



Ohio Achievement Assessments



Grades 3–4 Reading & Mathematics

Directions for Administration

Spring 2010

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Introduction

This *Directions for Administration (DFA)* manual for the Ohio Achievement Assessments contains general information about the Ohio Achievement Assessment program and specific information about administering the Grades 3 and 4 Spring 2010 Achievement Assessments.

Before administering these tests, Test Administrators (TAs) are encouraged to review the information in this manual to familiarize themselves with the test administration procedures. This information is essential to the successful administration of the Ohio Achievement Assessments. Please read this manual carefully before administering the tests.

General Information for Test Administrators

This section of the manual provides the general information that is necessary to effectively administer the Grades 3 and 4 Reading and Mathematics Achievement Assessments.

There are several security protocols, packaging procedures, and operational practices that TAs should be aware of for the Spring 2010 Ohio Achievement Assessments.

Due to cuts to the Ohio Department of Education (ODE) budget, administration of the Grade 4 Writing Assessment will be suspended for the next two school years (2009–2010 and 2010–2011).

Form SV must be used with all special versions (English Audio CD, Braille, Large-Print, Bilingual, Foreign-Language Audio CD, and Language Translation). Other forms must not be used for administering special versions. Also, all read-aloud administrations **must** be conducted using **Form SV**. The full supplemental instructions for all special versions and accommodations have been added to the DTC and STC manuals in Appendix C and will not be included with the individual special version test materials. In addition, Foreign-Language Audio CD packages will include English Audio recordings.

Also, student test booklets contain Section “G” (see below) labeled “Testing Group Number” on the back cover. The testing group number should be assigned to a **testing location**, not a TA. The purpose of assigning a testing group number to a **testing location** is to aid in identifying a group 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	
Reading	Math
1 0 7	1 0 7
0 ● 0	0 ● 0
● 1 1	● 1 1
2 2 2	2 2 2
3 3 3	3 3 3
4 4 4	4 4 4
5 5 5	5 5 5
6 6 6	6 6 6
7 7 ●	7 7 ●
8 8 8	8 8 8
9 9 9	9 9 9

A testing group is defined as any location within the school where an OAA test 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.

Use of testing group numbers is required but not the use of the Testing Group Roster. **If test booklets or answer documents are returned for scoring without Section “G” completed, the DTC or STC may be contacted to provide the information.**

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

Test booklets will be **spiraled** within shrink-wrapped packages and will no longer be lettered, but **numeric**. Multiple forms of test booklets will be assigned to each test building.

There will be field-test questions. Each test booklet will contain identical “operational” test items used for assigning scores to students. Each test form, however, will have **different** embedded sets of field-test questions that will be used for future item development purposes (field-test items **are not used** in assigning scores to students).

Within a classroom, there may be three to seven different forms of a test booklet for distribution. Tests should not be taken from spiraled packets to use with special versions. In test administration settings where accommodations are provided (for example, administering a read-aloud or an English Audio CD), **Form SV** should be utilized for all tested students who use special versions and for the TA if needed.

Students using a special version or who have a read-aloud accommodation must use Form SV; forms from the spiraled packets **must** not be used. If forms from the spiraled packets are used, this will be discovered during testing by the students and will cause confusion and frustration.

Security Concerns and Procedures

Maintaining test security is one of the most important responsibilities of a TA. At all times, the district’s and the state’s written procedures for protecting secure test materials should be followed. For grades 3 and 4, the secure test materials consist of all test booklets, which contain test questions, student information and student responses. Secure test materials also include all special versions of the test (Braille, Large-Print, Bilingual, Language Translation, Foreign-Language CDs, and English Audio CDs). It is illegal and unethical to reproduce or disclose any of those materials or cause them to be reproduced or disclosed in any format. Test security is vital to the successful administration of the tests. The TA is responsible for ensuring the security of not only the physical test booklets but also the individual test questions and materials. The responsibility to maintain the security of the test questions and materials continues even after the test booklets have been returned to the STC.

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

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.

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

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

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

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 TA/monitor to 30 students in any testing room. A TA must be in each testing room, including rooms where CDs are being used.

When test administration is complete and the TA has accounted for all materials, the TA must return them immediately to the STC.

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 the 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;
- Reviewing different test booklets or discussing the forms of the test to compare field-test questions.

After an 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 the 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 the TA believes that a violation of test security has occurred, he or she should contact the STC regarding the alleged test security violation. Then, he or she should follow the procedures established by the school district for handling alleged test security violations.

