



Ohio Achievement Tests



Reading

School Test Coordinator's Manual

October 2009



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

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October 2009 Test Schedule

Date	Activity
October 5–9, 2009	Test administration dates.
When testing is complete but no later than October 9, 2009	Schools with magenta “Early Return” labels return scorable materials to DTCs.
When testing is complete but no later than October 12, 2009	Schools with yellow “Regular Return” labels return scorable materials to DTCs.
When testing is complete but no later than October 16, 2009	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 October 2009 administration of the Grade 3 Reading Ohio Achievement Test (OAT). Included are instructions for receiving and distributing test materials and for returning all test materials (scorable and nonscorable) to the District Test Coordinator (DTC). The October 2009 Grade 3 Reading Ohio Achievement Test will be distributed, retrieved and scored by Pearson.

There are several security protocols, packaging procedures and operational practices that STCs should be aware of for the October 2009 Grade 3 Reading Ohio Achievement Test administration.

There is only one general test booklet form for the October 2009 Grade 3 Reading Ohio Achievement Test. The general test booklet must be used with all special versions (Read Aloud, English Audio CD, Braille, and Large Print) and by the Test Administrator (TA) if needed for a Read Aloud.

The October 2009 OAT demographic information will now be collected on the back cover and inside back cover of the student test booklet. The back cover contains individual student information, such as Pre-ID label, name, gender, date of birth, ethnicity, testing group number, District IRN, and School IRN. The inside back cover contains the SSID, Local Student ID, LEP/IEP status, accommodations, special versions, and migrant status.

New Mylar bands for scorable document return are being provided for October 2009, replacing the brown paper bands provided for previous administrations. These bands are larger and stronger and will improve the process of banding test booklets. Additionally, these bands contain fields for providing information for documents included in the band group. This information is intended to assist STCs in organizing scorable test materials for return to Pearson. The information on the new bands includes School Name, School IRN, name of School/Class header group, number of booklets included in the banded packet, and number of packets for that School/Class header group (if a School/Class header group extends beyond one banded packet).

Also, student test booklets contain a new box (**Box “G”**; see below) labeled “Testing Group Number” on the back cover. The Testing Group Number should be assigned to a **testing location**, not a Test Administrator. The purpose of assigning a testing group number to a **testing location** is to aid in identifying a cohort of students quickly and easily should an anomaly occur during testing, such as defective materials being discovered after the test was administered.

G Testing Group Number		
Based on Location		
Reading		
1	0	7
0	●	0
●	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	●
8	8	8
9	9	9

A testing group is defined as any location within the school where an OAT administration (of any size) is being conducted. The district must designate a person or persons to assign testing group numbers to all testing locations within each school.

The sample Testing Group Roster in Appendix A may be used to assign and/or record testing group numbers. This roster is also available for download at <http://www.ohiodocs.org/OAT.htm> or from the Ohio Department of Education (ODE) Web site at <http://education.ohio.gov/>, keyword search "Testing Group Numbers."

Use of testing group numbers is required but not the use of the Testing Group Roster. For example, schools may develop their own spreadsheet or use a local database to organize the testing group information. Regardless of the method used to assign testing group numbers, any documentation should be kept at either the school(s) or the district for one year after the test administration. STCs should discuss with their DTC the best place to keep this documentation. A STC may be asked to make this information available after the test administration.

If test booklets are returned for scoring without Box "G" completed, the STC may be contacted to provide the information.

The testing group number documentation should NOT be returned to Pearson or to ODE unless requested.

Use of a **School/Class Header Sheet** is required. Separate headers are not required for each class or small group administration. One per school is sufficient. The district must maintain a list showing which TA administered the tests for each class.

Responsibilities of the School Test Coordinator

The STC is responsible for coordinating the October 2009 administration of the Grade 3 Reading Ohio Achievement Test in the school. The STC's primary responsibilities include the following:

- Become familiar with both this manual and the *Directions for Administration* for the Grade 3 Reading Ohio Achievement Test.
- 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 for each classroom. The TA must be an employee of the district and hold a license/certificate issued by the Ohio Department of Education (ODE). For any group of more than 30 students, a monitor must assist the TA. The ratio of TAs/monitors to students is one adult to 30 students in any testing room.
- Receive, check in and securely store the test materials.
- Assign testing group numbers for each test session and provide this information to TAs, who will ensure that the numbers are recorded on students' test booklets. Discuss with the DTC whether this documentation should be returned to the district or kept at the school.
- 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 the test booklets in which students have recorded their responses. Nonscorable secure materials are **unused** test booklets, Braille and Large-Print test booklets, English Audio CD Materials, and those Braille and Large-Print test booklets that have student responses. Remember to use the correct **color** label on each box. Incorrect labeling may send scorable tests to the nonscorables site. This will place scorable tests in the late batch. Late batch results are returned at a later date than the initial distribution of results.

Testing Schedule and Time Allotments

The October 2009 administration of the Grade 3 Reading Ohio Achievement Test will take place **October 5 through 9, 2009, to include make-up testing**. Districts may set their own schedules for administering the test during that week, as long as the test is completed within one day.

