR." The Pre-ID NBR is the unique bar-code number for the label. **This step is critical. Student data must be recorded so they can be**

entered into the SchoolHouse Record Change System. To assist in this activity, you have been provided a Generic Pre-Identification Label Tracking Roster listing the Generic Pre-ID numbers assigned to your school. See the following sample:

Generic Pre-identification Label Tracking Roster - Spring 2008 Ohio 3-8 AASWD

Student demographic data **MUST** be entered into the record changes system if a Generic Pre-ID label is used. The record changes system is an online system.

Use of this form is optional to record student demographic information for students who use Generic Pre-ID labels. Please reference the instruction memo included in your School Test Coordinator Packet for specific instructions.

Keep this form for your records. **DO NOT FAX.**

District IRN: 111111
 District Name: District A
 School IRN: 1111122
 School Name: School A

Pre-ID Barcode #	Student Name	Grade	DOB	Gender	SSID
112233445-1					
112233446-2					
112233447-3					
112233448-4					
112233449-5					
112233450-6					
112233451-7					
112233452-8					
112233453-9					
112233454-1					
112233455-1					
112233456-2					
112233457-3					
112233458-4					
112233459-5					
112233460-6					
112233461-7					
112233462-8					
112233463-9					

Sequence: 01234 Page 1 of 2

- School Test Coordinators should provide recorded information to district personnel who will be entering the demographic data into the Pearson SchoolHouse Record Change System. District personnel should go to <http://www.ncsSchoolHouse.com> to enter the student demographic data into the Record Change System. **From your homepage you will be able to access and download a detailed user's guide.** This guide will have specific instructions for using the site and entering student data.

It is critical that demographic information is entered on the correct record for the Generic Pre-ID label used for that student. Failure to do this could result in inaccurate student reporting. The way to ensure that correct information is entered for the correct record is to match the student name written on the Generic Pre-ID label with the matching Pre-ID NBR in the Record Change System.

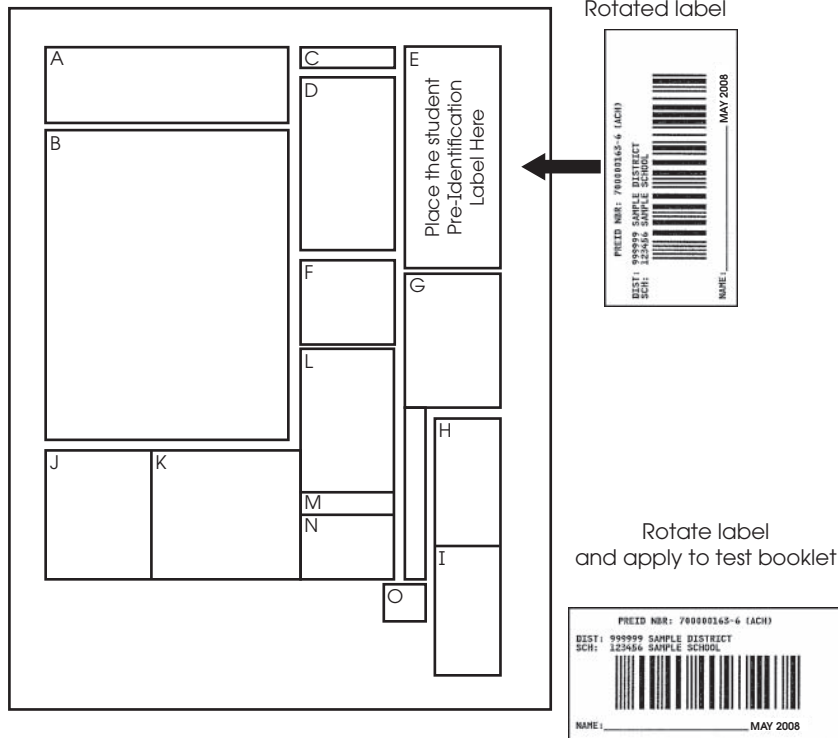
Districts may use Generic Pre-ID labels **without** using the online Record Change System. However, if the online Record Change System is **not used, then demographic information must be hand-gridded for those test documents where Generic Pre-ID labels are applied. Students whose data are hand-gridded will not be reported on printed classroom-level test score reports.**

