



Ohio Achievement Tests



Reading

District Test Coordinator's Manual October 2009



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

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October 2009 Test Schedule

Date	Activity
By September 21, 2009	Receive test materials from Pearson.
By September 28, 2009	Receive Pre-ID labels from Pearson.
September 28–October 16, 2009	Pre-Processing Record Changes window
October 5–9, 2009	Test administration dates
On October 9, 2009	DTCs send all “Early Return” scorable materials to Pearson.
On October 12, 2009	DTCs send all “Regular Return” scorable materials to Pearson.
When testing is complete but no later than October 16, 2009	DTCs return nonscorable secure materials to Pearson.
October 29 & 30, 2009	Record Change window (pre-reporting)

Important Contact Information

For information about. . .	Contact. . .
<ul style="list-style-type: none"> • The Ohio Achievement Tests or testing policy • Accommodations 	Ohio Department of Education Office of Assessment Phone: (614) 466-0223 Fax: (614) 995-5568 http://education.ohio.gov/
<ul style="list-style-type: none"> • Receiving and returning shipments • Returning the Material Resolution Form 	Pearson Phone: (800) 627-7990, State Code 836 E-mail: OhioK-8@support.pearson.com
<ul style="list-style-type: none"> • Ordering additional materials • Ordering optional services 	American Institutes for Research (AIR) Phone: (888) 944-5001

General Overview

This manual outlines the specific responsibilities of the District Test Coordinator (DTC) for the October 2009 administration of the Grade 3 Reading Ohio Achievement Test (OAT). Included are instructions for receiving and distributing test materials, collecting and returning all test materials (scorable and nonscorable) to Pearson and disposing of other materials. The October 2009 Grade 3 Reading Ohio Achievement Test will be distributed, retrieved and scored by Pearson.

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

For the October 2009 OAT administration, the Pearson SchoolHouse Web site will be replaced by the American Institutes for Research (AIR) **TIDE system**, which can be located at <http://www.ohtide.org/TIDE>. All functions that were performed in SchoolHouse will now be done in **TIDE**. During the first week in August, the DTC should have received via U.S. mail a password to access **TIDE**.

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

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

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

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

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

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

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

Use of testing group numbers is required but not the use of the Testing Group Roster. For example, schools may develop their own spreadsheet or use a local database to organize the testing group information. Regardless of the method used to assign testing group numbers, any documentation should be kept at either the school(s) or the district for one year after the test administration. DTCs should discuss with their STCs the best place to keep this documentation. A DTC may be asked to make this information available after the test administration. **If test booklets are returned for scoring without Box "G" completed, the DTC may be contacted to provide the information.**

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

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

Responsibilities of the District Test Coordinator

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

- Distribute test material shipments to schools.
- Help the STCs prepare for testing.
- Train the STCs in test security and test materials handling, and answer any questions they have about test administration. Use the Rules Book and Ohio Statute when training STCs.
- Distribute information in the monthly K-8 newsletter.
- Collect all scorable materials from the STCs within the requested return dates. Scorable materials are the test booklets in which students have recorded their responses.
- Return all test materials (scorable and nonscorable) to Pearson within the requested return dates. Separate scorable and nonscorable materials. **Any scorable materials in the district's shipment of nonscorable materials will be reported later than the date on which the reports are due in the district.** Nonscorable secure materials are unused test booklets, Braille and Large-Print test booklets, English Audio CD materials, and those used Braille and Large-Print tests that have student responses. *Directions for Administration* and the STC and DTC manuals are not secure documents and can be destroyed. Remember to use the correct **color** label on each box. Incorrect labeling may send tests to be scored to the nonscorables site. This will place scorable tests in the late batch. Late batch results are returned at a later date than the initial distribution of results.
- Ensure that state and district test security procedures (including the return of all test booklets to Pearson at the completion of testing) are followed at all times. All test booklets, both used and unused, are considered secure materials at all times. ODE's Standards for the Ethical Use of Tests are included in the *Directions for Administration* and can also be found on the Internet: log on to <http://education.ohio.gov/>, keywords "Ohio Administrative Code."
- Distribute test results to the STCs.

Specific responsibilities for distributing the test materials to the schools include the following:

- Take inventory of the number of school boxes received.
- Take inventory of the district's overage shipment. The DTC will use these overage materials to supplement a school's shipment of test materials if necessary. For example, a school might have an increase in enrollment in grade 3, the STC could find a shortage in the school's shipment, or a test booklet could be defective or damaged. It is the DTC's responsibility to ensure that all schools have enough test materials to test every eligible student.
- Securely store materials until they can be distributed to the STCs.
- Supply materials, including overage, to schools as needed.
- Order additional materials from the **TIDE** Web site if necessary.

Testing Schedule and Time Allotments

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

To ensure that all students have sufficient time to complete the test, the time allotment for the Grade 3 Reading Ohio Achievement Test is 2½ hours, excluding breaks. Please note that IEP and LEP students may have extended time although the test must be completed in one school day. More detailed information about testing students with accommodations or special versions of the test is contained in Appendix B.