Schools designated as Early Return (magenta labels) will need to have scorable test materials returned to the DTC no later than **October 9, 2009**. Schools with yellow return labels will need to have scorable test materials returned to the DTC no later than **October 12, 2009**.

To ensure that all students have sufficient time to complete the test, the time allotment for the Grade 3 Reading Ohio Achievement Test is 2½ hours, excluding breaks. Please note that IEP and LEP students may have 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.

Test Security

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

- STCs are 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 in which students have recorded their responses. Nonscorable secure materials are unused test booklets, Braille and Large-Print test booklets, English Audio CDs, and those Braille and Large-Print test booklets that have student responses.
- STCs are also responsible for ensuring that TAs act in accordance with all security requirements while test materials are in their possession.
- STCs are 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, which contain test questions, student information and student responses, and nonscorable secure test materials, which include unused test booklets and all special versions of the test (Braille, Large-Print and English Audio CD Materials). It is illegal and unethical to reproduce or disclose any of these materials or cause them to be reproduced or disclosed in any format. Test security is vital for the administration of the Grade 3 Reading Ohio Achievement Test. STCs are responsible for ensuring the security of not only the physical test booklets and CDs but also the individual test questions and other materials. The STC's responsibility for maintaining the security of the test booklets, English Audio CDs, test questions, and other secure materials continues even after the test booklets 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://education.ohio.gov/>, keywords "Ohio Administrative Code." A summary of test security provisions from the Ohio Administrative Code is shown in Appendix D.

All electronic devices (cell phone, iPod, etc.) must be collected from students prior to the test administration. Students **must** be told that electronic devices are prohibited during the test administration. Use of an electronic device during a test administration is a security violation. TAs should turn off their cell phones so as not to disturb the students.

The following are **security violations** (this is not an exhaustive list).

Before 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;

- Describing the test questions in a letter, discussing the test questions or photocopying the test questions prior to the public release of test questions when they are posted on the ODE Web site;
- Standing by a student's desk and indicating in some manner that the student's answer is incorrect, blank or deficient.

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;
- Describing the test questions in a letter, discussing the test questions or photocopying the test questions prior to the public release of test questions when they are posted on the ODE Web site;
- Altering a student's response after the student has turned in the test booklet.

At any point, if an STC believes that a violation of test security has occurred, notify the DTC and 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 have been 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, and the results of the security report are shared with ODE.

Handling of Secure Materials

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

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. Students should never be left unattended with tests. If students are allowed to leave the room while testing is in progress, they must first turn in their test booklets.

When the test administration is complete and all test materials have been accounted for, the STC should immediately return the scorable test booklets to the DTC, following the directions starting on page 17.

At any point, if an STC believes that a violation of test security has occurred, he or she should contact the DTC immediately.

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 with performing 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 also be found on the Internet: log on to <http://education.ohio.gov/>, keywords "Ohio Administrative Code."

Basic Guidelines for Test Administration

The Grade 3 Reading Ohio Achievement Test is printed in one scannable test booklet. 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.

All scorable responses must be written using a No. 2 pencil. Students must not use mechanical pencils, pens, colored pencils, highlighters, or markers to write responses — the tests will not be scored and no rescoring is done for the October test administration.

Remember that scorable test booklets must be returned to the DTC **no later than October 12, 2009**.

Consider the items below when scheduling and administering the Grade 3 Reading Ohio Achievement Test:

- Students are allowed a maximum of 2½ hours on any one day during the week of **October 5 through 9, 2009**.
- Students who take a test with procedural accommodations or use a special version (e.g., Braille or Large-Print) must have their responses and demographic information transcribed verbatim by a licensed/certified district employee into a general Grade 3 Reading Ohio Achievement Test booklet to be scored. Always have a witness present when transferring the responses to the second test booklet. A general test booklet will be provided with each special version of the test and must be returned to the DTC with the scorable materials. Each student's original Large-Print or Braille test booklet or English Audio CD Materials must be returned to the DTC with the nonscorable secure materials. Separate sheets added to the test booklet will **not** be scored.
- All of the following may be required for the test administration for those students with an IEP or 504 Plan or identified as LEP:
 - a test that is read aloud to the student or an English Audio CD;
 - a Braille or Large-Print test booklet;
 - a scribe who writes the student's responses.
- Home-educated students are taught at home and are not enrolled in the district's schools. When testing home-educated students, use a blank School/Class Header Sheet from the district overage. If home-educated students are testing at the school, contact the DTC to acquire the necessary header sheet (see the sample School/Class Header Sheet in Appendix A on page 22). Complete sections 1 (Information Box) and 2 (District IRN) with the appropriate information. For Section 3, enter "999999" for School IRN. This will ensure that home-educated students' scores are not included in the school's score. Leave Section 4 (Test Administrator Name) blank. Enter the total number of home-educated student test booklets in Section 5 (Number of Test Booklets).

Using the Pre-ID and Generic Labels

Pre-ID labels are available to districts (see example below). In those districts that choose not to take advantage of the Pre-ID or Generic student identification labels, all information will need to be gridded on the back cover and inside back cover of the students' test booklets. Classroom reports are generated from the Pre-ID file. Teacher names must be included on the Pre-ID file for the classroom report to be generated.

