

**ALTERNATE ASSESSMENT BASED
ON MODIFIED ACHIEVEMENT
STANDARDS (AA-MAS)**

Test Coordinator and
Test Administrator
Manual

Spring 2010 Ohio Field Test

Contact Information

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The Ohio Multi-state Consortium is a collaborative effort of the state departments of education of Ohio, Oregon, and Minnesota and the American Institutes for Research. The goal of the consortium is to share resources and expertise and develop assessments of modified achievement standards for the three state assessment programs. The Consortium is supported by a grant (#H373X070010) from the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education.

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Introduction

Thank you for your participation in the spring 2010 administration of Ohio's field test for the Alternate Assessment Based on Modified Achievement Standards (AA-MAS). The contents of this manual are intended for district and school test coordinators, as well as test administrators. Please review the information carefully to ensure proper administration.

The development of this field test is guided by several important principles:

- Each question on the field test is linked to a statement of expectation about a student's learning. These statements, called benchmarks and indicators, come directly from the Ohio Academic Content Standards.
- Committees of Ohio educators participated in the development of the questions presented in this field test.
- Each question is being field-tested to ensure that it is an accurate measure of what Ohio students know and can do. Districts will not receive any data from the field-test administration.

The spring 2010 AA-MAS field test includes two subjects, reading and mathematics, at five grade levels: 5, 6, 7, 8, and 10. In any one school, two different forms of the field test may be administered at each grade level.

The AA-MAS field tests assess grade-level content, although the questions on the field test will be modified in an attempt to make them more accessible. The modifications depend on the grade and subject. They include strategies such as embedding reading questions within the passages so that students answer content-relevant questions immediately after reading a paragraph about that content; bolding key words; scaffolding multi-step problems; and presenting fewer multiple-choice options.

The purpose of the field test is to gather data about question performance to ensure that the content assesses what it is intended to measure before the questions appear on an operational assessment. No results for the AA-MAS field test will be provided directly to participants.

Assessment Schedule and Time Allotments

The spring 2010 AA-MAS field test is an untimed test, and students should be given as much time as is needed to complete all questions. It is recommended that schools set aside approximately two and one half hours (150 minutes) to administer the field test for reading. Two and one half hours (150 minutes) are also recommended for the administration of the field test for mathematics. Schools have flexibility in scheduling the administration of reading and mathematics, as long as the testing is completed between March 1 and March 26, 2010.

Schools are encouraged, but not required, to administer the assessment over multiple sessions. Each subject within the test booklet has been broken up into segments: reading has three segments, and mathematics has four. Schools should determine the testing time available and the number of segments that will be administered for each test session. Guidance on suggested times is listed below.

Suggested Times for Test Segments

Subject	Segment	Suggested testing time
Reading	Segment 1	50 min
Reading	Segment 2	50 min
Reading	Segment 3	50 min
Mathematics	Segment 1	39 min
Mathematics	Segment 2	37 min
Mathematics	Segment 3	37 min
Mathematics	Segment 4	37 min

Testing sessions may extend over multiple days. Schools are not required to administer all segments of the field test for either subject in one day. Further, schools are not required to test all students together and may divide groups of testing students according to their expected completion times. For example, students who will likely need fewer than two hours are assessed together, while students who may need more than two hours are assessed as a separate group. Students who complete the test do not need to attend subsequent test sessions if offered.

The table below includes important dates. Make-ups for absentees are permitted as long as they are within the testing window.

Important Dates

Date	Activity
Week of February 22, 2010	Districts receive materials
March 1–26, 2010	Administer the reading and mathematics assessments
March 30, 2010	UPS pickup of materials

Spring 2010 AA-MAS Field Test Eligibility Guidelines

Students who meet the following eligibility guidelines will participate in the spring 2010 AA-MAS field test. The guidelines listed below are designed to help educators and members of the IEP team identify which students are eligible for the two-percent designation and for which subject(s).

General Considerations for Participation in AA-MAS (All must apply before proceeding)

- Eligibility for participation in the AA-MAS is determined on a **subject-by-subject** basis by the IEP teams.
- IEP teams including parents shall consider general education assessment participation, with or without accommodations for students, **before** considering participation in the AA-MAS.
- IEP teams shall clearly establish that, even with allowable and appropriate accommodations on the general assessment, students cannot demonstrate their achievement of the full range of the academic content standards.
- Evaluations of classroom performance must first exhaust all appropriate accommodations to determine the student cannot achieve proficiency on the grade level standards.
- Students may still be eligible for the AA-MAS even if they demonstrate some proficiency on grade level content using instructional accommodations and/or modifications.