Test Security

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

- DTCs are responsible for ensuring the security of all test materials while they are in their possession.
- DTCs are also responsible for instructing the STCs to act in accordance with all security requirements while they are in possession of test materials.
- DTCs are responsible for training the STCs in proper test administration procedures and the correct procedures for test preparation. In turn, the STCs are responsible for training all Test Administrators (TAs) and monitors.

The secure test materials consist of all test booklets, which contain test questions, student information and student responses, and nonscorable secure test materials, which include unused test booklets and all special versions of the test (Braille, Large-Print and English Audio CD Materials). It is illegal and unethical to reproduce or disclose any of these materials or cause them to be reproduced or disclosed in any format. Test security is vital for the administration of the Grade 3 Reading Ohio Achievement Test. The DTC is responsible for ensuring the security of not only the physical test booklets and CDs but also the individual test questions and other materials. The DTC's responsibility for maintaining the security of the test booklets, English Audio CDs, test questions, and other secure materials continues even after the test booklets have been returned to Pearson.

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

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

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

Before or during an administration:

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

After the administration:

- Discussing test questions with colleagues or students after the test has been administered but before the test is released to the public, which may affect students who were absent or allow students to change answers on a test in the same booklet;
- Describing the test questions in a letter, discussing the test questions or photocopying the test questions prior to the public release of test questions when they are posted on the ODE Web site;
- Altering a student's response after the student has turned in the test booklet.

At any point, DTCs who believe that a violation of test security has occurred must follow the procedures established by their school district for handling alleged test security violations.

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

Documenting Discrepancies of Secure Materials

The Material Resolution Form (see sample in Appendix A) should be used to report any discrepancies with secure materials. These discrepancies include:

- Discrepancies between the beginning and ending sequence numbers of the test booklets received and the corresponding sequence numbers printed on the District Overage Security Checklist (see sample in Appendix A);
- Discrepancies discovered when the test booklets are received by the STC;
- Discrepancies discovered when the shrink wrap containing the tests is broken prior to testing day.

The DTC will complete the Material Resolution Form for all test booklets distributed to the district and its schools. The form is included in the shipment of the district's overage materials. The DTC must return a copy of this form to ODE and to Pearson. The STCs will be instructed to call the DTC to report any discrepancies in their shipments. Instructions for completing this form follow:

- Note any school or district overage discrepancies in the appropriate column on the Material Resolution Form.
- Count the number of test booklets received, and check the beginning and ending sequence numbers of the test booklets in the district's shipment against the test booklet numbers on the District Overage Security Checklist. Note any discrepancies in the column labeled Phase I on the Material Resolution Form.
- Report school shipment discrepancies in the Phase II column. The STCs will take inventory of their own shipments and will report any discrepancies to the DTC.
- After testing, make two copies of the Material Resolution Form. Return one copy to ODE at the address on the inside front cover of this manual. Return the other copy to Pearson with the nonscorable test materials. DTCs should keep the original for their records for at least two months after the administration.

Districts may use whatever method they choose to keep track of the test booklets. An optional form — the District Overage Security Checklist — is provided with the district's overage shipment. It is available to help the DTC monitor the test booklets from the district's overage shipment that is provided to schools. The form lists the security number of each test booklet sent in the district's overage shipment. This form does not need to be returned to Pearson.

A School Security Checklist is included in each school's test shipment so that the STCs can monitor the test booklets received for their schools. It lists all secure materials assigned to a given school. The DTC can require the STCs to complete the forms and give the DTC a copy. This is an optional form for district use only. This form should not be returned to Pearson.

Ordering Additional Materials

If schools need additional test materials, it is the DTC's responsibility to request them from the American Institutes for Research. Any increase of materials ordered will have to be approved by ODE. Please allow time for this procedure.

If additional materials are required, districts will log in to **TIDE** (<http://www.oh tide.org/TIDE>) and order materials via the Additional Orders tab. Districts may check the status of an order periodically to monitor when the request has been approved by ODE. Districts that require assistance with an additional materials order may contact AIR at (888) 944-5001.

Basic Guidelines for Test Administration

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

- Students are allowed a maximum of 2½ hours to take the test on any one day during the week of **October 5 through 9, 2009**.
- Students who have been identified as Limited English Proficient (LEP) may be allowed extended time (although the test must be completed in one school day) and the use of a dictionary.
- Students may require accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom and are specified in the Individualized Education Program (IEP) or 504 Plan.
- Home-educated students are taught at home and are not enrolled in the district's schools. It is the district's decision to allow a home-educated student to test with district students. A blank School/Class Header Sheet should be used for home-educated students who will take the test with the district's students. The STC will grid the header sheet with a special code, which is the District IRN followed by (999999) for the School IRN. This code allows these tests to be scored and the results kept separate from the district's results. Please use the TIDE Web site to order a blank header for home-educated students.