- Apply the Generic Pre-ID label to the test booklet or answer document. **You do not need to grid boxes B through I, M, N, and Q with student data on the document if the DTC has entered this data in the Pre-ID Record Change System.** Gridded data will be overwritten with any demographic data entered in the Pre-ID Record Change System.
- When testing is complete, unused Pre-ID labels should be **destroyed**. Labels provided for this administration of the Ohio Achievement tests **CANNOT be used** for future administrations

Applying Personalized and Generic Pre-Identification Labels

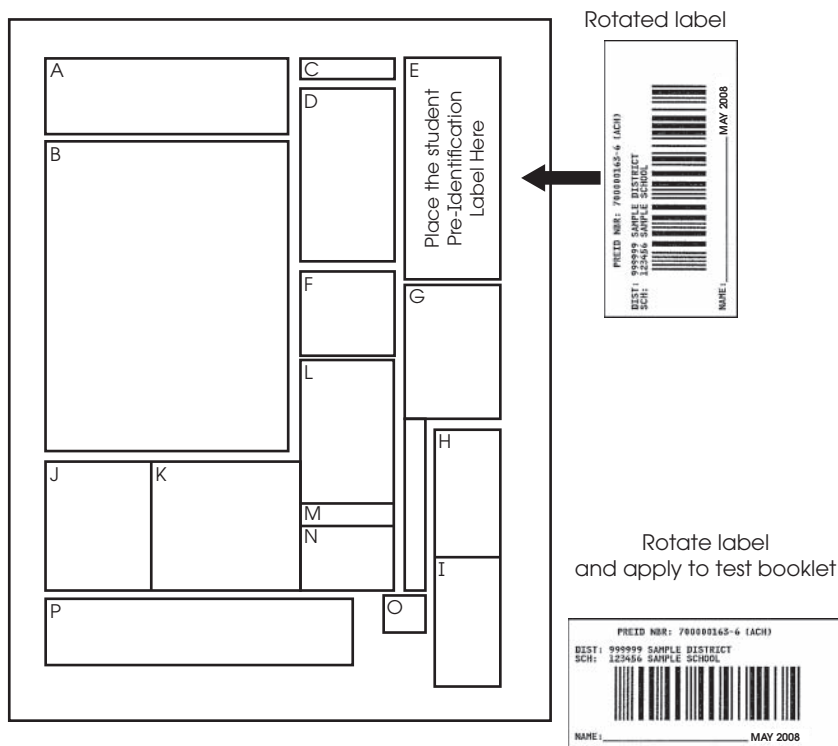
1. Prior to testing, Test Administrators will have students print their names on the line labeled NAME at the top of the front cover of each test booklet.
2. After testing, locate the appropriate label for each student's test booklet.
3. Apply the student pre-identification labels to the **back cover** of the test booklets (see the diagram to the right).
4. Check to make sure the pre-identification label matches the student name.

Back Cover of Grades 3 and 4 Test Booklet



Back Cover of Grades 5-8 Answer Document

1. Prior to testing, Test Administrators will have students print their names on the line labeled NAME at the top of the front cover of each answer document.
2. After testing, locate the appropriate label for each student's answer document.
3. Apply the student pre-identification labels to the **back cover** of the answer documents (see the diagram to the right).
4. Make sure Section P, "Form," is completed. This ensures that the answer document will be linked to the test booklet form the student used to take the test.



Before Testing

Receiving, Checking In and Distributing Test Materials

A school's test materials are packed in boxes clearly labeled with the school's name that are shipped to the district office for distribution to the school. Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving the shipment.