Specific Eligibility Requirements (All must be met to qualify for each content area of the AA-MAS)

1. Students must be persistently low performing as defined by the following:
 - a. The lowest performance level for the past 2 years on the statewide general education achievement tests (Ohio and Minnesota) or in the bottom 2 performance levels for the past 2 years on the statewide general education achievement tests (Oregon) and
 - b. The IEP team must determine the student will not meet proficiency on the grade level academic content standards within the year the test is administered even with intensive interventions. Documentation of multiple valid and reliable measures substantiates this decision and should be available for state review as requested. Curriculum-based measurement could be one example of measurement results collected consistently and over time.
- OR
- Students may demonstrate the following:
- c. Top performance on the statewide AA-AAS and
 - d. The IEP team has determined that the student
 - i. Can adequately demonstrate achievement on the AA-MAS and
 - ii. Should participate in the AA-MAS.
2. Students must have IEPs based on grade level academic content standards in the content areas being assessed by AA-MAS.
 3. Students have access to grade level instruction but may demonstrate the following:
 - a. Inadequate mastery of necessary pre-requisite skills,
 - b. A need for an individualized pace, more intensity, or different instructional strategies.
 4. Students must demonstrate one or more of the following characteristics during instruction and/or testing:
 - a. Lack of sustained attention;
 - b. Presence of processing/generalizing problems, including planning; and/or
 - c. Poor working (short term) memory.

Student Participation

The spring 2010 field test for AA-MAS should be administered only to students who meet the eligibility guidelines. A list of names was provided to the District Test Coordinator (DTC) via AIR's TIDE system from December 2009 through January 2010. These students were identified by the test contractor based on the eligibility criteria of statewide testing performance. DTCs were provided the option to identify additional students who met the eligibility guidelines. All pre-identified students are receiving pre-ID labels by subject.

If your district or school wishes to administer the field test to students who were not pre-identified, you may do so, but you are asked to ensure that all participants meet the eligibility criteria. Please see the eligibility guidelines on page 3 for more information. Students added to the field-test administration by the school will not receive pre-ID labels.

Security Concerns and Procedures

Maintaining assessment security is one of your most important responsibilities as a Test Coordinator (TC) or Test Administrator (TA). At all times, district and state procedures for protecting secure assessment materials should be followed. It is illegal and unethical to reproduce or disclose any of this material or cause it to be reproduced or disclosed in any format. Assessment security is vital to the successful administration of the assessment. Thus, you are responsible for ensuring the security of not only the physical test booklets but also the individual assessment questions and materials. Your responsibility for maintaining the security of the assessment questions and materials continues even after the test materials have been returned to the American Institutes for Research (AIR), the operations contractor.

All materials for the spring 2010 AA-MAS field test for each school must be accounted for throughout the assessment and returned to AIR after testing. Each test booklet contains a unique bar code, which is associated with the school receiving it. Schools that do not return test booklets will be contacted, and failure to return secure test booklets will be reported to the Ohio Department of Education.

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by the TC. Unless directed otherwise by the TC, TAs are responsible for returning secure assessment materials to the TC after each administration. Only those individuals authorized by district policy should have access to these materials. Under **no** circumstances should students have access to assessment materials before or after each assessment session.

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

There should be a minimum of one TA for every 30 students in any assessment room.

When assessment administration is complete and TAs have accounted for all materials, TAs should immediately return them to the TC.

At any point, if it is believed that a violation of assessment security has occurred, follow the procedures established by your school district for handling alleged assessment security violations.

Test Coordinator Information

TC Responsibilities

The test coordinator may serve at the district or school level. TC responsibilities include the following:

- Become familiar with the contents of this manual.
- Establish the testing schedule for your school within the test window.
- Receive and take inventory of test booklets received from AIR. If the materials are shipped to the district, the DTC should distribute to the participating school(s).
- Order additional test booklets through AIR if needed.
- Identify and train TAs on test administration procedures. Distribute copies of this manual to the TAs before the test administration window.
- Arrange for a TA to be available and present during the field-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.
- Distribute test booklets to TAs on the day the AA-MAS is to be administered. Students will need mathematics reference sheets for the grade 8 and grade 10 administrations.
- Maintain the security of test booklets before and after each test administration. Ensure that TAs are familiar with and follow security procedures.
- Collect all test booklets from TAs.
- Complete (or ensure completion of) the School Use Only portions and the student demographic fields on each test booklet's demographic page.
- Return all test booklets (used and unused) to AIR.