Note: Students who take a test with procedural accommodations or who use a special version (e.g., Braille or Large-Print) **must** have their responses and demographic information transcribed verbatim into a general test booklet to be scored. Always have a witness present when transferring the responses to the second test booklet. This second test booklet must be returned to Pearson with the scorable materials. The students' original test booklets (marked with a large "X" and the words "Do Not Score" across the front and back covers) must be returned to the DTC with the nonscorable secure materials. Any scorable materials not marked as "Do Not Score" but returned with nonscorable materials will be processed in the late batch. Separate sheets added to the test booklet will **not** be scored. If additional sheets are used, they are secure materials and must be returned with the nonscorable materials.

Before Testing

Establishing a Testing Schedule

Administration of the Grade 3 Reading Ohio Achievement Test must take place during the week of **October 5 through 9, 2009**. Districts may set their own schedule during this test window. However, all testing must be completed within the window, including make-up testing.

Receiving, Checking In and Distributing Test Materials

The test materials are packaged by school and will arrive in the district office about two weeks before testing. The district will also receive a shipment of district overage test materials, which will be used to supplement materials at the schools, if needed. When the shipment arrives, count the number of boxes received and verify that the total number of boxes matches the number of boxes listed on the packing lists. If there is a discrepancy, notify Pearson immediately.

DO NOT OPEN THE SCHOOL BOXES. The STCs will verify the contents of the schools' shipments. Do not open or take inventory of any school's shipment, even though there is a copy of the Packing List for each school in the district. The Packing List should be used to answer questions that the STCs have about their shipments.

Taking Inventory of the District's Overage Shipment

Upon receipt of the district's overage shipment, open it and take inventory of the contents as follows:

- On the Packing List, place a check mark next to each item to verify the correct quantity of each item listed.

- Overage test booklets are shrink-wrapped in sets of 10 and five. Take inventory of the test booklets by checking that the range of security numbers on the District Overage Security Checklist matches the security numbers of the booklets received. **Do not open the shrink-wrapped packages.** Instead, check the security numbers of the first and last booklets, which are clearly visible through the shrink-wrapped packages, and then count the spines of the booklets to verify that each package contains the correct number.
- If there is a discrepancy or if any materials are missing from the district shipment, notify Pearson immediately.
- Complete the Material Resolution Form Phase I column when receiving the materials and the Phase II column when distributing the materials to schools. Note on the form any missing or duplicate sequence numbers. Information on completing the form and a sample form are in Appendix A. If there are no discrepancies, **do not** return the Material Resolution Form.
- **Only the DTC may perform this procedure.** It may be necessary to break packages of shrink-wrapped test booklets before the first day of testing to meet a building's needs. Place the booklets in a large envelope, write the serial number range of the enclosed test booklets on the envelope, **seal it**, record the range of serial numbers assigned to the building, and have the envelope delivered to the building. **The STC or TA may not open the envelope(s) until the first day of testing.** Security must be maintained, and test contents may **not** be shared.
- Retain the District Packing List, the Material Resolution Form and the District Overage Security Checklist if any of these materials have been used to track materials sent to schools. This information will be necessary when packaging and returning materials after testing.

Place the district's overage materials and all school test materials (including the sealed envelopes) in locked storage until they can be distributed to the schools.

Pre-ID and Generic Labels

Every school will receive identification labels. These labels will either be a combination of Generic and Pre-ID labels if a Pre-ID file was submitted or if students were added during a Record Change window, or they will be only Generic labels if no Pre-ID file was submitted. If the school receives Pre-ID labels, the Generic labels can be found at the end of the Pre-ID labels. The Generic labels have a space to write the student's name and can be used for any student who did not receive a Pre-ID label.

If the Generic labels are used, it is imperative that schools record the student's name with the appropriate label number on the Generic Tracking Roster provided with the Pre-ID labels. Student demographic information must be entered through the AIR Record Change System in the **TIDE** system (<http://www.oh tide.org/TIDE>). The Pre-Processing Record Change window for updating student demographic information in the Pre-ID file is September 28–October 16, 2009.

If DTCs wish to take advantage of this service, they will need to notify the STCs to follow the instructions in the *STC Manual*:

- After testing, place the Generic label on scorable documents for which a Pre-ID label is not available.
- Using a No. 2 pencil, write the student's name in the write-in space on the Generic label.
- Record the student's name with the appropriate label number on the Generic Tracking Roster provided with the Pre-ID labels.
- Make a photocopy of the roster and provide it to the DTC when returning scorable materials.
- If the STC uses a Generic label, it is not necessary to grid the student's demographic information. The demographic information must be forwarded to the DTC, who will enter the student's demographic information through the Record Change System.

If districts choose not to use the Generic labels, notify STCs to discard the Generic labels and instead hand-grid student demographic data on the test booklets.