- Remove the Packing List and School Security Checklist from Box 1.
- Remove the zip-lock package labeled School Test Coordinator Kit. Please review the contents of this package and notify the DTC if additional materials are needed. The kit should contain the following:
 - Paper bands, PKG-5 (for banding scorable test booklets and answer documents to return to the DTC)
 - Yellow return labels or magenta return labels
 - FedEx Express labels (if applicable)
 - School/Class Header Sheet
 - Pre-identification labels
- Optional: Use the School Security Checklist to inventory the materials you received against the quantities listed on the Packing List. **Do not open shrink-wrapped packages yet.** The test booklet document packages contain Security Range Sheets, which are visible through the shrink-wrap. Compare the ranges of security numbers on the sheets with those on the School Security Checklist. Report discrepancies, if any, to your DTC on that same day. Do not lose or destroy the Packing List. It will be needed for reference when secure test booklets are returned after testing is complete.
- Count the materials received to verify that there is an adequate number for the TAs and students in the school. If additional materials are needed, notify the DTC immediately.
- Check booklets for broken or damaged seals, although test booklets/secure materials with broken seals are not necessarily defective and may be used.**
- Be sure that any missing or damaged test booklets or answer documents are replaced with an equal quantity. If you need additional materials, notify the DTC immediately.
- If additional materials are received from the DTC, be sure to record their security numbers on the School Security Checklist.
- Keep all test materials in locked storage until they are distributed to the TAs. Test materials must be distributed only on the administration day and must be returned to secure storage immediately after testing.
- Do not open packages of secure shrink-wrapped materials before the first day of testing.**
- Remind TAs that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered. Use these boxes to return the scorable materials to the DTC when testing is complete. If these boxes are damaged in the original shipment, use sturdy boxes or ask the DTC to request additional boxes from Pearson.

Report the following occurrences immediately to the DTC:

- Nonreceipt of any packages of test booklets or answer documents listed on the Packing List;
- Discovery of a damaged or defective test booklet or answer document (supply the eight-digit sequence number of the test booklet to the DTC);
- Discovery of missing or duplicate sequence numbers on any test booklets.
- Discovery of a broken seal, if a possible impropriety occurred (document the booklet number, version of the school security checklist).

The DTC will investigate any report that is made by the STC and if necessary contact ODE.

Use of Rulers

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.

Use of Protractors

Students need access to a protractor when taking the Grade 5 Mathematics Achievement Test. Students may be asked to find the measure of angles or to draw an angle of a specified “size” — one that has a measure of a specified number of degrees. Students should be familiar with and use this protractor during instruction.

Most protractors commonly purchased for use in classrooms are acceptable, including semicircular protractors, circular protractors and angle rulers.

Some plastic templates supplied by textbook series may include a protractor. Students may use a template while taking the Grade 5 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, shows fractional parts of a circle or includes fraction and decimal equivalents cannot be used during testing.

Use of Calculators

Students may use calculators on the Grades 6, 7 and 8 Mathematics Achievement Tests. Schools must ensure that each student uses only the appropriate type of calculator specified below when taking the Grades 6, 7 and 8 Mathematics Achievement Tests. Also, students may not use operating manuals, instruction or formula cards or other information concerning the operation of calculators.

- Students are permitted to use four-function and scientific calculators that meet the criteria described below.

- Students may use personal calculators or calculators provided by the school and/or district. The State will not provide calculators for student use.
- Test items are designed to be calculator neutral; that is, all items can be completed without using a calculator.

Criteria for Calculators:

Certain restrictions are placed on the capabilities and types of calculators that may be used by students on the Grades 6, 7 and 8 Mathematics Achievement Tests. For example, students may not use graphing calculators and calculators with certain word-processing capabilities.

Allowable Calculators/Functions:

Allowable calculators include most four-function and scientific calculators, including those with fraction capabilities.

Examples of Allowable Calculators*				
Casio	Sharp	Texas Instruments	Hewlett Packard	Other Calculators
HS-4G HS-8V SL-100L SL-300VE FX-55 FX-65 FX-250 series FX-260 FX-115 series FX0-300 series	EL-240SB EL-243SB EL-376B EL-500L EL-520V EL-531V	TI-503 SV TI-1706 SV TI-10 TI-15 TI-30X IIS TI-30Xa TI-34 II Explorer TI-36X Solar Math Mate	HP 9s HP 30s	Senario SC-121 (OGT calculator)

* This should not be considered a complete or exhaustive list of allowable calculators. There are additional models that are allowable.