Receiving Materials

Each shipment will contain materials for your district or school, based on the number of students pre-identified plus an overage. There are multiple form numbers for each grade and subject. Multiple forms are required for security and data analysis purposes.

If a read-aloud administration is needed at your district or school, the TA and student must have the same form number. If you need additional copies of one form number, contact AIR's help desk. Please see the next section for information on ordering additional materials.

In the event that your district or school has not received a sufficient amount of materials, please see the next section for information on obtaining additional materials.

Keep all materials in locked storage until you are ready to distribute them to the TAs. Test materials must be distributed on the administration day and must be returned to secure storage immediately after testing.

Keep all boxes in which the test materials are delivered. You will use these boxes to return the materials when testing is complete. If the boxes are damaged in the original shipment, use sturdy boxes or request additional boxes from AIR.

Overage Materials and Additional Orders

Schools will be shipped overage materials based on the number of students identified for participation. If you need additional materials, please contact AIR:

American Institutes for Research (AIR)

Phone: 1-888-944-5001

E-mail: OHHelpDesk@air.org

Please specify whether your additional order is required for a read-aloud administration.

Returning Materials

After testing, it is the TC's responsibility to collect, take inventory of, and pack all test materials for his or her school and/or district.

- Collect materials from TAs. Count the test booklets to ensure that all are being returned. Schools may not keep test booklets. All test booklets must be returned to AIR. Mathematics reference sheets may be retained by schools.
- All demographic pages must be complete. Check the front and back covers of each student test booklet to ensure that all necessary demographic information is bubbled.
- Package the test booklets for return to AIR. Do not overfill boxes. If needed, include filler material, such as newspaper, in the box to prevent contents from shifting during shipping. Make sure that a yellow shipment identification label is affixed to each box.
- Seal each box securely with packaging tape.
- Record the UPS tracking numbers to be used for return shipping, or make copies of the labels before affixing them to the boxes.
- Place a UPS return shipping label on each box.

Note that school test coordinators who received materials from a district test coordinator (DTC) should discuss the return procedures with the DTC.

UPS will pick up all materials on **March 30, 2010**. If you miss the UPS pickup, call the AIR Help Desk at 1-888-944-5001. Schools that wish to return their materials prior to March 30 should contact the AIR Help Desk.

Pre-ID Labels and Demographic Information

Pre-ID labels are included for students who were pre-identified by the test contractor and/or DTC. Please affix pre-ID labels in the appropriate box on the demographic

page of each test booklet. Students who are eligible for both reading and mathematics will receive two pre-ID labels. Students who are eligible for only one subject will receive one pre-ID label. The subject is designated on the pre-ID label.

Note that the “School Use Only 1” section on each test booklet must be completed after testing by test coordinators or administrators who are familiar with the students being assessed. This section must be completed for all students, including those with a pre-ID label.

If a pre-ID label is incorrect, do not use it. For students without pre-ID labels, refer to Appendix A for information on completing the demographic pages. TAs may use the scripted directions to instruct students on completing some fields. Alternatively, test coordinators and administrators may elect to complete the demographic pages themselves.

If a pre-ID label is received for a student who is not participating, please securely destroy the label.

Distributing Materials

At the time of testing, distribute the reading or mathematics test booklets to the TAs, ensuring that the TAs have one student test booklet for each student. The test booklets are by subject. Students will complete the field test in their test booklets. A separate answer document is not included. For the grade 8 and grade 10 mathematics assessments, students will also receive a mathematics reference sheet.

Remind TAs that they should also have:

- A supply of sharpened No. 2 pencils
- Silent work for each student
- Approved calculators for grades 6, 7, 8, and 10 (see the Calculators section on page 10 for more information)

Special Versions

No special versions (e.g., large print or Braille) of the spring 2010 AA-MAS field test are available.

Accommodations

See page 11.

Students Who Become Sick

TAs should follow the instructions on page 13 and provide the TC with the bar code(s) from affected test booklet(s).

No later than March 30, 2010, TCs should write a letter that includes the bar code number of the affected booklet and an explanation of the situation. TCs should mail a copy of the letter to AA-MAS Project, 41 S. High Street, Suite 2425, Columbus, OH 43215.

Test Administrator Information

TA Responsibilities

The test administrator is responsible for administering the spring 2010 field test to students. Please review this information in this manual before the administration.