Entry of Data into Record Change System

Most student demographic data provided on a Pre-ID file can be entered and edited in the online Record Change System. These data include:

- Student Demographic Data (Student Name, Grade, Date of Birth, Gender, Ethnicity, etc.);
- Classroom fields required for classroom reporting;
- Reassignment of students to other schools within the District (by updating the building IRN code).

Note: If districts choose not to use Generic labels for students without Pre-ID labels, they will have a final opportunity to update student demographic data, including classroom information, in the final Pre-Reporting Record Change window (October 29 and 30, 2009).

For questions about the use of Generic labels or the Record Change System, contact AIR at (888) 944-5001 or e-mail ohhelpdesk@air.org.

Training School Test Coordinators

Distribute school test materials at least one week before the test administration date to give the STCs time to train the TAs.

A primary responsibility of the DTC is to ensure that the STCs — who will train the TAs — have been trained in security, test administration and materials-handling procedures.

In order to train the STCs, do the following:

- Before training the STCs, become familiar with the testing schedule and procedures described in the *School Test Coordinator's Manual* and the *Directions for Administration (DFA)* for the Grade 3 Reading Ohio Achievement Test. Also, become familiar with the Grade 3 Reading Ohio Achievement Test materials.
- Conduct training sessions for all STCs in the district. Review the instructions contained in the DFA. Discuss the test security requirements, the forms for keeping track of test materials and the procedures for returning test materials (scorable and nonscorable) after testing. Discuss the schedules for testing and for returning test materials.
- Discuss the method for collecting testing group number information with the STCs. Determine whether this information will be retained by the school or district.
- Remind the STCs that all unused test booklets, along with special versions of the test (including English Audio CDs), are secure and must be returned after testing.
- Advise the STCs to keep all boxes in which the test materials were delivered. They will use these boxes to return the test materials (scorable and nonscorable) and the unused materials to the district office when testing is complete. If these boxes have been damaged, instruct the STCs to use sturdy replacement boxes or to ask their DTCs to use the TIDE Web site to order additional boxes.
- Remind STCs to use the correct **color labels** to return scorable test materials. An incorrect label will send scorable tests to the nonscorable site and into the late batch. This will affect the receipt of results.

Distributing Test Materials to School Test Coordinators

The test materials for all schools will be delivered to the district at the same time. The school boxes contain test booklets, administration manuals, precoded School/Class Header Sheets, and other materials necessary for testing. Pre-ID labels will arrive in a separate shipment.

When the shipment of materials arrives, sort the boxes by school to determine that at least one box has been received for each school. If at least one box is designated for each school, proceed with distributing the materials to the schools.

As soon as possible after distributing the materials to the schools, call all STCs and ask them to confirm that they have received the quantity of materials that they require for testing.

If any STC needs extra materials, supply them from the district's overage shipment. Remember to note on the District Overage Security Checklist the serial numbers of any test booklets sent to an STC.

Ensure that each STC verifies the contents of his or her shipment against the Packing List immediately on receiving the shipment and reports any discrepancies or shortages immediately.

If additional materials are needed beyond those in the district's overage shipment, complete an additional order through <http://www.oh tide.org/TIDE>. The DTC must make all requests for extra materials. The STCs may not contact AIR directly. Be sure to allow sufficient time for Pearson to ship the materials before testing begins.

On Test Day

- Remind the STC **not to open shrink-wrapped packages until test day** and to keep all test materials in a secure location when they are not being used for testing. No unauthorized person may have access to the test materials. Advise school personnel about appropriate security of test materials while they are in the school.
- Check that the STCs have all the materials they need and that they are following all test security and materials-handling procedures.
- Be available on test day to answer questions that arise during testing.
- Remind STCs and TAs to complete the Test Administrator Comment Form, which is found at <http://www.ohiodocs.org/OAT.htm>.

After Testing

- STCs will return scorable student test booklets directly to the DTC. In addition, all nonscorable secure materials will be returned to the DTC including unused test booklets and all special versions of the test.
- Receive scorable and nonscorable test booklets from schools for return to Pearson.
- Enter the Generic information (if used) into the **TIDE** Record Change System.
- Return all scorable test booklets to Pearson no later than **October 12, 2009** ("Early Return" schools' materials no later than **October 9, 2009**). For complete instructions, see page 14.
- Return all the district's overage and nonscorable materials to Pearson after testing has ended and no later than **October 16, 2009**.

- Complete and return the Material Resolution Form.
- Complete the Test Administrator Comment Form, which is found at <http://www.ohiodocs.org/OAT.htm>. Do **not** send a paper form. These are no longer collected.

Students Who Become Sick

A student who becomes ill and vomits on her or his test booklet and is able to continue the test should be given a new test booklet so that she or he can continue. Later, the student's responses and demographic information must be transcribed into the new test booklet, which will be the copy of the test to be scored. The soiled test booklet should be placed in a zip-lock bag with the barcode written on the zip-lock bag and returned to the DTC with the unused materials. STCs have been advised to contact the DTC about this situation so the DTC can document the test booklet barcode on the Material Resolution Form.

