


District Test Coordinator Training

Spring 2010-2011

**Arkansas Department of Education
February, 2011**



Official Testing Information

- Commissioner's Memo
- <http://arkansased.org>
- Two links to memos
 - Quick Links
 - Icon 
- School district personnel are responsible for reading Memos



Spring 2011

Assessments



Kindergarten, First and Second Grades

- ❑ Iowa Test of Basic Skills
- ❑ Testing window: April 4 – April 15
- ❑ Grade cohort in district must follow the same schedule – no exceptions
- ❑ Test is NOT untimed
- ❑ Time may vary based on teacher pacing
- ❑ Schedules in the manual on page 32



Kindergarten, First and Second Grades

- No alternate portfolio at K, 1, or 2
 - IEP decision
 - LPAC decision
- Accommodations
 - Allowable on standardized test
 - Used regularly in the classroom
- Large-print available at grade 2
- Braille not available at K - 2



Kindergarten

Iowa Test of Basic Skills

- Vocabulary (*read aloud*)
- Language (*read aloud*)
- Mathematics (*read aloud*)
- Reading
 - Words (*read aloud*)
 - Pictures (*independent*)
 - Reading Comprehension (*independent*)



First and Second Grades

Iowa Test of Basic Skills

- Vocabulary (*independent*)
- Language (*read aloud*)
- Mathematics (*read aloud*)
 - Concepts
 - Problems
- Reading (*independent*)



Grade 9

Iowa Test of Educational Development (ITED)

- All students should test unless IEP or LPAC indicate standardized testing is inappropriate
- Allowable accommodations
- Used regularly in the classroom



Grade 9

ITED Administration

- ❑ Testing window: April 4 – April 15
- ❑ District determines schedule
- ❑ All grade 9 students must test at the same time
- ❑ May not administer out of order
- ❑ Timed test (total time 2 h 30 m)



Grade 9

Iowa Test of Educational Development

- Vocabulary
- Language
- Mathematics
 - Concepts and Problem Solving (*calculator*)
 - Computation (*non-calculator*)
- Reading Comprehension



Augmented Benchmark 3 - 8

- The NRT is the Iowa Test of Basic Skills
- No change in test blueprint
- No change in reports to districts
 - CRT score
 - NRT score
- Only items from the NRT that align with Arkansas standards will count toward the CRT score



Augmented Benchmark 3 - 8

- All students must test
 - Augmented Benchmark
 - Regular testing
 - Allowable accommodations
 - Approved Special Accommodations
 - Alternate Portfolio
- Follow testing schedule in the manual (no exceptions)
- Cohorts must test at the same time district-wide



Augmented Benchmark 3 - 8

Iowa Test of Basic Skills

- Reading
 - Vocabulary
 - Comprehension
- Language
- Mathematics
 - Concepts and Problems (*calculator*)
 - Estimation (*non-calculator*)
- Science at grades 5 and 7



Augmented Benchmark 3 - 8

- Monday, April 11
 - Grades 5 and 7 test science
- Tuesday, April 12 – Friday, April 15
 - Grades 3-8
- Make-up testing must be completed by Wednesday, April 20
- All materials must be shipped to Questar by dates in manual
- Late shipment of materials is a testing violation



Grade 11 Literacy

- All students enrolled in Grade 11 must take the Grade 11 Literacy Exam
- Exceptions
 - Students completing the Alternate Portfolio Assessment for Grade 11
 - LEP students enrolled in their first year in a U.S. school based upon the judgment of the LPAC team and written in the LPAC
- Foreign Exchange students should test
 - Bubble “LEP student less than one year in U.S.”