Affix Pre-ID labels to test booklets **after** the test administration. If labels are affixed before testing, students might mark on the labels, which will affect the scanning of the test booklets, or the tests may be distributed to the wrong student and scores will be assigned to the wrong student. Information is embedded in the barcode, which contains Student Name, District IRN, District Name, School IRN, School Name, Grade, and student demographic information. The labels must be aligned carefully on the test booklets for machine scoring. The labels **do not** include Testing Group Number or IEP and LEP information; therefore, boxes G, N, O, and P on the back cover and inside back cover of the test booklet will need to be gridded in, if appropriate, for each student.

Administration of the Read Aloud, English Audio CD, Braille, Large-Print, and Scribe versions of the test involves the use of two test booklets. Be sure to affix the student's Pre-ID or Generic label on the test booklet that is to be scored for that student. It is important to match the name on the label with the name on the front cover.


Testing time should not be used to apply the Pre-ID or Generic 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.

Pre-ID Labels

Pre-ID labels are printed for students whose names were submitted on the district's Pre-ID file. These labels are linked to students' demographic information, even though not all of that information is printed on the label. The SSID will **not** be visible on any Pre-ID label.

Sample Personalized Pre-ID Label

PREID NBR: 201930436-1 (ACH)	
STUDENT, NAME	
DIST: 999999	SAMPLE DISTRICT
SCH: 123456	SAMPLE SCHOOL
	
GRD: 03	DOB: 02/09/2001
SEX: M	ETH: 5
DSID: 000903805	ROOM NBR: 123
OCTOBER 2009	

Generic Labels

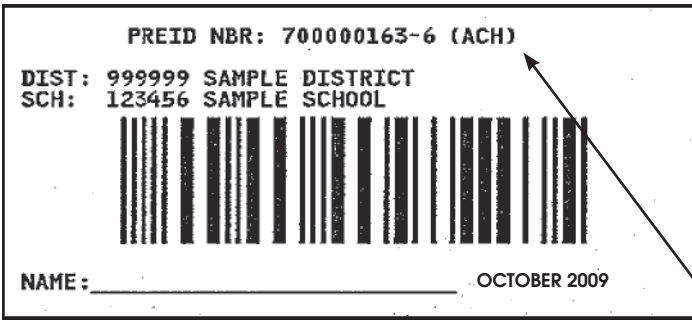
Generic labels should be used when STCs are unable to bubble required demographic information for students who do not have Pre-ID labels. If a Generic label is used, the required demographic information must be entered through the American Institutes for Research (AIR) TIDE Record Change System. If neither type of label is used, demographic information must be bubbled on the test booklet. If a Generic label is used, the following instructions **MUST** be followed:

Generic labels should be applied using the same rules as for Pre-ID label application provided in this School Test Coordinator's Manual. Following is a sample of the Generic 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 label.

When using a Generic label, complete the following steps:

1. Use a **No. 2 pencil** to write the student's name on the line provided on the label.

Sample Generic Label



2. Record the student's data and the corresponding "Pre-ID NBR." The Pre-ID NBR is the unique barcode number for the label. **This step is critical. Student data must be recorded so the student's information can be entered into the TIDE Record Change System.** To assist with this activity, a Generic Label Tracking Roster has been provided, which lists the Generic numbers assigned to the school. See the following sample:

Generic Label Tracking Roster - October 2009 Ohio 3 Reading

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

3. STCs should provide recorded information to district personnel who will be entering the demographic data into the TIDE Record Change System.

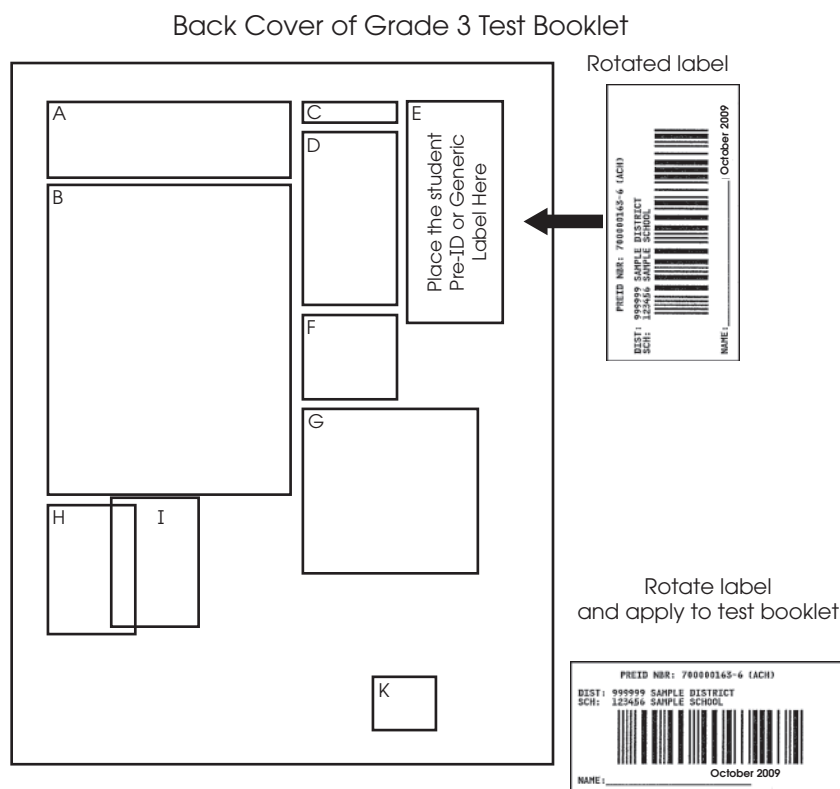
It is critical that demographic information is entered on the correct record for the Generic label used for that student. Failure to do this could result in inaccurate student reporting. The way to ensure that correct information is entered for the correct record is to match the student name written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