Standards for the Ethical Use of Tests

The State Board of Education has adopted the 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 Standards for the Ethical Use of Tests can be found in Appendix A and on the Internet; log on to education.ohio.gov, and search keywords: *Ohio Administrative Code*.

Basic Guidelines for Test Administration

Testing Schedule and Time Allotments

The Spring 2010 administration of the Ohio Achievement Assessments will take place from **April 19 through May 7**, to include make-up testing. The testing window is a three-week period. The first two weeks are for the initial test administration, during which the entire grade level in a district tests on the same subject on the same day. The third week is for make-up testing. Make-up testing may also be done on days in between testing. Any make-up test given the week of May 3 **must** be returned by Friday, May 7.

To ensure that all students have sufficient time to complete the test, the time allotment for each achievement test is 2½ hours, excluding breaks. Please note that students with an IEP or 504 Plan may have extended time although the test must be completed in one school day.

Students identified as Limited English Proficient (LEP) may have extended time and the use of a dictionary while taking the assessment. Computer-based dictionaries are **not** allowed.

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

Testing Room Preparation

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

Check the testing room for possible test question “clues” before each testing session. Charts, maps and other materials in the classroom that could assist students with test items should be covered or removed before the test administration. The Ohio Academic Content Standards can serve as a resource to determine what materials should be removed.

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

Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand. **Students must not use mechanical pencils, pens, colored pencils, highlighters, or markers to complete their responses.** Responses completed with a mechanical pencil, ink pen, colored pencil, highlighter, or marker will **not** be scored. Students may do their silent work after their test materials have been collected. It is advisable to have some generic silent work on hand for students who forget to bring their own.

Rulers (Grade 3 Only)

Students need access to a ruler when taking the Grade 3 Mathematics Achievement Assessment. To answer some questions, students may need to measure lengths or draw a line of a specified length. Students should be familiar with and use this ruler during instruction.

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

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

Most rulers commonly purchased for use in classrooms are allowed, including 6-inch and 12-inch rulers. A ruler with both inch and centimeter scales is appropriate.

Some plastic templates supplied by textbook series may have markings for measuring lengths in inches and centimeters. Students may use a template while taking the Grade 3 Mathematics Achievement Assessment when the template contains no information or tools that could provide answers to other questions on the test. For example, a template that identifies geometric figures by shape and name or fractional parts of a circle **cannot** be used during testing. A policy on the use of rulers is available online. Go to education.ohio.gov, and search keywords: *ruler policy*.

For clarification or questions, contact:

Office of Curriculum and Instruction — Mathematics (614) 466-1317

Oral Script Use

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

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

Procedures During Test Administration

Marking Instructions

Students should be encouraged to complete all written exercises and questions and not leave anything blank. It is to their benefit to answer all questions and complete all written exercises. However, once the student has turned in the test booklet, the TA **must** not review the test booklet for missing answers or read the student responses. The TA must not return the test booklet to the student. This may result in a security violation.

Remind students that they must complete their responses with a No. 2 pencil only. **Do not** allow students to use a mechanical pencil. Students **must not** use ink to complete responses; the test will **not** be scored.

Students should be reminded to keep responses on the lines and within the boxes. Responses outside the lines or boxes are not guaranteed to be scored.

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

- Fill in each bubble completely.
- Erase completely any marks that the student wishes to change.
- Colored pencils may be used to highlight text when needed. Highlighters are not recommended due to stray marks caused by bleeding through the page of the test booklet.
- Avoid marking too close to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended.
- Use a No. 2 pencil to write all responses.
- Do not use mechanical pencils.
- Do not use an ink or ballpoint pen, colored pencil, highlighter, or marker to write a response. Using a pen, colored pencil, highlighter, or marker to write a response will result in the test **not** being scored.
- Do not cross out the responses the student does not choose. This may affect the scoring results.

When testing has begun, check that students are marking and writing their answers in the appropriate places in their test booklets using No. 2 pencils. TAs should be careful not to interfere with the students' concentration as they check the students' progress.

If an error has occurred, give the student a new test booklet. The student's responses must be transcribed into the new test booklet. **Do not erase** the student's responses. Always have a witness present when transcribing the responses into the second test booklet.