A student who becomes ill and vomits on her or his test booklet and is not able to continue the test should not be given a new test booklet. The TA should note the time elapsed, put the soiled test booklet in a zip-lock bag, seal the bag and return it to the DTC. The district will decide 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 to the second test booklet.

Invalidating Scores

Invalidations **must** be submitted for the October 2009 administration **online** through **TIDE** during the **two-day period of October 29 and 30**. (Instructions for invalidating student scores in the Pre-Reporting Record Change System will be included in the **TIDE** user's guide available for download.)

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

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

If the student's score is invalidated, the STC must package and return the student's test booklet, along with the other scorable test booklets, following regular packaging directions in the *School Test Coordinator's Manual*.

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

"Do Not Score" Test Booklets

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

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

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

Packaging and Returning Scorable Materials

After testing, it is each STC's responsibility to collect, inventory and pack all test materials (both scorable and nonscorable) for his or her school. The STCs are to return all test materials (scorable and nonscorable) to the DTC. It is **very important** that schools follow the return procedures outlined in the *School Test Coordinator's Manual* so that test booklets can be received and scored expeditiously. Any scorable materials in the district's shipment of nonscorable materials will be reported later than the date when the regular reports are due in the district. Assist the STCs as necessary.

Be sure that schools promptly return all test materials after testing:

- For "early return" schools, scorable materials are to be picked up **at the designated address** on **October 9, 2009**. (In order to meet this pickup date, it is recommended, but not required, that DTCs collect "Early Return" materials from STCs on October 8, 2009.)
- For "regular return" schools, scorable materials are to be picked up **at the designated address** on **October 12, 2009**. (To meet this pickup date, it is recommended, but not required, that DTCs collect "Regular Return" materials from STCs on October 9, 2009.)
- **Please retain a copy of all tracking numbers.**

Receive the scorable materials from the STCs after testing:

- Count the boxes from each school. The STCs are instructed to number the boxes (e.g., Box 1 of 3, Box 2 of 3, Box 3 of 3) when returning them to the district office. If boxes are missing, contact the responsible STC immediately.
- Confirm that each box has a yellow (Regular Return) or magenta (Early Return) Pearson return label affixed.*
- Unless the district is assigned a motor freight carrier, confirm that each box has a carrier label attached.
- Confirm that each box is sealed securely with packaging tape.
- Confirm that the correct color label was used for scorable and nonscorable boxes. Use of the incorrect label will send scorable tests to the wrong site, and it will place scorable tests in the late batch. The **green** labels must be used for nonscorable materials.

***Note:** If DTCs prefer to receive and label their schools' scorable materials boxes, they can request a copy of the yellow and/or magenta labels by calling Pearson by Wednesday, September 30. Please note that this is an optional, non-standard procedure that is not documented in the *STC Manual*. STCs have received yellow/magenta labels as part of their initial shipment. For this non-standard procedure, it will be the DTC's responsibility to work with the STCs to ensure that boxes are returned to Pearson sorted, numbered and labeled correctly.

Prepare for pickup of materials:

- Boxes must be ready for pickup when the carrier arrives.** Please make sure that a district staff member is available for the prearranged pickups between 8:00 a.m. and 4:00 p.m. on October 9 (early return) and 12 (regular return).
- If make-up testing has not taken place before the prearranged pickup or if the scorable materials pickup must be rescheduled, please refer to the instructions on page 22 for procedures to arrange or reschedule a pickup.

Packaging and Returning Nonscorable Materials

Be sure that schools promptly return nonscorable materials after testing.

- The STCs must return *nonscorable* materials to the DTC no later than **October 14, 2009**.
- The DTC must return *nonscorable* secure materials to Pearson no later than **October 16, 2009**.

Receive the nonscorable materials from the STCs after testing:

- Count the boxes from each school. If boxes are missing, contact the responsible STC immediately.
- Complete, sign and date the Material Resolution Form and make two copies. Return one copy to ODE at the address on the inside front cover of this manual, return the other copy to Pearson in the district shipment and keep the original for your records.
- Use the original shipping boxes, locate sturdy boxes or order additional boxes from the TIDE Web site to return the test materials. Remove any previous labels or markings from the boxes. If returning materials in a box that Pearson has not provided, please use an ECT 44 (275 lb) rated box. Do not overfill the box. Be sure to use filler if the materials do not completely fill the box. Do not use unused secure materials as filler.
- Take inventory of and package the district's overage shipment. Place a copy of the Material Resolution Form on top. Add crumpled newspaper or packaging material so that the contents do not shift in transit.
- Seal the boxes securely with packaging tape. Apply a GREEN barcode label (from the District Test Coordinator's Materials) to the top of each box being returned. Apply these labels in addition to any FedEx Ground labels you may have received or other shipping labels so that Pearson can ascertain quickly that it has received materials from your district after testing. A sample of the label is shown on page 17.
- Count the number of boxes being returned. On the label, in the space marked Box ___ of ___, fill in the sequence of boxes (e.g., Box 1 of 5, Box 2 of 5, Box 3 of 5). Do not write anything else on the return shipping labels.