Prohibited Calculators/Functions:

Students may NOT use calculators with any of the following capabilities:

- Graphing calculators
- Calculators with certain equation-solving functions and geometric capabilities
- Calculators with QWERTY keyboards and word-processing capabilities
- Large programmable calculators (100 steps or more)
- Laptop and hand-held computers
- PDAs (e.g., personal planners and electronic organizers)
- Electronic reference tools (e.g., spell checkers, dictionary and/or thesaurus)
- Calculators with tape or paper outputs

Examples of Prohibited Calculators*				
Casio	Sharp	Texas Instruments	Hewlett Packard	Other Calculators
FX 1.0 FX 2.0 FX-7400 series FX-9750 series FX-9850 series CLASSPad300	EL-506V EL-9600	TI-73 Explorer TI-80 TI-81 TI-82 TI-83 TI-84 TI-89 TI-92	HP 33s HP 9g HP 39g+ HP 48gII HP 49g+	

* *This should not be considered a complete or exhaustive list of prohibited calculators. There are additional models that do not meet the criteria for use on the achievement test.*

The calculator policy for the Grades 6, 7 and 8 Mathematics Achievement Tests is not intended to limit the types of calculators used within mathematics classrooms. Decisions requiring acquisition and use of more advanced technologies (e.g., graphing calculators and Calculator-Based Laboratories (CBLs)) at these grades should not be based solely on the calculator policy for these tests. The use of more advanced technologies is included in the academic content standards and should be part of the instructional program.

For clarifications or questions regarding the use of rulers, protractors or calculators, contact:

Office of Curriculum and Instruction
(614) 466-1317

Training Test Administrators and Monitors

One of the primary responsibilities of the STC is ensuring that everyone who administers or monitors the test understands the proper procedures for handling secure test materials, administering the test, coding data, and applying pre-identification labels to scorable test booklets (grades 3 and 4) and answer documents (grades 5–8) after testing. Training sessions should be conducted for all TAs and monitors in the school before testing.

On Test Day

- Distribute the test materials to the TAs, ensuring that all TAs have adequate quantities of the materials.
- Remind each TA to have the following materials:
 - One test booklet for each student
 - One answer document for each student at grades 5–8
 - Supply of sharpened No. 2 pencils with erasers (pens, colored pencils or markers may **not** be used to write responses — tests will **not** be scored)
 - Rulers for the Grade 3 Mathematics Achievement Test
 - Protractors for the Grade 5 Mathematics Achievement Test
 - Mathematics Reference Sheets (Grade 8 mathematics only, located within the test booklet)
 - Allowable calculators (Grades 6, 7 and 8 mathematics only)
 - *Directions for Administration*
 - Watch or clock
 - Silent work for students who do not bring their own
 - Appropriate pre-identification labels for his or her class (if applicable)
- Monitor the test administrations and make sure that TAs follow the correct procedures and read the script word for word. Be available to answer any questions that arise during testing.
- Make sure that all personnel involved in administering the test are following the test security guidelines.
- In the case of special versions (Braille, Large-Print, Foreign-Language CD, English Audio CD, and Oral Translation), be sure that the TA receives one set of materials per examinee before testing. Ensure that the materials are for the appropriate grade and, if applicable, language.
- For oral translation administrations, ensure that the TA, the translator and the student who will be tested know the location of the testing room.

After Testing

- Collect the materials from TAs immediately after testing. Place the materials in a secure, locked location.
- Compare the security numbers of the test booklets returned after testing with the numbers on your School Security Checklist (see Appendix A), and resolve any discrepancies immediately. Record any discrepancies, including the premature breaking of test seals, on the checklist.
- Check the back cover of each test booklet (grades 3 and 4) and each answer document (grades 5–8) to ensure that a pre-identification label is affixed, and all demographic information has been bubbled-in. See pages 9–12.
- Make sure that school/class header sheet (see Appendix A) is completed for each location or classroom where tests are administered in a school building.