If the online Record Change System is **not used**, then demographic information must be **hand-gridded** for those test documents where Generic labels are applied. Students whose data are hand-gridded **will not be reported** on printed classroom-level test score reports.

4. Apply the Generic label to the test booklet that will be returned for scoring. **STCs do not need to grid boxes B through F, H, I, L, M, and Q with student data on the document if the DTC has entered these data in the Record Change System.** Gridded data will be overwritten with any demographic data entered in the Record Change System.
5. When testing is complete, unused Pre-ID labels should be **destroyed**. Labels provided for this administration of the Grade 3 Reading Ohio Achievement Test **CANNOT be used** for future administrations.
6. It is not recommended that students complete the demographic information.

Applying Pre-ID and Generic Labels

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



Demographic Sheet: Grade 3 Test Booklet Back Cover

A

Student Name _____

School Name _____

District Name _____

Do NOT Affix
Pre-ID Label Here

C Gender

Female Male

D Date of Birth

Month	Day	Year
<input type="radio"/> Jan	0 0	0 0 0
<input type="radio"/> Feb	1 1	1 1 1
<input type="radio"/> Mar	2 2	2 2 2
<input type="radio"/> Apr	3 3	3 3 3
<input type="radio"/> May	4	4 4 4
<input type="radio"/> Jun	5	5 5 5
<input type="radio"/> July	6	6 6 6
<input type="radio"/> Aug	7	7 7 7
<input type="radio"/> Sep	8	8 8 8
<input type="radio"/> Oct	9	9 9 9
<input type="radio"/> Nov		
<input type="radio"/> Dec		

Place the Student
Pre-ID Label Here

Last Name										First Name										MI
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

F Ethnicity

American Indian

Asian/Pacific Islander

Black/African American

Hispanic

White

Multi-racial

Other

G Testing Group Number

Based on Location

Reading

<input type="radio"/>	0	0	0
<input type="radio"/>	1	1	1
<input type="radio"/>	2	2	2
<input type="radio"/>	3	3	3
<input type="radio"/>	4	4	4
<input type="radio"/>	5	5	5
<input type="radio"/>	6	6	6
<input type="radio"/>	7	7	7
<input type="radio"/>	8	8	8
<input type="radio"/>	9	9	9

H District IRN

<input type="radio"/>	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2
<input type="radio"/>	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4
<input type="radio"/>	5	5	5	5	5
<input type="radio"/>	6	6	6	6	6
<input type="radio"/>	7	7	7	7	7
<input type="radio"/>	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9

I School IRN

<input type="radio"/>	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2
<input type="radio"/>	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4
<input type="radio"/>	5	5	5	5	5
<input type="radio"/>	6	6	6	6	6
<input type="radio"/>	7	7	7	7	7
<input type="radio"/>	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9



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

K
Pearson Use
Only
A B

Before Testing

Establishing a Testing Schedule

Administration of the Grade 3 Reading Ohio Achievement Test must take place during the week of **October 5 through 9, 2009**, to include make-up testing. Districts may set their own schedule during this test window, as long as the test is completed within one day. Check with the DTC to determine whether the district has more specific requirements for the testing date.

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 test materials from the DTC.

- 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:
 - Zip-lock bag (holds all materials)
 - Mylar Bands, PKG-10 (for banding scorable test booklets to return to the DTC)
 - Yellow or magenta envelope containing return materials (FedEx labels and Pearson colored return labels)
 - School/Class Header Sheets
- Optional: Use the School Security Checklist to inventory the materials received against the quantities listed on the Packing List. **Do not open shrink-wrapped packages before the first day of testing.** The test booklet 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 the DTC on that same day. Do not lose or destroy the Packing List. It will be needed for reference when returning secure test booklets 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. Count through the shrink wrap. **Do not open** shrink-wrapped packages prior to the first day of testing.
- Be sure that any missing or damaged test booklets are replaced with an equal quantity. If additional materials are needed, 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 distributing them 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 order additional boxes from the TIDE Web site.

Report the following occurrences immediately to the DTC:

- Nonreceipt of any packages of test booklets listed on the Packing List;
- Discovery of a damaged or defective test booklet (supply the 10-digit sequence number of the test booklet to the DTC);
- Discovery of missing or duplicate sequence numbers on any test booklets.