Do not destroy any secure test materials. All secure test materials MUST be returned to Pearson.

If FedEx nonscorable return materials were received:

- Remove the FedEx Ground labels from the District Test Coordinator's Materials (see sample label in Appendix A).
- Place a FedEx label on each box (along with the green Pearson return label). On the label, indicate Box 1 of 5, Box 2 of 5, and so on. Do not write anything else on the label.

To schedule a nonscorable test materials pickup at the district office, please follow the procedures below:

- For a Ground Pickup
 - Call 1-800-GO-FEDEX (463-3339)
 - Press "0"
 - a) Request a Ground Pickup.
 - b) Provide Pearson's PIN number, which is located at the bottom of the FedEx label.
 - c) Provide the address for pickup.
 - d) A confirmation number for pickup will be given with the date of pickup.
- Be sure that a district staff member is available from 8:00 a.m. to 4:00 p.m. on the pickup date. Please plan to return your nonscorable materials to Pearson no later than October 16.


After returning the nonscorable test materials, destroy any extra FedEx labels. They cannot be used for any other shipments.

If a Motor Freight Bill of Lading was received:

- One business day before you plan to ship the unused materials, contact the assigned shipping carrier to schedule the pickup. A DTC may schedule the pickup online through the carrier's Web site or by calling the toll free number, which can be found on the Bill of Lading (see sample Bill of Lading in Appendix A).
- Make sure that someone from the district office will be available between 8:00 a.m. and 5:00 p.m. on the pickup date. The driver will sign the Bill of Lading, and you will receive a copy for your records.

Please plan to return all nonscorable secure materials to Pearson no later than **October 16**. No scorable documents are to be returned in this shipment. Any scorable materials in the district's shipment of nonscorable materials will be reported later than the date the regular reports are due in district.

Sample Nonscorable Return Shipping Label (Green)

DIST: _____	DIST #: _____
	DIST: BOX ___ OF ___
OH Gr3 ACH UNUSED OCTOBER 2009	
PEARSON 2510 N. DODGE ST. IOWA CITY, IA 52245	
	
418-962-002 0005560324 ANS	

APPENDIX A

FORMS AND LABELS

Sample Testing Group Roster

Sample Material Resolution Form

Sample District Overage Security Checklist

Instructions for Returning Scorable Materials for Districts Assigned FedEx

Sample Label

Instructions for Returning Nonscorable Materials by FedEx Ground

Sample FedEx Ground Label

Sample Bill of Lading

SAMPLE

TESTING GROUP ROSTER

Testing Group Roster
OAT October 2009



AMERICAN INSTITUTES FOR RESEARCH®



District Name: _____

District IRN: _____

School Name: _____

School IRN: _____

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

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

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

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

SAMPLE

OHIO GRADE 3 READING ACHIEVEMENT TEST: OCTOBER 2009
MATERIAL RESOLUTION FORM

12345 SAMPLE SCHOOL DISTRICT DISTRICT TEST COORDINATOR 456 SOMEPLACE STREET ANYWHERE, OH 44444	PHASE I Note any discrepancies between the contents of the shipment and the Packing List	PHASE II As packets are opened for distribution, note any duplicate or missing numbers		COMMENTS
		DUPLICATE	MISSING	
GRADE 03 DISTRICT OVERAGE				<input type="checkbox"/> Check if there were no discrepancies
000001 SCHOOL BUILDING 1				<input type="checkbox"/> Check if there were no discrepancies
000002 SCHOOL BUILDING 2				<input type="checkbox"/> Check if there were no discrepancies
000003 SCHOOL BUILDING 3				<input type="checkbox"/> Check if there were no discrepancies
<p>As District Test Coordinator for the Ohio Grade 3 Achievement Test program, I attest that the information given on this (these) form(s) is accurate and accounts for all secure test booklets sent to my district.</p> <p>_____</p> <p>District Test Coordinator Signature District IRN Date</p>				

Material Resolution Form

It is not necessary to use this form if there are no discrepancies. Use this form to record any discrepancies between the test booklet sequence numbers and the numbers on the District Overage Security Checklist.

When the district overage shipment arrives, count the number of test booklets received, and check the beginning and ending sequence numbers of the test booklets in the district shipment against the test booklet numbers on the District Overage Security Checklist. Note any discrepancies in the column labeled Phase I. The STCs will take inventory of their own shipments and will report any discrepancies to their DTC. Report those school shipment discrepancies in the Phase II column.

After testing (if there are discrepancies), make two copies of this form. Return one copy to ODE at the address listed on the inside front cover of this manual. Return the other copy to Pearson with the nonscorable test materials. Keep the original for at least two months after the administration.



Grade 3 Reading Achievement Test

October 2009

DISTRICT OVERAGE SECURITY CHECKLIST

OPTIONAL USE

Deliver To: 044444011111
DISTRICT NAME

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

The following list contains the security numbers of all secure test booklets that are in your district overage shipment. We have provided this form to help you record where you have assigned test booklets from your district shipment and to account for secure materials not returned. The use of this form is OPTIONAL.