- Make sure that the student, school and district names have been written in the spaces provided on the test booklets and answer documents.
 - Affix the pre-identification labels (see page 10) in the box provided (see page 12). If pre-identification labels are not used, confirm that all information has clearly been bubbled. Even if pre-identification labels are used, boxes J, K and L will need to be bubbled.
 - For grades 5–8, it is necessary to complete section P on the answer document. Locate the letter that appears on the front of the test booklet and bubble that letter in section P. Form information is not included on the pre-identification label. See the demographic sheets for Grade 3 and Grade 5 on pages 20 and 21.
- Keep the School Security Checklist for the school’s records.
- Package and return scorable test booklets and answer documents to the DTC. For complete instructions, see pages 22–25.
- Package and return all secure nonscorable materials to the DTC. Special versions (Braille, Large-Print, English Audio CD, Bilingual, Foreign-Language CD, and Oral Translation) including the audio CDs, must be returned to the DTC with the secure nonscorable materials. For complete instructions, see page 25.
- Complete the Test Administrator Comment Form, which is found on the ODE Web site. Log on to <http://www.ohiodocs.org/OAT.htm>.

After Testing: Oral Translation Materials

- After each oral translation administration, collect and open the used Oral Translation Materials from the TA. Remove the test booklet or answer document into which the student’s responses were translated and transcribed and apply the student’s pre-identification label, if one is available. Otherwise, ensure that the appropriate demographic sections have been completed. Place the test booklet or answer document with your school’s regular scorable test booklets or answer documents.
- Check that the student’s name is written on the test booklet or answer document in which he or she originally responded to the test questions and that the audiocassettes are labeled with the student’s name and your school IRN (see pages 37 and 38 for instructions regarding audiocassettes). Grid the appropriate subject in box K on the demographic page. Finally, check to see that the TA and the translator completed and signed the Translator Report Form. Please mail this form to the American Institutes for Research using the envelope supplied in the materials. Place the original test booklet and the rest of the student’s Oral Translation Materials in the zip-lock bag and return it to your DTC with your school’s nonscorable materials.

Students Who Become Sick

If a student becomes ill and vomits on her or his test booklet or answer document and is able to continue the test, the student should be given a new test booklet or answer document so that she or he may continue. Later, the student’s responses and demographic information should be transcribed into the new test booklet or answer document, which will be the copy of the test to be scored. The soiled test booklet or answer document should be placed in a zip-lock bag and returned to the DTC with the unused materials. Please alert the DTC to this situation so that she or he can document the test booklet barcode on the Material Resolution Form.

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

Invalidating Scores

Contact the DTC about procedures to invalidate a student's test. Paper invalidation request forms had been used in the past **but will no longer be accepted or processed**. Districts will **not** be notified if they submit paper forms, and the invalidation request will **not** be processed for the achievement tests by Pearson. A student whose test is invalidated will be reported as INVALID (INV) on school reports. **Invalidations may be submitted for the May 2008 administration in one format:**

- **Online** through SchoolHouse during a **3-day period, May 28–30** (Instructions for invalidating student scores in the pre-reporting record change system will be included in the user's guide available for download.)

Note: After the test results are received by districts, Pearson will not invalidate test results.

The following examples reflect some, but not all, possible reasons to invalidate a test:

- Test security is compromised by an administrator.
- The student is discovered cheating (must be invalidated).
- The student started but did not complete the test because of illness (district's choice to invalidate or have the student complete the test). The student may complete the test when he or she returns to school if within the test window.

Do Not Score Test Booklets or Answer Documents

A very small number of test booklets or answer documents containing student responses should be designated as "Do Not Score." The following examples reflect some, but not all, possible reasons to not score a test:

- Student responses have been transcribed into another document that should be scored. Students who write responses in a language other than English (Bilingual Booklets, Oral Translation Materials) have their responses translated and transcribed into a second booklet or answer document. The original booklet or answer document, containing responses in a language other than English, should not be scored.
- The test booklet or answer document is found to be defective.
- Inappropriate marks have been made by the student on the test booklet or answer document.