Before Testing

Receiving Field Test Materials

TAs should verify that they have the materials necessary to administer the spring 2010 AA-MAS field test. In addition to this manual, TAs will need one reading test booklet per eligible student and one mathematics test booklet per eligible student. Mathematics reference sheets should be distributed for grade 8 and grade 10 mathematics. (Note there are multiple form numbers for security and data analysis purposes. Students in the same classroom will work through different form numbers. The directions in the appendices of this manual can be used with any grade or form number. If you will be administering a read aloud, please ensure that the administrator and student have the same form number.) TAs should have a supply of sharpened No. 2 pencils available, as well as silent work for each student.

Preparing the Assessment Room

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

Check the assessment room for possible assessment question “clues” before each assessment session. Charts and other materials in the classroom that could assist students with answering assessment questions should be covered or removed prior to the assessment administration.

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

Reviewing the Scripted Directions

To ensure standardized administration conditions, this manual contains directions that the TA will read to the students (located in the appendices). The scripts include specific directions for administering each assessment and instructions to be read aloud to students. The oral scripts should be reviewed by all TAs prior to the assessment session, and the scripted directions that are in bold print must be read verbatim to students. Please do not deviate from the oral scripts.

Specific scripts for each test are found in the appendices of this manual as follows:

- Appendix A Completing the Demographic Pages
- Appendix B Directions for the Reading Administration
- Appendix C Directions for the Mathematics Administration

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

During Testing

Breaks

Breaks are strongly encouraged during each testing session, if district policy allows breaks. TAs should tell students before the assessment what they may do during the breaks. TAs should follow the directions below when providing a break:

- Before the test begins, let students know when the break will occur.
- Have a watch or a clock available to time the length of the break.
- Students will remain in the assessment room.
- No talking will be allowed during the break.
- Students should be encouraged to stand for a stretch break at their desks.
- No additional materials should be taken out during a break. Only the student test booklet (closed and face down) and pencil should be on the desk.
- When the entire group has had a break, students will resume the assessment.

At any time during the administration of the AA-MAS, a student may leave the room for a restroom break. To ensure assessment security, only one student should leave the room at any one time. The entire group may not use the restroom at the same time. The single student should be monitored in some fashion during the break to ensure the student does not have access to answers for the test. Make sure the student does not remove any test materials from the testing session.

Calculators

Note that calculators are not permitted for the spring 2010 field test of the AA-MAS in mathematics for grade 5. The only exception is a student whose IEP or 504 Plan specifically identifies the use of a calculator during instruction and assessment. Students in grades 6, 7 and 8 may use an acceptable scientific calculator. Policies regarding acceptable calculators for the grades 6, 7 and 8 mathematics assessments can be found at education.ohio.gov, keyword search: *calculator*. Grade 10 students may use the ODE-provided Texas Instruments calculators. Calculators will not be provided with the AA-MAS field-test materials; districts should use the calculators they have on hand.

General Test Directions

Explain to students that they will be taking a test. Inform the students that they need to be quiet and that if they have questions, they should raise their hands.

Read aloud, word for word, the material that is printed in bold type. The material in regular type is information for the TA and should not be read aloud to students. Repeat any part of these directions as many times as needed. However, do not answer questions about or suggest answers to any assessment questions.

Monitoring Students

When the assessment session has begun, check that students are marking their answers in the appropriate places in their student test booklets. Do not interfere with the students' concentration when checking their progress. All responses must be bubbled in the student test booklet.

Students are not allowed to talk during the administration of the assessment. Students who finish the assessment before others should remain silent.

Toward the end of the assessment session, but while students still have their test booklets, it is good assessment practice to remind students to complete the entire test. It is inappropriate to review a student's test booklet after it is handed in and then give it back to the student with instructions to complete the assessment. This action would constitute a breach of test security.

Special Versions

No special versions (e.g., large print or Braille) of the spring 2010 AA-MAS field test are available.

Accommodations

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 are specified in the student's Individualized Education Program (IEP) or 504 Plan.

Accommodations should be made to facilitate participation by students. 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.

Students with disabilities who have an IEP or have been determined eligible under Section 504 may be provided accommodations based on four criteria for allowable accommodations:

- The accommodation must be typically afforded the student in the classroom for classroom and district-wide 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.
- 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.