BEFORE THE ASSESSMENT

Write the name of the school in the "Assigned To" column where test booklets were distributed. If you did not distribute any overage to schools write Not Distributed.

AFTER THE ASSESSMENT

Write the date when the test booklets were returned in the "Returned by District" column. Provide an explanation for any secure materials not included in the return shipment. If you require additional space for your explanation, write on the back of the form.


We recommend you keep this form for your records for a minimum of two months after receipt of your score reports since you are accountable for any secure materials that are missing after the security numbers have been electronically verified at Pearson. You will need to refer to it if an investigation of missing materials is required. **DO NOT** return this form with your test materials.

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

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

Instructions for Returning Scorable Materials for Districts Assigned FedEx

- Carrier return labels are contained in the **School** Test Coordinator Kit.
- STCs will apply carrier return labels (along with the yellow/magenta labels) to each box before delivering scorable materials to DTCs.
- DTCs will confirm that all labels have been applied correctly before the scheduled pickup on Friday, October 9 (Early Return) and/or Monday, October 12 (regular return).
- Please retain a copy of all tracking numbers.** Each box returned to Pearson will have a unique tracking number, which may be accessed via a **TIDE** Web site link.
- If you do not have enough labels, do not photocopy labels. FedEx will not accept packages with photocopied labels. Each box being returned must have a label. If you need more labels, call AIR and request them.

Carrier	Sample Label	Applying Bill of Lading Label	To confirm or reschedule pickup DTCs contact:
FedEx	 <p>Peel off tracking number and retain for your information</p>	<p>STC affixes 1 FedEx “Express Label” (from STC Kit) to each box</p>	<p>1-800-GO-FEDEX (1-800-463-3339)</p> <p>Press “0” and request an Express pickup</p>

- If you cannot meet your prearranged pickup or you need to schedule a make-up test pickup: Call 1-800-GO-FEDEX (463-3339) Press “0”
 - Request an Express Pickup.
 - Provide Pearson PIN Number printed on the return label. Providing this account number will get you to the Premier group for scheduling a pickup.
 - Provide the agent with the pickup address.
 - A confirmation number for pickup will be given with the date of pickup.

Note: The confirmation number is key in identifying your pickup if there is ever a need to call FedEx back.
- Materials can also be taken to any FedEx drop-off location, including FedEx-Kinko’s.

Instructions for Returning Nonscorable Materials by FedEx Ground

For a FedEx Ground Pickup of nonscorable materials:

- Call 1-800-GO-FEDEX (463-3339)
Press "0"
 - a) Request a Ground Pickup.
 - b) Provide Pearson PIN Number printed on the return label. Providing this number will get you to the Premier group for scheduling a pickup.
 - c) Provide the agent with the pickup address.
 - d) A confirmation number for pickup will be given with the date of pickup.

Sample FedEx Ground Label

From: DISTRICT TEST COORDINATOR PHOENIX ACADEMY CS 2238 JEFFERSON AVE TOLEDO, OH 43604 (419)729-8372	System#: 9784022/GSES02 Account: S *****	Part # 156137-434 (319)841-4712
TO Pearson 2510 North Dodge St Iowa City, IA 52245 PGMSN:418712 OH K-8	(US) SEQ:00000	FedEx Ground 
		1 of 1
		