To designate a test booklet or answer document as "Do Not Score," the TA should mark a large X and the words DO NOT SCORE. The STC should package and return the student's test booklet or answer document, along with the other non-scorable test booklets, following regular packaging directions in this manual.

Packaging and Returning Materials

After testing, it is the STC's responsibility to collect, take inventory of and pack all test materials (both scorable and nonscorable) for return. All test materials must be returned promptly after testing. It is critical that the return procedures be followed:

- Collect test booklets or answer documents from TAs, confirming the reception of all the test booklets and answer documents distributed.
- Separate the scorable student test booklets from the nonscorable test booklets or answer documents and other materials. Take inventory of all test booklets and answer documents to be sure that no test booklets or answer documents are missing.
- Account for all nonscorable test booklets after the completion of testing.
- Arrange all nonscorable test booklets or answer documents by sequence number order, including any that the DTC has supplied to make up for shortages. Use the Packing List and the School Security Checklist to verify that all test booklets and answer documents delivered are being returned.
- Check to be sure that the zip-lock bag from used Oral Translation Materials contains the following items:
 - The student's original test booklet or answer document with Box L completed (not the scorable test booklet or answer document with the pre-identification label);
 - Two audiocassettes labeled with the student's name and school IRN;
 - A completed Translator Report Form;
 - The Oral Script of each test;
 - An English Audio CD;
 - Supplemental instructions.

Returning Scorable Test Booklets or Answer Documents


Pearson may be using multiple overnight carriers for the May 2008 Ohio Achievement Tests. Regardless of which carrier is assigned, all scorable material pickups have been prearranged for **Friday, May 2**, at the district location. STCs return labeled boxes of scorable materials to DTCs prior to this pickup.

It is **very** important that schools follow the return procedures below so that scorable test booklets or answer documents can be received and scored expeditiously. Any scorable materials in the district's shipment of nonscorable materials will be reported later than the date on which the regular reports are due in the district.

- Locate the zip-lock envelope labeled School Test Coordinator Kit. This packet contains colored return-shipping labels, carrier labels (if applicable), paper bands, and School/Class Header Sheets (see sample in Appendix A), which are preprinted with district and building information.
- Organize all scorable test booklets or answer documents for return to the DTC and complete the School/Class Header Sheet(s). If testing more than one grade, please sort the test booklets and answer documents accordingly.
- Complete one School/Class Header Sheet for each classroom or location tested within a school building, bubbling in the test administrator's name, grade and the number of scorable test booklets or answer documents for that class. Place these header sheets on top of the scorable test booklets or answer documents for that particular class.**

- Use the original shipping boxes to return the scorable materials to the DTC. If these boxes have been damaged, please use an ECT 44 (275-lb) rated box or contact the DTC for additional boxes. Do not overfill the box, and be sure to use filler if the materials do not completely fill the box. Remove any previous markings or labels from the boxes before applying the shipping label.
- To pack boxes, carefully stack the scorable test booklets or answer documents and band each stack from top to bottom and from side to side with a paper band from the School Test Coordinator Kit. Tape the paper band to itself; do not tape it to the test booklets or answer documents. Do not use a staple to fasten the paper band. Place packing material around the stacks to prevent them from shifting during shipping.
- Seal the boxes securely with packaging tape unless otherwise instructed by the DTC.
- Use the yellow or magenta return-shipping labels from the School Test Coordinator Kit. This is essential to indicate to Pearson that each school has returned its scorable materials. See an example of a label on page 24.
- Use the magenta return label if a school has been designated for early return of scorable test materials.
- Do not destroy any secure materials. **All** secure test materials must be returned to your DTC (scorable and nonscorable).
- Place one yellow return-shipping label (or magenta label for early return schools) on the side of each box. Count the total number of boxes. On the return label line that reads "Sch: Box ___ of ___," fill in the sequence of boxes being returned (e.g., indicate Box 1 of 3, Box 2 of 3 and Box 3 of 3). Do not write anything else on the return-shipping labels.
- Place one overnight/express label (if provided) on each box of scorable materials.