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

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-ID and Generic labels to scorable test booklets 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.
- Make sure that testing group numbers have been assigned and provided to the TAs, who will then ensure that the numbers are recorded on the students' test booklets. Record these numbers on the Testing Group Roster (see the sample in Appendix A).
- Remind each TA to have the following materials:
 - Test booklet for each student (the TA does not have a test booklet unless administering a Read Aloud)
 - 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)
 - *Directions for Administration*
 - Watch or clock
 - Silent work for students who do not bring their own
 - Appropriate Pre-ID or Generic labels for his or her class
- Monitor the test administration and make sure that the 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, English Audio CD Materials), be sure that the TA receives one set for each student before testing begins.

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 the School Security Checklist (see Appendix A) and resolve any discrepancies immediately. Record any discrepancies on the checklist.
- Affix the Pre-ID or Generic labels (see page 11) in the box provided. If Pre-ID or Generic labels are not used, confirm that all demographic information has been clearly bubbled and that the student, school and district names have been written in the spaces provided on the test booklets. Even if your school is using Pre-ID or Generic labels, boxes G, N, O, and P will need to be bubbled if needed. For instructions see page 9.

- Make sure that all TAs understand that the reading passages including the word bank **CANNOT** be read aloud. To do so would invalidate the test. There are no breach forms for the October 2009 Grade 3 Reading Ohio Achievement Test.
- Make sure that the School/Class Header Sheet (see Appendix A) is completed. One per school is sufficient. A School/Class Header Sheet should not be returned for a single student or small group.
- Keep the School Security Checklist for the school's records.
- Keep the Testing Group Roster. Discuss with the DTC whether the school should retain this documentation or provide it to the district.
- Package scorable test booklets and return them to the DTC. For instructions, see pages 17–19.
- Package and return all secure nonscorable materials to the DTC. Special versions (Braille, Large-Print and English Audio CD Materials) must be returned to the DTC with the secure nonscorable materials. For instructions, see page 20.
- Complete the Test Administrator Comment Form, which is found at <http://www.ohiodocs.org/OAT.htm>. Do **NOT** use a paper form. These are no longer collected.

Students Who Become Sick

A student who becomes ill and vomits on her or his test booklet and is able to continue the test should be given a new test booklet so that she or he can continue. Later, the student's responses and demographic information must be transcribed into the new test booklet, which will be the copy of the test to be scored. The soiled test booklet should be placed in a zip-lock bag with the barcode written on the 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 and is not able to continue the test should not be given a new test booklet. The TA should note the time elapsed, put the soiled test booklet in a zip-lock bag, seal the bag, and return it to the DTC. The district will decide if the student will continue the test when she or he returns to school or the test may be invalidated. If the student continues the test, the student must resume the test at the place where she or he stopped. The time must be determined from the total 2½ hours. The completed responses must be transcribed from the soiled to the new test booklet. Always have a witness present when transferring the responses to the second test booklet.

Invalidating Scores

Contact the DTC about procedures to invalidate a student's test. Paper invalidation request forms have 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 must be submitted for the October 2009 administration **online** through TIDE during the **two-day period of October 29 and 30** (instructions for invalidating student scores in the Pre-Reporting Record Change System will be included in the user's guide, which will be available for download).

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.

If the student's score is invalidated, the STC should package and return the student's test booklet, along with the other scorable test booklets, following regular packaging directions in this manual.

Note: After the districts receive the test results, Pearson will not invalidate test results. At that time, invalidations must be submitted through EMIS.

“Do Not Score” Test Booklets

A very small number of test booklets containing student responses should be designated “Do Not Score.” The following examples reflect some, but not all, possible reasons not to 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 have their responses translated and transcribed into a second test booklet. The original test booklet, containing responses in a language other than English, should not be scored.
- The test booklet is found to be defective.
- Inappropriate marks have been made by the student on the test booklet.

To ensure that the test is not scored, mark a large “X” and the words “DO NOT SCORE” across the front and back covers. The STC should package and return the student's “DO NOT SCORE” test booklet, along with the other **nonscorable** test booklets, following regular packaging directions in this manual. Any scorable materials not marked “Do Not Score” but returned with the nonscorable materials will be processed in the late batch.

Do not send a “Do Not Score” test booklet with the scorable test booklets.

Packaging and Returning Materials

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

- Collect test booklets from TAs, confirming the reception of all the test booklets distributed.
- Separate the scorable student test booklets from the nonscorable test booklets and other materials. Take inventory of all test booklets to be sure that no test booklets are missing.
- Account for all nonscorable test booklets or test materials after the completion of testing.
- Arrange all nonscorable test booklets 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 delivered are being returned.

Returning Scorable Test Booklets

Scorable material pickups have been prearranged for **Friday, October 9, for Early Return, and Monday, October 12, for Regular Return** at the designated 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 can be received and scored expeditiously. Any scorable materials included with the district's shipment of nonscorable materials will be in the “late batch” and will be reported **later**, after the regular reports are due in the district.

- Locate the zip-lock envelope labeled “School Test Coordinator Kit.” This packet contains return materials, Mylar bands and School/Class Header Sheets (see sample in Appendix A), which are preprinted with district and building information.
- Organize all scorable test booklets for return to the DTC and complete the School/Class Header Sheet.