Proper and Improper Marking Practices

For multiple-choice test questions, students should refrain from marking or “crossing out” the answer bubbles considered incorrect, filling in the correct answer, and erasing the marks over the incorrect choice bubbles. Figure 1 below shows an example of this practice. This practice is risky because students may inadvertently leave pencil marks in the scanned areas, thus jeopardizing their scores. This practice will result in a letter to the district superintendent from ODE requesting that the TA stop teaching it.

Figure 1. An example of improper marks in the scanned areas of a Grade 3 Reading Achievement Assessment test booklet

R
Reading
Use Pencil Please

Directions: Carefully read each question. Fill in the circle next to the correct answer.

1. What word is an antonym for cool?

A. warm

B. mild

C. damp

Improper strategy: marking of incorrect responses that intrudes into the scanned area

Students should be directed to mark any incorrect answer choice with a mark that is far from the scanned bubbles. One suggestion is to place a small “X” at the end of the incorrect choice in the test booklet to the right of the end of the answer option. Figure 2 below shows an example of this practice.

Figure 2. An example of proper way to mark incorrect choices on a Grade 3 Reading Achievement Assessment test booklet

Directions: Carefully read each question. Fill in the circle next to the correct answer.

1. What word is an antonym for cool?

A. warm

B. mild X

C. damp X

Proper strategy: marking of incorrect responses well away from the scanned image

Breaks

If the district allows breaks, it is the TA's responsibility to provide them for students during the administration of the test. It is recommended that the TA provide at least a five-minute break every 30 minutes, but it is left up to the judgment of the TA to provide as many breaks as students need and to decide how long the breaks will be. These breaks are not part of the testing time. The TA should tell students before testing what they may do during the breaks (e.g., stand up and stretch). It is a security violation to have a lunch or recess break during the test administration. Breaks should be for the entire group; however, an individual student may need a break for medical reasons, and this should be noted prior to the test administration.

Follow the directions below when providing a break.

- Tell students when the break will occur. Make an announcement five minutes before the break.
- Keep students in the testing room. Lunch or recess will not occur as a break.
- **Do not allow talking during the break.**
- Encourage students to stand and stretch at their desks.
- Do not allow students to take out any additional materials during a break. Only the test booklet (closed and face down) and pencils may be on each desk.
- When the entire class (group) has had a break, direct students to resume the test.
- At any time during the test administration, a student may leave the room for a restroom break, but to ensure test security, only one student should leave at a time. **The entire class (group) may not use the restroom at the same time.** The class should be encouraged to use the restroom prior to the start of the test.
- The students should be monitored during the break to ensure that they do not discuss the test or obtain an answer key.

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

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

Students under an IEP or 504 Plan or LEP students who have extended time as an accommodation should be allowed a lunch break. The students should be observed during the lunch break to ensure that they do not discuss the test.

Procedures Following Test Administration

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

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

After test administration, TAs must affix the Pre-ID label or complete the demographic information on the back cover and inside back cover of each test booklet. For students who do not have Pre-ID labels, demographic information can be hand-gridded or entered online through use of the Generic labels. In addition, mark the following sections for any qualified student:

- Section N, "LEP/IEP Status," if the student is receiving services via an IEP or 504 Plan or if the student is identified as Limited English Proficient (LEP) in any subject tested
- Section O, "Accommodations," if the student is using any accommodations
- Section P, "Special version of the test, if applicable," if the student was administered a special version of the achievement assessments
- Section Q, "Migrant Status," if the student meets the federal definition of a migrant student
- Section R, "Accelerated Testing," if the student is taking an accelerated test (If Section R is not marked, no score will be reported and "Testing out of Grade" (TOG) will be reported.)

Testing Group Number (TGN)

After administering each test, the TA must complete the following:

- Section G, "Testing Group Number," on the back cover of each student's test booklet by filling in the assigned testing group number for each test session. A district-designated person is responsible for assigning and notifying the TA of the testing group number(s). The purpose of assigning a testing group number to a testing location is to aid in identifying a group of students quickly and easily should an anomaly occur during testing, such as defective materials being discovered after the test was administered.

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 may continue. Later, the student's responses and demographic information must be transcribed into the new test booklet, which will be the copy of the test to be scored. The soiled test booklet should be placed in a zip-lock bag with the barcode written on the zip-lock bag and returned to the STC with the unused materials.

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 STC. The district will decide whether the student will continue the test when she or he returns to school or the test will 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 test booklet into the new one. Always have a witness present when transcribing responses into the second test booklet.