Allowable Accommodations

The following accommodations for the spring 2010 AA-MAS field test may be provided to students with disabilities:

- Individual administration: Students may have the test administered in a separate setting with supervision by the TA.
- Read aloud: Students may have the test questions and answer choices read to them. Students may have test questions repeated as many times as requested. TAs are **not** permitted to read reading passages aloud.
 - **IMPORTANT:** If a read-aloud administration is needed, the test administrator and student must have the same form number. If you need additional copies of a form number, contact your TC.
- Calculator: Students who currently use a calculator for classroom instruction and assessment may use a calculator to complete the mathematics test. This may include a specialized calculator (i.e., talking or large button) as specified in the student's IEP or 504 Plan.
- Scribe (dictation of responses): Students who are unable to write due to a disability are allowed to dictate their responses to a transcriber or into an audio recorder. Any student with a temporary disabling condition, such as a broken arm, may be allowed to use a scribe during testing. The student's answers should be transferred onto the student's original test booklet. The scribe cannot change or enhance the student's answers or response. The scribe may only record the actual response provided by the student.

Defective Student Test Booklets

A student might receive an incomplete or defective test booklet. The TA should instruct the student to raise his or her hand and should follow the steps below:

- Take a replacement test booklet from an overage supply. Verify that it is not defective.
- Bubble in the student’s demographic information or affix a pre-ID label. Have the student complete the remainder of the field test in the replacement test booklet.
- Transcribe the student’s other responses into the replacement test booklet.
- Include the completed replacement test booklet with the other test booklets that are to be scored.
- On the defective test booklet, mark a large X across the front and back covers and write “Defective—Do Not Score” on the front and back. Return the defective test booklet to AIR.

Students Who Become Sick

If a student is sick and a test booklet becomes soiled, TAs should follow these steps:

- Write down the bar code number of the affected test booklet, and provide the TC with this information.
- Transfer the student’s responses from the soiled test booklet to a new test booklet from the overage supply. Bubble in the student’s information on the new test booklet.
- Securely dispose of the test booklet according to school and/or district procedures for disposing of soiled materials.

After Testing

Collection of Student Materials

When students have completed the assessment, they should raise their hands so that the TA can collect the student test booklets. Do not allow any student to leave the room until his or her test materials have been collected. Collect the test materials from each student individually. Do not allow students to “pass around” assessment materials.

Allow students who have finished the assessment before others, and who have handed in their test booklets, to work quietly at their desks or release them back to class if they are being tested separately.

Have a supply of generic silent work to distribute to students who have completed the assessment and will remain in the testing room. Silent work may be either a book or work that is not related to the test. This book or work should be chosen before the day of testing. The student will take out this work only when he or she has finished the test and his or her test booklet has been collected.

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

Returning Materials

Return all materials to the TC or designated staff member directly after the assessment is completed.

Appendix A: Completing the Demographic Pages

Completing the demographic pages on both the reading test booklets and the mathematics test booklets is extremely important to the success of the spring 2010 AA-MAS field test. The demographics collected will be used to analyze results and make decisions regarding the AA-MAS.

This appendix contains directions for completing the demographic pages. TAs may use the scripted directions, presented in **bold print**, to instruct students on completing some fields. Before asking students to complete the demographic pages, have the following information available:

- District IRN or Number
- School IRN or Number
- State student IDs (verify that district policy permits students to record their SSIDs)

Alternatively, TCs and TAs may elect to complete the demographic pages themselves.

If pre-ID labels are available, the labels should be affixed in box E. If pre-ID labels are not available, the demographic information for students who are participating needs to be bubbled.

Note that the “School Use Only” sections must be completed by TCs or TAs who are familiar with the students being assessed. It is recommended that these sections be completed after testing has concluded.

Script

Distribute a student test booklet to each student. After all students have received a booklet, hold up a test booklet, showing the front cover to students, and say:

Turn your test booklet to the front cover. It should look like this. Before taking the assessment, we will complete this page. I will give you information on how to complete each section.

Box A—Student Name and School Name

Find box A. Write your name next to “Student Name.” Write [name of your school] next to “School Name.”

Box B—Last Name, First Name, MI

Find box B. Write your last name in the boxes below “Last Name.” Put one letter in each box. If you have more letters in your last name than there are boxes for your last name, print as many letters as will fit.

Write your first name in the boxes below “First Name.” Put one letter in each box. If you have more letters in your first name than there are boxes for your first name, print as many letters as will fit.

Write your middle initial in the box below “MI.”

Below each letter that you printed of your last name, first name, and middle initial, bubble the circle that contains the letter. Make sure you are bubbling the circle in the correct column for each letter.

Box C—Date of Birth

Find box C, “Date of Birth.” In the “Month” column, write your birthday month. Bubble the circle next to the month you were born.