- Complete one School/Class Header Sheet, bubbling the TA's name, grade and the number of scorable test booklets for that group of documents. Header sheets do not need to be completed for each class. One per school is sufficient. Place this header sheet on top of the scorable test booklets for that particular class or complete the header sheet for the school or grade.
- 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 and band each stack from side to side with a Mylar band from the School Test Coordinator Kit. On the band facing out, in the space provided, record the School Name, School IRN, name of School/Class header group included in the packet (same as the name gridded on the School/Class Header Sheet), number of booklets included in the banded packet, and number of packets for that School/Class header group (if a School/Class header group extends beyond one banded packet). If only one School/Class header group is included in the banded packet, mark it Packet 1 of 1.

Tape the Mylar band to itself; do not tape it to the test booklets. Do not use a staple to fasten the Mylar 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 the school has returned its scorable materials. See an example of a label below.
- 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 the DTC (scorable and nonscorable).
- Place one **yellow** return-shipment label (or **magenta** label for **Early Return** schools) on top 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.

Sample Pearson Return Shipping Label

DISTRICT NAME _____	DIST IRN _____
1234 GREEN STREET ANYPLACE, OH 12345	
SCHOOL NAME _____	SCH IRN _____
SCH: BOX _____ OF _____	
OH 3 ACH USED	
PEARSON 2510 NORTH DODGE STREET IOWA CITY, IA 52245	
	
418-962-001 0006319654 ANS	

Applying Carrier Return Labels

If a dedicated freight carrier has been assigned to the district and your school has not been selected for early return, there will be no carrier labels in the STC kit. The DTC has been provided with a bill of lading for the entire district shipment. Only apply the **yellow** Pearson return labels as described above for regular return or the **magenta** Pearson return label for early return.

Apply a FedEx carrier label to the top of each box returned to the DTC. Please follow the instructions below:

- Remove the carrier return labels contained in the **yellow** or **magenta** envelope. This can be found in the School Test Coordinator Kit.
- Apply carrier return labels (along with the **yellow/magenta** labels) to the top of **each box** before delivering scorable materials to DTCs.
- **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 TIDE Web site link.

Sample FedEx Express Label

From: SAMPLE CONTACT SAMPLE SCHOOL 151 Somewhere St Anyplace, OH 44801 (555) 555-5555	System#: 9783986/GSE50200 Account: S *****
Part #: 154250-384 MFR: 05-06 (319) 841-4712	Pearson Educational Measurement 2510 North Dodge St Iowa City, IA 52245 PGSSN: 418802 SEQ: 00001 OH 3 October 2006
FedEx Express	
(US) 	
	
	
(9612137) 6234964 10000009 GND RETURN MGR Prepaid	
TRCK: 623496410000009 For non-scorable material pickup call FEDERAL EXPRESS at 800-463-3339.	

The tracking number is printed on a peelable sticker. Please peel off the sticker to retain the tracking number for record-keeping purposes. **Please keep all shipping-related paperwork.**

Returning Nonscorable Materials

Pack all secure nonscorable test booklets, including Braille and Large-Print test booklets and English Audio CD Materials, in boxes for return to DTC no later than October 14, 2009.

The *School Test Coordinator's Manual* and the *Directions for Administration (DFA)* do not need to be saved or returned to Pearson. New materials will be provided for each administration. It is recommended that the *STC Manual* and the *DFA* be discarded immediately after the test administration.

APPENDIX A FORMS

Sample School/Class Header Sheet

Sample School Security Checklist

Sample Testing Group Roster



Grade 3 Reading Achievement Test

October 2009

SCHOOL SECURITY CHECKLIST

OPTIONAL USE

Deliver To: 044444011111
DISTRICT NAME

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

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

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 receipt of your score reports. 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 number has been electronically verified at Pearson, we recommend that you provide a copy of this form to your DTC.

For TEST BOOKLET, GR 3 READING, SECURE PK-5

Security Number(s)	Booklet Assigned	Returned	Reason booklet is not being returned	Comments
003838001				
003838002				
003838003				
003838004				
003838005				

For Internal Use Only

Pick Batch: 203242

Delivery: 976452

Order/Line: 863190/1

Sequence: 00001

02-Oct-09 02:00

Page 1 of 1

SAMPLE

TESTING GROUP ROSTER

Testing Group Roster
OAT October 2009



AMERICAN INSTITUTES FOR RESEARCH®



District Name: _____

District IRN: _____

School Name: _____

School IRN: _____

Testing Group Number*	Test Location	Subject	Date and Time Test Administered	Comments
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				

*Test groups will not be used to compile score report data.

Districts should retain this list. Do not return it with the test materials.

Optional Use. Districts may create their own form to record the testing group numbers.

APPENDIX B

STUDENTS WITH DOCUMENTED DISABILITIES — STUDENTS IDENTIFIED AS LIMITED ENGLISH PROFICIENT

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

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.

Please note that a student must be formally identified as LEP before any accommodations or exemptions are allowed. All LEP students are allowed the use of a dictionary and/or may receive extended time to complete the test although the test must be completed in one school day.