Incomplete or Defective Test Materials

If a student receives an incomplete or defective test booklet, follow the steps below:

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

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

- Write in large, bold letters the word "**Defective**" on the cover of the flawed test booklet. Make sure the defective materials are not distributed again but are put aside for later return with the nonscorable secure materials.
- Mark a large "X" and the words "DO NOT SCORE" on the front cover of the defective booklet.

Things to Remember

Before beginning:

- Verify that the correct number of test materials were received from the STC.
- Obtain the “Testing Group Number” for the testing session from the STC or the person responsible for assigning these numbers.
- Gather and organize all necessary materials:
 - Student test booklets (the TA does not have a copy of the test booklet unless administering a Read Aloud)
 - Make sure that students who have a special version or Read-Aloud accommodation have a Form SV.
 - Supply of sharpened No. 2 pencils (Do not use mechanical pencils. Pens, colored pencils or highlighting markers must **not** be used to write responses — tests will **not** be scored.)
 - Supply of rulers (grade 3 only)
 - This administration manual
 - Watch or clock
 - Silent work for students who do not bring their own
- Decide when to give students breaks (if relevant) during the testing session. The time for breaks and directions is **not** included in the testing time. Students may not talk with each other during breaks.
- Be aware that a single TA may be alone with 30 students but that a monitor must also be present in the testing room with more than 30 students. The ratio of TAs/monitors to students is one TA/monitor to 30 students in any testing room. A TA must be in each testing room.

While administering the test:

- Use the script in this manual. The script is printed in **bold** type.
- Answer questions to clarify general directions, but do not provide prompts for individual tasks or questions. Other than the general directions, do not read any test material to students. This includes the reading selections, items and answer choices.
- Remember that the reading passages, which include the word bank, **CANNOT** be read aloud in the Read-Aloud accommodation. If the reading passages are read aloud, the test is invalidated. When an accommodation is given that is not noted on the student’s IEP or 504 Plan, the test is invalidated.
- Stay in the classroom during the entire test. It is a security violation to leave students unattended during the test administration.

After administering the test:

- Collect all student test booklets. Before returning them to the STC, affix the Pre-ID and/or Generic labels or complete the demographic information on the back cover and inside back cover of the test booklets. Mark Sections N through R for applicable students and Section G, “Testing Group Number,” for all students.

ADMINISTERING THE GRADES 3 AND 4 READING ACHIEVEMENT ASSESSMENTS

Introduction

This section of the manual provides instructions for administering the Grades 3 and 4 Reading Achievement Assessments. The oral directions are in the form of a script that contains portions to be read aloud to students, as well as instructions for the TA. It is important that the TA become familiar with the contents of this manual before administering the test.

The Grades 3 and 4 Reading Achievement Assessments

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

Description of Test Materials

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

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

On the first day of testing, students will print their first and last names on the front and back covers of the test booklet. Each test booklet must be returned to the same student on the subsequent days of testing.

Students using a special version or having a Read-Aloud accommodation must use **Form SV**; forms from the spiraled packet **must not** be used.

Materials Needed for Testing

For the test administration, please have the following items available:

- Student test booklet for each student (the TA does not have a copy of the test booklet unless administering a Read Aloud)
- A **Form SV** for each student using a special version or having an accommodation that requires a Form SV, such as a Read Aloud
- A supply of sharpened No. 2 pencils (Do not use mechanical pencils. Pens, colored pencils or highlighting markers must **not** be used to write responses — tests will **not** be scored.)
- This administration manual
- A watch or clock
- Silent work for students who do not bring their own

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

Time Allotment

TAs should allot 2½ hours of student work time for each administration of the Grades 3 and 4 Reading Achievement Assessments. The 2½ hours do **not** include any break time that TAs elect to schedule as part of the testing.

Key Steps for Administering the Test

- Give a test booklet and a No. 2 pencil to each student.
- Explain to students that they will be taking a reading test and **must not** go forward to the mathematics test.
- Inform students that they need to be quiet during the test and that if they have questions, they should raise their hands.
- Let students know that breaks will be provided (if applicable).
- Tell students that this is a chance to show what they know.
- Instruct students to write their first and last names on the front and back covers of their test booklets.

Reminder

- Students with disabilities are allowed accommodations that are based on their IEP or 504 Plan.
- Limited English Proficient (LEP) students may have the use of a printed dictionary (not a computer dictionary) and extended time. However, the test must be completed in one school day.