Grade 11 Literacy

- Tuesday – Wednesday, March 8-9
- Make-up testing must be completed by Tuesday, March 15, 2011
- All materials must be shipped to Questar by dates in manual
- Late shipment of materials is a testing violation



End-of-Course Exams



End-of-Course Exams

Students completing Algebra I, Geometry, or Biology for credit in the spring must test

- ❑ A failing grade in any course does not exempt a student from taking the EOC exam
- ❑ The decision to repeat the semester or course is not an exemption from testing
- Students enrolled in Algebra or Geometry sequenced over two years must test at the end of the two years whether he/she has completed the course or earned a passing grade



End-of-Course Exams

- Students not scoring Proficient on any EOC exam must have an AIP and participate in remediation before receiving credit for the corresponding course.
- Per the Rules Governing Public School End-of-Course Assessments and Remediation



General End-of-Course Exams

- ❑ Geometry EOC Tuesday – Wednesday, April 19 – 20, 2011
- ❑ Make-up testing must be completed by Tuesday, April 26
- ❑ Biology EOC Tuesday – Wednesday, April 26 – 27, 2011
- ❑ Make-up testing must be completed by Tuesday, May 3
- ❑ Be sure to check manual for return shipment dates



Algebra I End-of-Course Exam

- Tuesday – Wednesday, May 10 - 11
- Make-up testing must be completed by Tuesday, May 17
- Note two dates to return Algebra I scoreable materials
 - Friday, May 13 for testing completed as scheduled
 - Wednesday, May 18 for make-up testing



Algebra I End-of-Course Exam

- ❑ Students completing Algebra I for credit in the spring must test
- ❑ Students enrolled in the second year of Algebra sequenced over two years must test whether they have completed the course or earned a passing grade
- ❑ Retest opportunity



High-Stakes End-of-Course Exams

Algebra I became high-stakes in the 2009-2010 school year for students in grade 9 or below enrolled in Algebra I

- Those students must score *Pass* in order to receive credit on their transcript
- Students not scoring *Pass*
 - Must have an Individualized Academic Improvement Plan (IAIP)
 - Retake the Algebra I EOC exam until they score *Pass*



High-Stakes Algebra I Exam

Students who must meet the high-stakes requirements *may* retest in May

- School district decision
- Must have completed remediation according their IAIP
- Have been deemed ready to retest by the district
- Maintain documentation of the remediation



High-Stakes End-of-Course Exams

Accounting for students who must score *Pass* before receiving credit for Algebra I

- A list of students has been created
 - Those in grade 9 or below in 2009-2010 enrolled in Algebra I who:
 - Did not test
 - Did not obtain the requisite scale score (159)
 - Labels will be generated and will be sent to districts until these students score Pass
- A message on the electronic transcript identifies these students



High-Stakes End-of-Course Exams

Transcript message

Messages

According to the information available, this student has been enrolled in an Algebra 1 class but has either not taken the required test or has not achieved the score necessary to obtain credit for the class as required by Ark. Code Ann. 6-15-2009.



Algebra I End-of-Course Exam

Rosters/Labels for Algebra I

- All students completing Algebra I
 - Could include students who will not test
 - Bubble the Reason Not Tested
 - Note new Reason Not Tested Form
- All eligible students who have not met the requisite scale score (159)



High-Stakes Algebra I Exam

Rosters/Labels for Algebra I

- Check the retest information carefully
 - Retest 1
 - Retest 2
- This will determine eligibility for the Strand Analysis and Online Alternative Test



High-Stakes Algebra I Exam

The Rules Governing Public School End-of-Course Assessments and Remediation

Algebra I students (in grade 9 or below in 09-10) not scoring at the requisite scale score for Pass (159) after three paper-pencil opportunities must:

- Participate in a formative analysis and remediation
- Retest in an alternate format
- Must score *Pass* to receive credit for Algebra I



High-Stakes Algebra I Exam

Online strand analysis and remediation

- ❑ Three week window March 7 – April 1
- ❑ Students must be on eligibility list to access the online remediation
- ❑ Local remediation continues
- ❑ When deemed ready students access an online practice test
- ❑ May take practice test multiple times



High-Stakes Algebra I Exam

After completion of online remediation and practice test

- ❑ Online Alternative Test (OAT)
- ❑ One week window April 4 - 8
- ❑ Student takes the test ONE time
- ❑ Must score *Pass* to receive credit for Algebra I
- ❑ Training for district personnel will be provided



High-Stakes Algebra I Exam

- Students eligible for the online retest
 - Classified as “retest 2” at mid-year
 - Tested at mid-year
 - Did not score Pass

- An eligibility list will be provided to Questar
 - Only these students will receive access to the online retest system
 - Scores for mid-year will not be available until after training must occur