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

- English Audio CD Materials — This is a recorded “read-aloud” administration of the test in English.
- Districts may choose to provide a “read aloud” accommodation to eligible students, in which the TA reads the test aloud to a student or a group of students, instead of using an English audio CD.

Note: The reading passages including the word bank on the reading test cannot be read aloud in English. To do so would invalidate the test. There are no breach forms for the October 2009 Grade 3 Reading Ohio Achievement Test.

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

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, rather than disabilities, to be assessed.

Criteria for the Use of Accommodations

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

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

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

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

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

The following table lists the special versions of the achievement test forms that are available to the field.

Special Versions and Accommodations Summary

Test Materials	For the student who:	After the administration, the Test Administrator will...
Read Aloud	needs a read-aloud administration in English.	verify that the student’s multiple-choice and constructed responses are marked/written in a general test booklet.
English Audio CD	needs a read-aloud administration in English.	verify that the student’s multiple-choice and constructed responses are marked/written in a general test booklet.
Large-Print	has difficulty reading text in a standard-sized font and/or needs to highlight text.	transcribe the student’s multiple-choice and constructed responses into a general test booklet.
Braille	reads classroom materials in Braille.	transcribe the student’s multiple-choice and constructed responses into a general test booklet.

APPENDIX C

SUPPLEMENTAL INSTRUCTIONS

Supplemental Instructions for a Read Aloud Accommodation

A read aloud is an accommodation in which the Test Administrator reads the test aloud to a student or group of students. This version may be administered to any student whose LEP, IEP or 504 Plan specifies an oral reading of a test. This accommodation must be given throughout the year to be allowed on the state assessment.

Materials required for a Read Aloud Accommodation:

- two general test booklets (one for the student to record his or her responses and one for the Test Administrator);
- these supplemental instructions.

Use of the General Test Booklet

The Test Administrator will read the test aloud as the student listens. The student will record his or her responses in the general test booklet.

Administering a Read Aloud Accommodation

Only students identified as LEP or having an IEP or 504 Plan may have a read aloud accommodation. The reading passages, which include the word bank, **must not** be read aloud. To do so would invalidate the test. The student must read the reading passages without any assistance. There are no breach forms for the October 2009 Grade 3 Reading Ohio Achievement Test. Additional test administration time is not a requirement for this accommodation but may be used as an LEP, IEP or 504 accommodation. Directions may differ slightly from those in the test booklet. Please follow the supplemental instructions as well as the instructions in the *Directions for Administration*. All student responses must be in **English**.

After the Test Administration

The sections below must be completed for students using a Pre-ID label or a Generic label:

- Sections N, O and P on the inside back cover of the general test booklet with the student responses.

The general test booklet into which the student responses were recorded must be returned to the STC with the other scorable test booklets.

Note: Pages or separate sheets added to the general test booklet will NOT be scored.

Return the test used by the Test Administrator and any extra test materials to the STC with the rest of the school's **nonscorable** materials.

Supplemental Instructions for English Audio CD

The English Audio CD provides a recorded read-aloud administration of the test. A read aloud is an accommodation in which the test is read aloud to a student or group of students. This version may be administered to any student identified as LEP or who has an IEP or 504 Plan specifying an oral reading of a test. This accommodation must be given throughout the year to be allowed on the state assessment.

Materials included with the English Audio CD:

- a CD;
- a general test booklet.

These supplemental instructions are required for the English Audio CD accommodation.

Use of the General Test Booklet

The student will listen to the English Audio CD. The student will record responses in the general test booklet.

Administering a Test Using an English Audio CD

Only students identified as LEP or having an IEP or 504 Plan may use the English Audio CD. As with the general test materials, these accommodation materials **must** be securely stored between administrations. Directions may differ slightly from those in the test booklet. Please follow the supplemental instructions as well as the instructions in the *Directions for Administration*.

A CD player is required to administer the tests. Directions and questions are recorded as separate tracks on the disc. A track listing for the disc is provided on the disc case. 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 Test Administrator should operate the CD player to minimize administration problems. Older students may be allowed to operate the CD player and may be tested while wearing headphones.

Additional test administration time is not a requirement for this accommodation but may be used as an LEP, IEP or 504 accommodation. If a student wants to hear a question a second time, it is acceptable to replay the question. All student responses must be in **English**.

After the Test Administration

The sections below must be completed for students using a Pre-ID label or a Generic label:

- Sections N, O and P on the inside back cover of the general test booklet with the student responses.

The general test booklet into which the answers were recorded must be returned to the STC with the other scorable test booklets.

Note: Pages or separate sheets added to the general test booklet will NOT be scored.

Return the English Audio CD and any extra test materials to the STC with the rest of the school's **nonscorable** materials.

Supplemental Instructions for Large-Print Test Booklets

The Large-Print versions of the achievement tests are intended for students whose IEP or 504 Plan specifies the use of large-print materials. The Large-Print tests are printed in 18-point type. This accommodation must be given throughout the year to be allowed on the state assessment.

Materials included with the Large-Print Test Booklet:

- an 8½- x 11-inch Large-Print test booklet;
- a general test booklet.

These supplemental instructions are required for the Large-Print accommodation.