Administering the Test

Read aloud, word for word, the material that is printed in **bold** type. The material in regular type is information for the TA and should not be read to students. The TA may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work. **Please be sure to read the appropriate text for the grade level (3 or 4) being administered.**

Students are **not** permitted to use reference materials, such as print or electronic forms of dictionaries, thesauruses or spell-check software (except LEP students, who may use printed dictionaries only — not computer dictionaries).

Students' desks should be cleared of all materials except pencils before testing begins. All electronic devices (cell phones, iPods, etc.) **must** be collected before testing begins. TAs should turn off their cell phones so as not to disturb the students.

Colored pencils may be used to highlight text when needed. Highlighters should **not** be used due to stray marks caused by bleeding through the page of the test booklet.

Please remind students to avoid making any stray marks too close to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended by the student. Please remind each student that all scorable responses must be written with a No. 2 pencil.

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

 Script

You are now going to take the Grade (3 or 4) Reading Achievement Assessment. This is a test of how well you understand what you read. It is important that you do your best work on this test. Otherwise, it will not show how well you can do in reading. You can make sure that your test scores give a true picture of what you know and what you can do by doing your best on the test. Remember to do your own work. Do not copy or share your work with anyone.

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

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want. Do not tear out any pages from the Student Test Booklet.

Are there any questions?

Answer any questions.

I will hand out the Student Test Booklets now. Do not open your Student Test Booklet until I tell you to do so.

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

Print your first and last names carefully on the line provided on the front cover of the Student Test Booklet.

Allow time for students to print their names.

Turn your Student Test Booklet over to the back cover.

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

Print your first and last names carefully on the line provided in Section A on the back cover of the Student Test Booklet.

Allow time for students to print their names.

Turn to page 1 in your Student Test Booklet and read along as I read the directions.

Use this page if administering the grade 3 reading assessment.

Directions:

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

There are several important things to remember:

1. Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.
2. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.
3. Use only a #2 pencil to answer questions on this test.
4. For multiple-choice questions, fill in the circle next to your answer choice. Mark only one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
5. For constructed-response questions, write your answer neatly, clearly and only in the space provided. Answers written outside of the space provided will not be scored.
6. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.
7. Check over your work when you are finished.
8. When you finish this section of the test, you may NOT go on to the mathematics section in the Student Test Booklet.

Skip the next page if not administering the grade 4 reading assessment.

Use this page if administering the grade 4 reading assessment.

Directions:

Today you will be taking the Ohio Grade 4 Reading Achievement Assessment. The test consists of reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.
2. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.
3. Use only a #2 pencil to answer questions on this test.
4. For multiple-choice questions, fill in the circle next to your answer choice. Mark only one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
5. For constructed-response questions, write your answer neatly, clearly and only in the space provided. Answers written outside of the space provided will not be scored.
6. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.
7. Check over your work when you are finished.
8. When you finish this section of the test, you may NOT go on to the mathematics section in the Student Test Booklet.

Continue to the next page.

If your district DOES NOT offer a break, say:

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

If your district DOES offer a break, say:

After you begin, you should continue until you see the word “STOP” in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word “STOP” in your Student Test Booklet, you should look over the pages of the reading test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire reading test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

Are there any questions?

Pause for students’ questions.

We are now ready to begin. You may turn to page 2 in your Student Test Booklet and start working.

Record the start time in the box below.

Observe the time and write it down. (Breaks are optional)	Start time _____
	1st break time _____
	1st resume time _____
	2nd break time _____
	2nd resume time _____
	3rd break time _____
	3rd resume time _____
	4th break time _____
	4th resume time _____
	Stop time _____

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

Observe students to determine that they understand the directions. First, help those students who have questions. Then circulate among the students, checking that they are recording their answers properly, they are using a No. 2 pencil, and they are taking the reading test.

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

Walk around the room periodically to make sure students are working unaided and are using No. 2 pencils. Do not examine the test booklets for answers.

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

We will take a short break in five minutes.

After five minutes, say:

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

Give students a break (the TA must determine how long the break will be). Test booklets may remain on students' desks but must be closed. If food is provided and is served on the students' desks during the break, the test booklets **must** be collected. When the break is over, resume the script at this point. Say:

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

Pause.

After you begin, you should continue until you see the word "STOP" in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word "STOP" in your Student Test Booklet, you should look over the pages of the reading test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire reading test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

You may begin.

Mark the resume time in the box on page 17.