Under “Day,” write the date you were born in the two boxes. If you were born on days 1–9 of the month, write zero in the first column. Bubble the circle that contains the number you wrote in each box.

Under “Year,” write the year you were born in the four boxes. Bubble the circle that contains the number you wrote in each box.

Box D—Ethnicity

Find box D, “Ethnicity.” Bubble the circle next to the description of your ethnic background. If you need assistance with this section, please raise your hand.

Assist students who are unfamiliar with the appropriate selection.

Box E—Pre-ID Label

TCs or TAs should apply the student’s pre-ID label, if available, in box E.

Box F—Gender

Find box F, “Gender.” Bubble the appropriate circle next to female or male.

Turn your test booklet to the back cover.

Box G—Ohio SSID

Before asking students to complete the SSID box, verify that district policy permits students to record their SSIDs. **Find box G, “Ohio SSID.” Write your SSID in the boxes provided. Include a letter in the first two boxes. Include a number in each of the remaining seven boxes. Bubble the circle with the letter or number that you wrote in each box.**

Box H—Ohio District IRN

Find box H, “Ohio District IRN.” Write [provide the six-digit district IRN to students; be sure to include leading zeroes if necessary] **in the six boxes. Bubble the circle that contains the number you wrote in each box.**

Box I—Ohio School IRN

Find box I, “Ohio School IRN.” Write [provide the six-digit school IRN to students; be sure to include leading zeroes if necessary] **in the six boxes. Bubble the circle that contains the number you wrote in each box.**

Completing the School Use Only Sections

The “School Use Only” sections should be completed by the TA or TC. It is strongly recommended that these sections be completed after testing has concluded. **School Use Only 1** should be completed for all students, including those with a pre-ID label. **School Use Only 2** should be completed for any student who does not have a pre-ID label.

School Use Only 1

School Use Only 1 should be completed for all students, including those with a pre-ID label.

Box J—Accommodations

The following list of accommodations may be considered for students with an IEP or a 504 Plan, provided the accommodation(s) is based on an identified need and is documented in the student’s IEP or 504 Plan. Any student with a temporary disabling condition, such as a broken arm, may be provided with a scribe. Mark all that apply for each subject for which an accommodation was provided. Bubble “Not applicable” if the student did not utilize any accommodations.

- Individual administration: Students may have the test administered in a separate setting with supervision by the TA.
- Read aloud: Students may have the test questions and answer choices read to them. Students may have test questions repeated as many times as requested. TAs are **not** permitted to read reading passages aloud.

- Calculator: Students who currently use a calculator for classroom instruction and assessment may use a calculator to complete the mathematics test. This may include a specialized calculator (i.e., talking or large button) as specified in the student’s IEP or 504 Plan.
- Scribe (dictation of responses): Students who are unable to write due to a disability are allowed to dictate their responses to a transcriber or into an audio recorder. Any student with a temporary disabling condition, such as a broken arm, may be allowed to use a scribe during testing. The student’s answers should be transferred onto the student’s original test booklet. The scribe cannot change or enhance the student’s answers or response. The scribe may only record the actual response provided by the student.

Box K—Target Characteristics

Bubble the degree to which these characteristics impact the student performing academic tasks during assessments and instruction. While observation tools may be used to gather this information, all percentages are assumed to be based on teacher judgment/observer approximations.

Trait	Student Characteristics	Frequency			
		Does not apply	Sometimes	Frequently	Always
Sustained Attention <i>Student loses focus and does not perform the task or loses track of steps in a planned sequence.</i>	Students have processing or attention span issues. Students give up or are easily overwhelmed.	The student never or rarely loses focus.	The student loses focus 25-50% of the time.	The student loses focus 50-75% of the time.	The student loses focus 75-100% of the time.
Working Memory <i>Student forgets information needed to perform the task during task execution.</i>	Students require multiple academic supports such as restatement and/or scaffolding.	The student is generally able to retain the information and to successfully complete the tasks.	The student is unable to retain the information and to successfully complete the tasks 25-50% of the time.	The student is unable to retain the information and to successfully complete the tasks 50-75% of the time.	The student is unable to retain the information and to successfully complete the tasks 75-100% of the time.
Executive Planning <i>Student may not be able to plan the sequence of steps needed to perform a task.</i>	Students experience difficulty in mainstream classrooms because the pacing is too quick. Students require multiple academic supports that require the student to plan a course of action.	The student is generally able to construct a plan and successfully complete the tasks.	The student is unable to construct a plan and successfully complete the tasks 25-50% of the time.	The student is unable to construct a plan and successfully complete the tasks 50-75% of the time.	The student is unable to construct a plan and successfully complete the tasks 75-100% of the time.