Use of the General Test Booklet

The student responses are transcribed from the Large-Print test booklet to the general test booklet for scoring.

Administering a Test Using a Large-Print Test Booklet

Only students identified as having an IEP or 504 Plan may use the Large-Print test booklet. As with the regular test materials, these test booklets **must** be securely stored between administrations. Additional time is not a requirement for this accommodation but may be an IEP or 504 accommodation. Directions may differ slightly from those in the test booklet. Please follow the supplemental instructions as well as the instructions in the *Directions for Administration*.

The student may respond directly in the Large-Print test booklet or the general test booklet.

Note: Page numbers in the Large-Print booklet differ from those in the general test booklet. For example, in the Large-Print booklet, the test begins on page 4, while it begins on page 2 of the general test booklet. PLEASE CHECK THE PAGE NUMBER REFERENCES.

After the Test Administration

If the student responded in the Large-Print test booklet, the student responses for multiple-choice and constructed-response questions must be transcribed verbatim into the scorable general test booklet. This must be done by a licensed/certificated school or district employee with a witness present during the transcription. The general test booklet into which the answers were transcribed must be returned to the STC with the other scorable test materials.

The sections below must be completed for students using a Pre-ID label or a Generic label:

- Sections N, O and P on the inside back cover of the general test booklet with the student responses.

Note: Pages or separate sheets added to the general test booklet will NOT be scored.

Return the Large-Print test booklet (which may or may not have student responses) and any extra test materials to the STC with the rest of the school's **nonscorable** materials. Note: The Large-Print test booklet will **NOT** be scored even if it has student responses. A rescore request will not be accepted for Large-Print test booklets that have student responses that have not been transferred to the general test booklet. Please transcribe student responses into the general test booklet.

Supplemental Instructions for Braille Test Booklets

The Braille versions of the achievement tests are intended for students whose IEP or 504 Plan specifies the use of Braille materials. The Braille test booklet consists of comb-bound, 11½- x 11-inch single-sided Braille pages. This accommodation must be given throughout the year to be allowed on the state assessment.

Materials included with the Braille test booklet:

- a comb-bound Braille test booklet for each subject;
- one general test booklet (into which the answers will be transcribed).

These supplemental instructions are required for the Braille accommodation.

Use of the General Test Booklet

The student responses are transcribed from the Braille test booklet to the general test booklet for scoring.

Administering a Test Using a Braille Test Booklet

Only students identified as having an IEP or 504 Plan may use the Braille test booklet. As with the general test materials, these test materials **must** be securely stored between administrations. Additional time is not a requirement for this accommodation but may be an IEP or 504 accommodation. Directions may differ slightly from those in the test booklet. Please follow the supplemental instructions as well as the instructions in the *Directions for Administration*.

After the Test Administration

The student responses for multiple-choice and constructed-response questions must be transcribed verbatim into the scorable general test booklet. This must be done by a licensed/certificated school or district employee with a witness present during the transcription. The general test booklet into which the student responses were transcribed must be returned to the STC with other scorable test materials.

The sections below must be completed for students using a Pre-ID label or a Generic label:

- Sections N, O and P on the inside back cover of the general test booklet with the student responses.

Note: Pages or separate sheets added to the general test booklet will NOT be scored.

Return the Braille test booklet and any extra test materials to the STC with the rest of the school's **nonscorable** materials.

APPENDIX D

SUMMARY OF TEST SECURITY PROVISIONS FROM THE OHIO ADMINISTRATIVE CODE

Rule 3301-13-05 of the Ohio Administrative Code establishes test security provisions for the achievement tests. To review the Ohio Administrative Rule 3301-13-05 on the Internet, log on to <http://codes.ohio.gov/oac/3301-13-05>.

Those provisions are summarized below:

- All test questions and all other materials are considered secure and subject to the provisions of sections 3319.151 and 3319.99 of the Ohio Revised Code and Rule 3301-13-05 of the Administrative Code.
- The Ohio Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles, or any other material that would assist a pupil in taking the Grade 3 Reading Achievement Test.
- Only authorized personnel are permitted access to secure test materials.
- Persons designated as DTCs, STCs and TAs are responsible for ensuring that all test security provisions are met.
- By **October 1** of each year, written procedures and penalties shall be communicated to all district employees and students.
- The district must adopt written procedures to protect the security of test materials; these procedures shall include the following:
 - Identify authorized persons who are to be present during testing and who shall have access to secure material.
 - Specify handling and tracking procedures in both the district and the buildings.
 - Specify procedures for investigating any alleged test security violations and penalties for confirmed violations.
 - Specify procedures for determining whether to invalidate a student's test score.
 - The school district shall notify the ODE immediately if a security violation is suspected and include the finding(s) and action(s) taken.
 - Specify how written procedures will be communicated annually to employees and students in the district.
- After determining that a test security violation has occurred, the district board and/or State Board of Education may seek the maximum penalty pursuant to Section 3319.151 of the Ohio Revised Code.
- All school and district employees shall cooperate with the Ohio Department of Education in any investigation of a test security violation.
- Prior to taking action for a test security violation, the Ohio Department of Education shall give notice of any action and provide an opportunity for an individual to respond and present a defense.