Collecting Student Test Booklets

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

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

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

Stop. Put your pencil down and close your Student Test Booklet. I will now collect the Student Test Booklets.

Collect the test booklets. All materials should be returned to secure storage or secured as directed by the STC.

Test Administrator Comment Form

It is not necessary to complete this form if there are no comments. If the TA has any comments, concerns or suggestions about OAA administrations, he or she should complete and submit the Test Administrator Comment Form, which can be found at www.ohiodocs.org.

The purpose of the form is to collect comments and suggestions for improving test materials and procedures. Do **not** send a paper form. These will not be reviewed or returned. Please use the online form.

ADMINISTERING THE GRADES 3 AND 4 MATHEMATICS ACHIEVEMENT ASSESSMENTS

Introduction

This section of the manual provides instructions for administering the Grades 3 and 4 Mathematics Achievement Assessments. The oral directions are in the form of a script that contains portions to be read aloud to students, as well as instructions for the TA. It is important that the TA become familiar with the contents of this manual before administering the test.

The Grades 3 and 4 Mathematics Achievement Assessments

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

Description of Test Materials

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

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

On the first day of testing, students will print their first and last names on the front and back covers of the test booklet. Each test booklet must be returned to the same student on the subsequent days of testing.

Students using a special version or having a Read-Aloud accommodation must use **Form SV**; forms from the spiraled packet **must not** be used.

Materials Needed for Testing

For the test administration, please have the following items available:

- Student test booklet for each student (the TA does not have a copy of the test booklet unless administering a Read Aloud)
- A **Form SV** for each student using a special version or having an accommodation that requires a Form SV, such as a Read Aloud
- A supply of sharpened No. 2 pencils (Do not use mechanical pencils. Pens, colored pencils or highlighting markers must **not** be used to write responses — tests will **not** be scored.)
- Allowable rulers provided either by the student or the TA — **grade 3 only** (see pages 6 and 7 for a description of the criteria for acceptable rulers)
- This administration manual
- A watch or clock
- Silent work for students who do not bring their own

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

Time Allotment

TAs should allot 2½ hours of student work time for each administration of the Grades 3 and 4 Mathematics Achievement Assessments. The 2½ hours do **not** include any break time that TAs elect to schedule as part of the testing.

Key Steps for Administering the Test

- Give a test booklet, a No. 2 pencil and, **for grade 3 only**, a ruler to each student.
- Verify that rulers used by students are allowable — **grade 3 only**.
- Explain to students that they will be taking a mathematics test and **must not** go back to the reading test.
- Inform students that they need to be quiet during the test and that if they have questions, they should raise their hands.
- Let students know that breaks will be provided (if applicable).
- Tell students that this is a chance to show what they know.
- Instruct students to write their first and last names on the front and back covers of their test booklets.

Reminder

- Students with disabilities are allowed accommodations that are based on their IEP or 504 Plan.
- Limited English Proficient (LEP) students may have the use of a printed dictionary (not a computer dictionary) and extended time. However, the test must be completed in one school day.

Administering the Test

Read aloud, word for word, the material that is printed in **bold** type. The material in regular type is information for the TA and should not be read to students. The TA may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work. **Please be sure to read the appropriate text for the grade level (3 or 4) being administered.**

Students are **not** permitted to use reference materials, such as print or electronic forms of dictionaries, thesauruses or spell-check software (except LEP students, who may use printed dictionaries only — not computer dictionaries).

Students' desks should be cleared of all materials except pencils (and rulers for grade 3) before testing begins. All electronic devices (cell phones, iPods, etc.) **must** be collected before testing begins. TAs should turn off their cell phones so as not to disturb the students.

Colored pencils may be used to highlight text when needed. Highlighters should **not** be used due to stray marks caused by bleeding through the page of the test booklet.

Please remind students to avoid making any stray marks too close to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended by the student. Please remind each student that all scorable responses must be written with a No. 2 pencil.

After students are seated in the desired arrangement, read aloud the following script **before** distributing the test booklets. Please note the grade level and references to a ruler in parentheses and read the correct grade level and references to a ruler for the test being administered.

 Script

You are now going to take the Ohio Grade (3 or 4) Mathematics Achievement Assessment. It is important that you do your best work on this test. Otherwise, it will not show how well you can do in mathematics. You can make sure that your test scores give a true picture of what you know and what you can do by doing your best on the test. Remember to do your own work. Do not copy or share your work with anyone.