Box L—General Curriculum

Bubble Y if the student has access to the general curriculum for his or her grade level.
Bubble N if the student does not have access to the general curriculum for his or her grade level.

Box M—Other Measures

Bubble N if the student is unlikely to demonstrate proficiency on grade-level academic content standards, based on his or her performance on other valid and reliable measures. Bubble Y if the student is likely to demonstrate proficiency on grade-level academic content standards, based on his or her performance on other valid and reliable measures.

School Use Only 2

School Use Only 2 should be completed for any student who does not have a pre-ID label.

Box N—LEP/504/IEP

Bubble all that are applicable for the student.

Box O—Migrant Status

Bubble if the student meets eligibility requirements for migrant status.

Box P—Category

Bubble all disability categories that apply.

- 01: Speech or Language Impairment (Speech Language Impaired)
- 02/03: Mental Retardation (Use this code for Developmental Cognitive Disabilities: Mild-Moderate and Developmental Cognitive Disabilities: Severe-Profound)
- 04: Orthopedic Impairment (Physically Impaired)
- 05: Hearing Impairment (Deaf – Hard of Hearing)
- 06: Visual Impairment (Visually Impaired)
- 07: Specific Learning Disability
- 08: Emotional Disturbance (Emotional/Behavioral Disorder)
- 09: Deaf-Blindness
- 10: Other Health Impairment (Other Health Disability)
- 11: Autism (Autism/Spectrum Disorder)

- 12: Developmental Delay
- 14: Traumatic Brain Injury
- 16: Multiple Disability (Severely Multiply Impaired)

Appendix B: Directions for the Reading Administration

This section contains directions for administering the AA-MAS field test in reading. All scripted directions are in **bold print** and must be read verbatim. You should read the directions aloud before each testing session.

Please note that reading passages shall not be read aloud to any student regardless of IEP.

Administration Directions and Script

Before starting testing at your school, determine how your test sessions will be organized, including the time allotted and the number of segments to be administered during each session.

If most students have finished the reading assessment, but a few students appear to need more time, you may allow them to finish in another room with a proctor. If it is known ahead of time that some students are likely to take longer than others to complete the assessment, arrangements should be made to have them tested individually or in a small group with extended time.

Make sure that all students are seated properly before administering the reading assessment. Each student should have a No. 2 pencil with an eraser.

First session: **Today, you will be taking a reading assessment. You will work on segment(s)** [provide the segments to be attempted during the session].

Subsequent sessions: **Today, you will continue taking a reading assessment. You will work on segment(s)** [provide the segments to be attempted during the session].

Provide details on the testing session time (e.g., you will be allowed 50 minutes to work on the reading test today and you will be given 100 minutes to work on the reading test tomorrow; you worked for 50 minutes yesterday and will be given 50 minutes today and tomorrow).

All sessions: **You may not talk during this test. I will now pass out the student test booklets. Do not open your test booklet until I tell you to do so.**

Pass out the test booklets. If students have previously started the assessment and completed the demographic pages, be sure to give each student his or her test booklet.

If students have not completed the demographic pages, refer to Appendix A for scripted directions. If test coordinators or administrators will be completing the demographic pages, ask students to write their names in box A on the front cover.

All sessions: **Please make sure that your name is written in box A on the front cover of your test booklet.** Pause for students to verify. **You may now open your booklet to the first page of the reading assessment, located on page 3. Follow along in your booklet as I read aloud.**

You should read these directions at the start of each session.

Today you will be taking a reading test. Only multiple-choice questions appear on this test. There are several important things to remember:

- 1. Read the directions carefully.**
- 2. Read each passage carefully. You may refer to the passage as often as necessary.**
- 3. Read each question carefully. Think about what is being asked.**
- 4. As you read the questions, pay attention to bolded words. They may help you answer the questions. You may also notice graphic organizers, which may help you answer some questions. You are not required to write anything in the graphic organizers, but you can do so if you would like.**
- 5. For each question, darken the circle next to your answer choice in the Student Test Booklet. Be sure to darken the circle completely. Mark only one choice for each question. If you change an answer, make sure that you erase your old answer choice completely.**
- 6. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.**
- 7. When you finish the reading test, check over the questions you answered during this session. Do not revisit segments previously completed, and do not work on reading segments that were not assigned for this testing session.**

In a moment, you will [begin or continue] taking the reading assessment. You will have as much time as you need to complete this assessment. You will have [insert time] to work on the reading test today. Elaborate on additional test sessions that will take place throughout the week.