Sample Return-Shipping Label

DIST: _____	DIST #: _____
	DIST: BOX ___ OF ___
SCHOOL: _____	
SCH: BOX ___ OF ___	
<p>OH3-8 ACH USED May 2008</p> <p>PEARSON EDUCATIONAL MEASUREMENT 2510 N. DODGE ST. IOWA CITY, IA 52245</p>	
	
<p>418-802-001 0005560324 ANS</p>	


Applying Carrier Return Labels

If a dedicated freight carrier has been assigned to your district, there will be no carrier airbills/labels in the STC kit. The DTC has been provided with a bill of lading for the entire district shipment. Only apply the yellow or magenta Pearson return labels as described on the previous page.

Apply a Fed-Ex carrier label to each box returned to the DTC. Please follow the instructions below:

- Remove the carrier return labels contained in the School Test Coordinator Kit.
- Apply carrier return labels (along with the yellow or magenta labels) to **each box** before delivering scorable materials to DTCs.
- If you are an "Early Return" school, you will have airbills/labels for Saturday delivery to Pearson. Please confirm that you are using "Saturday" labels and stickers as described in the table on the following page.
- **Please retain a copy of all tracking numbers.** Each box returned to Pearson will have a unique tracking number, which may be accessed via a SchoolHouse Web site link.

See the table below for examples of the labels:

Carrier	Sample of Label (located in STC Kit)	Applying the Label from the STC Kit	Saturday Labels for Early Returns
FedEx		<p>STC affixes 1 FedEx “Express Label” to each box</p>	<p>“Saturday Delivery” printed at the bottom of the label</p>

Returning Nonscorable Materials

Pack all secure nonscorable test booklets, including Braille and Large-Print Test Booklets, English Audio CD Materials, Bilingual Test Booklets, Foreign-Language CD Materials, and Oral Translation Materials in boxes for return to the DTC. Number the boxes 1 of 3, 2 of 3, and so on.

The School Test Coordinator’s Manual and the *Directions for Administration* do not need to be saved or returned to Pearson. New materials will be provided for each administration.

Note: The Grade 8 Mathematics Reference Sheets that are unused/unmarked by students are not secure materials and can be used for instructional purposes. Mathematics Reference Sheets that have student-written calculations on them are secure and must be returned with other secure materials to your DTC.

APPENDIX A

FORMS

Sample School/Class Header Sheet

Sample School Security Checklist

SAMPLE



Grades 3-8 Achievement Tests Spring 2008

SCHOOL SECURITY CHECKLIST

OPTIONAL USE

Deliver To: 044444011111
DISTRICT NAME
SCHOOL NAME

Ship To: 044444011111
DTC NAME
DISTRICT NAME
DISTRICT ADDRESS
CITY, OH 07649

The following list contains the security numbers of all secure (test booklets and special version materials) that have been assigned to your school. We have provided this form to help you track assigned booklets, whether the booklets were returned, and the reason any booklet was not returned. The use of this form is OPTIONAL.

NOTE: **Unused** Grade 5-8 Answer documents are no longer secure and do not need to be tracked or returned.

BEFORE THE ASSESSMENT

To assist you in tracking the secure test booklets, write the name of the test administrator receiving the booklet in the column labeled, "Booklet Assigned". If any booklets are not assigned, leave the "Booklet Assigned" field blank.

AFTER THE ASSESSMENT

For each booklet being returned place a check mark in the column labeled "Returned". If a booklet is NOT being returned, explain why in the space provided. If you require additional space for your explanation, write on the back of the form. Immediately inform your District Test Coordinator (DTC) if a booklet cannot be found after testing.

DO NOT return this form with your test materials. Keep this form for your records for a minimum of two months after the test administration. You will need to refer to it if an investigation of missing materials takes place. Because you are accountable for any booklet that is missing after the security numbers have been electronically verified at Pearson, we recommend that you provide a copy of this form to your DTC.