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

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want. Do not tear out any pages from the Student Test Booklet.

Are there any questions?

Answer any questions.

I will hand out the Student Test Booklets (and rulers for grade 3) now. Do not open your Student Test Booklet until I tell you to do so.

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

Print your first and last names carefully on the line provided on the front cover of the Student Test Booklet.

Allow time for students to print their names.

Turn your Student Test Booklet over to the back cover.

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

Print your first and last names carefully on the line provided in Section A on the back cover of the Student Test Booklet.

Allow time for students to print their names.

Use this page if administering the grade 3 mathematics assessment.

Turn to page 37 in your Student Test Booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 3 Mathematics Achievement Assessment. The test consists of questions about numbers, measurement, shapes, graphs, and patterns. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.
2. Use only a #2 pencil to answer questions on this test. You may use a ruler on this test.
3. For multiple-choice questions, fill in the circle next to your answer choice. Mark only one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
4. For constructed-response questions, write your answer neatly, clearly and only in the space provided. Answers written outside of the space provided will not be scored.
5. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.
6. Check over your work when you are finished.
7. When you finish this section of the test, you may NOT go back to the reading section in the Student Test Booklet.

Skip the next page if not administering the grade 4 mathematics assessment.

Use this page if administering the grade 4 mathematics assessment.

Turn to page 39 in your Student Test Booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 4 Mathematics Achievement Assessment. This test consists of questions about numbers, measurement, shapes, graphs, and patterns. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.
2. Use only a #2 pencil to answer questions on this test.
3. For multiple-choice questions, fill in the circle next to your answer choice. Mark only one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
4. For constructed-response questions, write your answer neatly, clearly and only in the space provided. Answers written outside of the space provided will not be scored.
5. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.
6. Check over your work when you are finished.
7. When you finish this section of the test, you may NOT go back to the reading section in the Student Test Booklet.

Continue to the next page.

If your district DOES NOT offer a break, say:

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

If your district DOES offer a break, say:

After you begin, you should continue until you see the word “STOP” in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word “STOP” in your Student Test Booklet, you should look over the pages of the mathematics test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire mathematics test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

Are there any questions?

Pause for students’ questions.

We are now ready to begin. You may turn the page in your Student Test Booklet and start working.

Record the start time in the box below

Observe the time and write it down. (Breaks are optional)	Start time _____
	1st break time _____
	1st resume time _____
	2nd break time _____
	2nd resume time _____
	3rd break time _____
	3rd resume time _____
	4th break time _____
	4th resume time _____
	Stop time _____

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

Observe students to determine that they understand the directions. First, help those students who have questions. Then circulate among the students, checking that they are recording their answers properly, they are using a No. 2 pencil, and they are taking the mathematics test.

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

Walk around the room periodically to make sure students are working unaided and are using No. 2 pencils. Do not examine the test booklets for answers.

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

We will take a short break in five minutes.

After five minutes, say:

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

Give students a break (the TA must determine how long the break will be). Test booklets may remain on students' desks but must be closed. If food is provided and is served on the students' desks during the break, the test booklets **must** be collected. When the break is over, resume the script at this point. Say:

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

Pause.

After you begin, you should continue until you see the word "STOP" in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word "STOP" in your Student Test Booklet, you should look over the pages of the mathematics test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire mathematics test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

You may begin.

Mark the resume time in the box on page 25.

Collecting Student Test Booklets

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

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

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

Stop. Put your pencil down and close your Student Test Booklet. I will now collect the Student Test Booklets.

Collect the test booklets. All materials should be returned to secure storage or secured as directed by the STC.

Test Administrator Comment Form

It is not necessary to complete this form if there are no comments. If the TA has any comments, concerns or suggestions about OAA administrations, he or she should complete the Test Administrator Comment Form, which can be found at www.ohiodocs.org.

The purpose of the form is to collect comments and suggestions for improving test materials and procedures.

Do **not** send a paper form. These will not be reviewed or returned. Please use the online form.