Remember to mark your answers by filling in the circle next to your choice. If you need a break during the test, close your test booklet and raise your hand.

You will work on segment(s) [provide the segments to be attempted during the session]. Stop when you reach the stop sign at the end of segment [number]. You may go back and check your answers for this session's segment(s). Do not look at segments that were not assigned for this session. When you are finished with the reading assessment, close your test booklet and place it face down on your desk. Raise your hand, and I will collect your test materials. Then you may work on some silent work.

Do you have any questions?

Answer any procedural questions.

You may now [begin or continue] **the reading assessment.**

If students have questions about the format of the reading assessment, which has some questions “embedded” within the passage—the intent is for students to answer a question immediately after reading about the content, you may explain that the placement of the questions is designed to help them answer the questions. The embedded questions have a box around them to help students identify them.

Appendix C: Directions for the Mathematics Administration

This section contains directions for administering the AA-MAS field test in mathematics. All scripted directions are in **bold print** and must be read verbatim. You should read the directions aloud before each testing session.

Administration Directions and Script

Before starting testing at your school, determine how your test sessions will be organized, including the time allotted and the number of segments to be administered during each session.

If most students have finished the mathematics assessment, but a few students appear to need more time, you may allow them to finish in another room with a proctor. If it is known ahead of time that some students are likely to take longer than others to complete the assessment, arrangements should be made to have them tested individually or in a small group with extended time.

Make sure that all students are seated properly before administering the mathematics assessment. Each student should have a No. 2 pencil with an eraser.

Please see page 10 for information on the calculator use policy, which differs by grade. If allowable for the grade that is being administered, please have approved calculators available for each student.

First session: **Today, you will be taking a mathematics assessment. You will work on segment(s)** [provide the segments to be attempted during the session].

Subsequent sessions: **Today, you will continue taking a mathematics assessment. You will work on segment(s)** [provide the segments to be attempted during the session].

Provide details on the testing session time (e.g., you will be allowed 75 minutes to work on the mathematics test today and you will be given 75 minutes to work on the mathematics test tomorrow).

All sessions for all grades: **You may not talk during this test. I will now pass out the student test booklets. Do not open your test booklet until I tell you to do so.**

All sessions for grades 8 and 10 only: **I will also distribute mathematics reference sheets.** Make sure each student has a reference sheet for the appropriate grade.

Pass out the test booklets, and reference sheets (grades 8 and 10, only). If students have previously started the assessment and completed the demographic pages, be sure to give each student his or her test booklet.

If students have not completed the demographic pages, refer to Appendix A for scripted directions. If test coordinators or administrators will be completing the demographic pages, ask students to write their names in box A on the front cover.

All sessions: **Please make sure that your name is written in box A on the front cover of your test booklet.** Pause for students to verify. **You may now open your booklet to the first page of the mathematics assessment, located on page 3. Follow along in your booklet as I read aloud.**

You should read these directions at the start of each session.

Today you will be taking a mathematics test. Only multiple-choice questions appear on this test. There are several important things to remember:

- 1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.**
- 2. Pay attention to bolded words. They may help you answer the questions.**
- 3. You may use the blank areas of your Student Test Booklet to solve problems.**
- 4. For each question, darken the circle next to your answer choice in the Student Test Booklet. Be sure to darken the circle completely. Mark only one choice for each question. If you change an answer, make sure that you erase your old answer choice completely.**
- 5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.**
- 6. When you finish the mathematics test, check over the questions you answered during this session. Do not revisit segments previously completed, and do not work on mathematics segments that were not assigned for this testing session.**

In a moment, you will [begin or continue] taking the mathematics assessment. You will have as much time as you need to complete this assessment. You will have [insert time] to work on the mathematics test today. Elaborate on additional test sessions that will take place throughout the week.

Remember to mark your answers by filling in the circle next to your choice. If you need a break during the test, close your test booklet and raise your hand.

You will work on segment(s) [provide the segments to be attempted during the session]. Stop when you reach the stop sign at the end of segment [number]. You may go back and check your answers for this session's segment(s). Do not look at segments that were not assigned for this session. When you are finished with the mathematics assessment, close your test booklet and place it face down on your

desk. Raise your hand, and I will collect your test materials. Then you may work on some silent work.

Do you have any questions?

Answer any procedural questions.

You may now [begin or continue] the mathematics assessment.