For TEST BOOKLET, GR 5 R/M – SECURE PK-10

Security Number(s)	Booklet Assigned	Returned	Reason booklet is not being returned	Seal Broken/Missing
003838001				
003838002				
003838003				
003838004				
003838005				
003838006				
003838007				
003838008				
003838009				

APPENDIX B

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 United States or another country;
- show impaired classroom performance or ability to meet state standards for achievement on tests because of his or her difficulty speaking, reading, writing, or understanding English.

All LEP students are allowed the use of a dictionary and 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 Materials — 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 Materials — 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 2007–08 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 that accommodations 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.

Special Versions Summary

Test Materials	For the student who:	After the administration, the Test Administrator will...
Large-Print Materials	has difficulty reading text in a standard-size font and/or needs to highlight text.	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 Materials	reads classroom materials in Braille.	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.	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 Materials	reads classroom materials in Spanish and is an eligible LEP student.	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.	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 Materials	needs an oral administration in a language not available on CD (see above) and is an eligible LEP student.	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 the student answer the multiple-choice (MC) questions in one of the two test booklets in the materials and 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 Materials

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. Large-print materials listed below contain resources to administer the test to one student.

Large-Print Materials contain the following items:

- an 8½- by 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.

Each Large Print test booklet is sealed. The general Test Form A contains security seals for each subject. Please follow the instructions in the Directions for Administration (DFA) for breaking the appropriate security seal prior to test administration.

Administering a Test Using Large-Print 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.

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 the 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. For grades 5–8, Form A must be coded in Box P on the back cover of the answer document.

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

Braille Test Booklet Materials

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- by 11-inch single-sided Braille pages. The Braille Materials listed below contain enough resources to administer the test to one student.

Braille Materials contain 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.

The general Test Form A contains security seals for each subject. Please follow the instructions in the Directions for Administration (DFA) for breaking the appropriate security seal prior to test administration.

Administering a Test Using Braille 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 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 the 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 P 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. For grades 5–8, Form A must be coded in Box P on the back cover of the answer document.

Return the Braille test booklet to the 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.

English Audio CD Materials contain 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.

The general Test Form A contains security seals for each subject. Please follow the instructions in the Directions for Administration (DFA) for breaking the appropriate security seal prior to test administration.

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 P 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. For grades 5–8, Form A must be coded in Box P 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 Materials

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 Booklet Materials contain enough resources to administer the test to one student.

Bilingual Materials contain the following items:

- 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.

Each bilingual test booklet is sealed. The general Test Form A contains security seals for each subject. Please follow the instructions in the Directions for Administration (DFA) for breaking the appropriate security seal prior to test administration.

Administering the Test Using Bilingual Test Booklet 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.** Like the regular test materials, these materials 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 the 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 P 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. For grades 5–8, Form A must be coded in Box P on the back cover of the answer document.

Return the used bilingual test booklet and any extra test materials to the 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 Pearson.

The CDs are packaged by grade and language. Foreign-Language CD Materials contain 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.

The general Test Form A contains security seals for each subject. Please follow the instructions in the Directions for Administration (DFA) for breaking the appropriate security seal prior to test administration.

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 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 student. In these cases, the student may respond in English or in the language specified on the original CD. If the student requires an oral translation of a test for which a Foreign-Language CD is available, it is the school's 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 P 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. For grades 5–8, Form A must be coded in Box P 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 Materials

The Oral Translation Materials are 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). Oral Translation Materials listed below contain enough resources to administer the test to one student.

Oral Translation Materials contain 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 materials;
- a postage-paid envelope for returning the Oral Translator's Report Form.

The general Test Form A contains security seals for each subject. Please follow the instructions in the Directions for Administration (DFA) for breaking the appropriate security seal prior to test administration.

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 the Oral Translation 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, perhaps using different translators. **It is critical that the student is tested using the same materials for all of the tests.** Like the general test materials, these materials 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 to 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 Materials include 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 TA should mark a large X and the words "DO NOT SCORE" on the test booklet that contains responses written in a language other than English. The student's pre-identification label must be placed on the 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 P 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. For grades 5–8, Form A must be coded in Box P 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 Materials.

Returning the Used Oral Translation Materials

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 and returned to the STC. It will be returned to the DTC with the rest of the school's scorable materials.