APPENDIX A

STANDARDS FOR THE ETHICAL USE OF TESTS

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

Effective 2/1/95

- (A) These standards of ethical assessment practice shall be used in determining whether or not a practice related to assessment is consistent with the principles of performing one's duties with honesty, integrity, due care, and fairness to all and ensuring the integrity of the assessment process and the reliability and validity of any inference made from any result of an assessment. Except as otherwise specified, the following definitions shall be used in this rule:
- (1) "Assessment" shall include secure and non-secure standardized achievement tests, the Ohio graduation tests, state proficiency tests, the English language proficiency test, diagnostic tests as required by section 3301.0715 of the Revised Code, and secure alternate measurement instruments provided by the department of education. Assessment shall also include district and school-wide standardized assessment including norm referenced tests. Assessment shall include the test instrument itself and any part of the process of assessing or testing a student;
 - (2) "Participating school" shall mean any city, exempted village, local, cooperative education, or joint vocational school districts any community or any chartered nonpublic school which participates in assessment; the state school for the blind; the state school for the deaf; or any school operated by the departments of youth services or rehabilitation and corrections; or any entity that tests its students with the statewide assessments;
 - (3) "Appropriate staff" shall include any designated certificated or non-certificated employee of a participating school who has direct access to an assessment or participates in any activity related to preparing a student for an assessment, administering or scoring an assessment, and/or interpreting or using any result of an assessment;
 - (4) "Secure assessment" shall include any assessment, whether state or national, that is administered to the entire or a portion of the entire state student population and/or that is provided by the state, the results of which are included in Ohio's accountability system, are included as part of a student's course, are part of the pre-college admission process, or are required by state and/or federal law. Secure assessments shall be treated as secure materials until released by the test developer and/or the department of education. They do not include any diagnostic assessment required to be administered pursuant to section 3301.0715 of the Revised Code, any practice Ohio graduation test required to be prescribed by the state board of education pursuant to section 3301.0710 of the Revised Code, any practice achievement test, or any assessment that already has been released to the public by the test developer or by the department of education as a public record following the school year that the assessment actually was administered; and
 - (5) "Statewide tests" means any assessment that is provided by the department of education for use in all participating schools in the state.
- (B) Each participating school and district shall ensure that all appropriate staff have knowledge of these standards of ethical assessment practice and shall monitor the practices of all appropriate staff to ensure compliance with these standards. Each participating school's and district's duties shall include, but not be limited to, the following:
- (1) Communicate in writing to all appropriate staff at least once annually the standards defining what is an unethical and/or inappropriate practice that are contained in paragraphs (C) through (E) of this rule as well as any additional standards of ethical assessment practice adopted by a participating school and district;

- (2) Clearly define and communicate in writing at least once annually to all appropriate staff how the standards shall be monitored and what sanctions shall apply for any violations of the standards and under what circumstances such sanctions will apply;
 - (3) Clearly define and communicate to all appropriate staff prior to each assessment the purpose(s) for each assessment;
 - (4) Clearly define and communicate in writing to all appropriate staff at least once annually all security procedures established by a participating school for each type of secure assessment identified in paragraph (A) of this rule, which shall include, but not be limited to, the test security provisions required by rule 3301-13-05 of the Administrative Code;
 - (5) Provide any other information and training as may be necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment;
 - (6) Establish written procedures for reviewing what materials and practices shall be used in a participating school to prepare students for an assessment, and clearly communicate in writing these procedures, materials, and practices at least once annually to all appropriate staff;
 - (7) Periodically review materials and practices related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment in order to ensure that the materials and practices are up-to-date, and clearly communicate in writing any additions or changes at least once annually to all appropriate staff;
 - (8) Provide channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice any concern about any practice they consider unethical and/or inappropriate; and
 - (9) Establish written procedures for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, ensuring protection of the rights of an individual, the integrity of an assessment, and any result of an assessment.
- (C) In monitoring practices related to preparing students for a state-wide assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
 - (2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
 - (3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
 - (4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
 - (5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;

- (6) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and
 - (7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.
- (D) Except as specifically permitted by written instructions provided by the developer of an assessment, by the department of education, or by Chapter 3301-13 of the Administrative Code pertaining to accommodations and/or alternate assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices related to administering and/or scoring assessments that are unethical and/or inappropriate:
- (1) Any assessment used for purposes other than that for which it was intended;
 - (2) Any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;
 - (3) Except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;
 - (4) Any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score an assessment;
 - (5) Any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;
 - (6) Any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;
 - (7) Any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;
 - (8) Except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;
 - (9) Any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and
 - (10) Any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment.
- (E) In monitoring practices related to interpreting and/or using any result of an assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;

- (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;
 - (3) Any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;
 - (4) Any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;
 - (5) Any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result; and
 - (6) Any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways.
- (F) Each participating school shall cooperate with the state board of education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule.