(9612131) 6296363 14709316 GND 3rd PARTY RETURN MGR TRCK: 6296336314709316		
TRCK: 629636314709316		

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

SAMPLE

OHIO GRADE 3 READING ACHIEVEMENT TEST: OCTOBER 2009
BILL OF LADING

<p>This Shipping Order must be legibly filled in, in ink, in indelible pencil, or in carbon, and retained by the Agent. RECEIVED, subject to the classifications and tariffs in effect on the date of the issue of this Bill of Lading.</p> <p>FORM 11807</p>		<p>117354</p>	
<p>CARRIER: PLEASE SHOW THIS NUMBER ON FREIGHT BILL</p>		<p>FROM AT (PICK-UP POINT)</p>	
<p>GL# Needs to be on Bill 418732 PRO: 1602860184</p>		<p>MAIL FREIGHT BILLS TO (POST OFFICE ADDRESS) * PEARSON %GRD PO 26065 Milwaukee, WI 53226</p>	
<p>CUST. ORDER NO.</p>		<p>REMIT TO ADDRESS (RUBBER STAMP ADDRESS)</p>	
<p>CONSIGNEE TO Pearson</p>		<p>FOR CARRIER'S USE ONLY PRO. OR WAYBILL NO.</p>	
<p>PH #: 3193394547</p>		<p>DATE</p>	
<p>2510 North Dodge St.</p>		<p>* THIS SHIPMENT IS CORRECTLY DESCRIBED, CORRECT WEIGHT IS SUBJECT TO VERIFICATION BY THE SOUTHERN, EASTERN OR WESTERN WEIGHING & INSPECTION BUREAU ACCORDING TO AGREEMENT. Subject to Section 7 PEARSON EDUCATION</p>	
<p>Iowa City, IA 52245</p>		<p>PPD. OR COLL. PPD/3rd</p>	
<p>ROUTE</p>		<p>Signature of Consignor</p>	
<p>CAR OR VEHICLE INITIAL AND NO.</p>		<p>NOTE - Where the rate is dependent on value, shippers are required to state specifically in writing the agreed or declared value of the property. The agreed or declared value of the property is hereby specifically stated by the shipper to be not exceeding</p>	
<p>DELIVERING CARRIER FEDEX FREIGHT</p>		<p>* WEIGHT SUB. TO COR.</p>	
<p>NO. PKGS.</p>		<p>KIND OF PKGS., DESCRIPTION OF ARTICLES, SPECIAL MARKS, AND EXCEPTIONS</p>	
<p>SCHOOL FORMS ITEM # 154280 CL 55 OH 3.</p>		<p>886</p>	
<p>Pearson Education</p>		<p>Bill PrePaid/3rd Party to PEARSON%GRD BOX 26065 Milwaukee, WI 53226</p>	
<p>Shipper, Per OH732007</p>		<p>Agent, Per</p>	
<p>For scorable material pickup call FEDEX FREIGHT at 800-344-6448.</p>		<p>SHIPPING ORDER - 2</p>	

APPENDIX B

STUDENTS WITH DOCUMENTED DISABILITIES — STUDENTS IDENTIFIED AS LIMITED ENGLISH PROFICIENT

General Information

Definition of an Individual With Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals With Disabilities Education Act (IDEA '97) or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

Definition of a Student With Limited English Proficiency

To be classified as Limited English Proficient (LEP), a student must:

- be between the ages of 3 and 21;
- be enrolled in an elementary or secondary school;
- be a non-native English speaker, whether born in the United States or another country;
- show impaired classroom performance or ability to meet state standards for achievement on tests because of his or her difficulty speaking, reading, writing, or understanding English.

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

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

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

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

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

Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills, rather than disabilities, to be assessed.

Criteria for the Use of Accommodations

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

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

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

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

- The accommodation must be typically provided to the student in the classroom for classroom and districtwide tests. In addition, the accommodation must be documented in the student’s IEP or 504 Plan.
- The accommodation cannot change the content or structure of the test. For example, the TA may not convert open-ended questions to multiple-choice questions.
- The accommodation cannot change what the test is intended to measure. For example, the TA is not permitted to read the passages from a reading test because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies does not change what a test is intended to measure.
- The accommodation cannot change or enhance the student’s response. For example, a scribe may record only the actual response provided by the student. Some students who have more pronounced coordination and fine-motor disabilities are unable to produce written work in the classroom without the assistance of a scribe or certain augmentative communication devices. If such an accommodation is provided in the classroom, the IEP team may determine that the accommodation should be provided to the student at the time of testing. School staff should use caution when providing these accommodations because the potential exists to exceed the criteria for allowable accommodations. That is, the scribe could enhance the student’s response and thereby create an inaccuracy in test results.

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

Special Versions and Accommodations Summary

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

APPENDIX C

SUPPLEMENTAL INSTRUCTIONS

Supplemental Instructions for a Read Aloud Accommodation

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

Materials required for a Read Aloud Accommodation:

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

Use of the General Test Booklet

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

Administering a Read Aloud Accommodation

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

After the Test Administration

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

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

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

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

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

Supplemental Instructions for English Audio CD

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

Materials included with the English Audio CD:

- a CD;
- a general test booklet.

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

Use of the General Test Booklet

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

Administering a Test Using an English Audio CD

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

A CD player is required to administer the tests. Directions and questions are recorded as separate tracks on the disc. A track listing for the disc is provided on the disc case. It is not advisable to allow young children to operate the CD player because it is necessary for the recording to be paused between questions to allow time to respond. Therefore, when testing younger students, the Test Administrator should operate the CD player to minimize administration problems. Older students may be allowed to operate the CD player and may be tested while wearing headphones.

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

After the Test Administration

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

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

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

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

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

Supplemental Instructions for Large-Print Test Booklets

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

Materials included with the Large-Print Test Booklet:

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

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

Use of the General Test Booklet

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

Administering a Test Using a Large-Print Test Booklet

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

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

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

After the Test Administration

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

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

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

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

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

Supplemental Instructions for Braille Test Booklets

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

Materials included with the Braille test booklet:

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

These supplemental instructions are required for the Braille accommodation.

Use of the General Test Booklet

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

Administering a Test Using a Braille Test Booklet

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

After the Test Administration

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

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

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

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

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

APPENDIX D

SUMMARY OF TEST SECURITY PROVISIONS FROM THE OHIO ADMINISTRATIVE CODE

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

Those provisions are summarized below:

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