High-Stakes Algebra I Exam

Required training for Online Algebra I Retest

- February 25 *or* February 28 Web training
 - Scores for mid-year will not be available until after training must occur
 - Each district with a student coded as “retest 2” who tested at mid-year must attend web training
 - District Test Coordinator
 - School Test Coordinator
 - Information/Technology Coordinator



Algebra II

- Test on May 4
- Make-up May 5 - 6
- Students completing Algebra II in the spring must test
- No exemptions for
 - A failing grade in the course
 - the decision to repeat the semester or course the following year
- Algebra II is **NOT** an optional test



Algebra II

- ❑ No retest for Algebra II students re-enrolled in the course
- ❑ Reasons Not Tested will not be collected
- ❑ Document each student that received a label and did not test
- ❑ Keep the labels until “Alerts” are resolved



Algebra II

- ❑ Letters were sent to districts on November 24
- ❑ Participation counts must be entered into the PEMSolutions Web site by February 25
- ❑ Districts who do not enter enrollment will not receive labels and must bubble demographics on all answer documents
- ❑ Districts receive materials April 27, 2011
- ❑ Materials must be shipped to Pearson by May 10



Algebra II

- Review the test administration manuals AND the Arkansas specific instructions
 - Go to the public page on PearsonAccess.com
 - Select ADP from the drop-down menu
 - Click the Support tab at the top



Algebra II

To download the state specific document

- Select User Documentation link (under the Resource Categories heading)
- Link to Excel file State Specific Test Administration Instructions (select AR sheet)
- Provide this sheet to test administrators during training



Algebra II

- The Algebra II Exam will consist of two, discrete, 90 minute sessions
- The first session is to be completed without a calculator, and the second session will allow the use of a calculator
- NOTE: the above information is NOT included in the manual. Include this in your training
- Refer to the test administration manual for the calculator policy



Alternate Portfolio

- Students in grades 3 – 8 or grade 11 unable to participate in the Augmented Benchmark Exams or Grade 11 Literacy Exam with or without allowable accommodations must complete and submit an Alternate Portfolio



Alternate Portfolio

- ❑ Students enrolled in grade 9 resource math must complete the Alternate Portfolio for Grade 9 Math
- ❑ Students enrolled in grade 10 resource science must complete the Alternate Portfolio for Grade 10 Science
- ❑ Students who have completed an alternate portfolio and subsequently enroll in a course with an exam must test as required



Alternate Portfolio

- ❑ Alternate Portfolios must be shipped to Questar by Friday, March 18, 2011
- ❑ Districts able to return portfolios early must ship by Thursday, March 3
- ❑ Transfer forms **MUST** be complete before sending to ADE and Questar by March 4
- ❑ The Portfolio Checklist will be available before spring IEP conferences to get parent signatures



Alternate Portfolio

- Return each label on the correct Student Demographic Information Form (SDIF).
- Labels are printed from information in APSCN in January
 - Do not use labels with incorrect information
 - Do not use label if grade is incorrect on label
 - Destroy the incorrect label and bubble all demographics *carefully* on SDIF



Alternate Portfolio

Ensure that the correct demographic sheet for the portfolio is being submitted

- **Grades 3-8 and 11 must use the demographic sheet with green print**
- **Grade 9 Mathematics must use the demographic sheet with red print**
- **Grade 10 Science must use the demographic sheet with blue print**
- Call Questar if additional forms are needed



Alternate Portfolio

- If no portfolio is submitted
 - Place the label on the correct SDIF
 - Bubble the appropriate reason portfolio not submitted
 - Have a process in place to verify that the reason has been indicated
- Verify that the correct information has been entered into APSCN



English Language Development Assessment (ELDA)

- ❑ The ELDA testing window for K-12 is Monday, March 28 – Friday, May 6, 2011
- ❑ All testing must be completed during this time frame
- ❑ All materials must be returned via FedEx by Friday, May 13, 2011



English Language Development Assessment (ELDA)

- ELDA test administration training will be presented via Webinar on Thursday, February 24, 2011
- Attendance by DTCs is required
- Log-in information will be sent to DTCs by email
- Commissioner's Memo LS-11-080



English Language Development Assessment (ELDA)

- All students coded as LEP with no exit date entered in APSCN must take ELDA whether or not receiving services
- LEP NS (no services) students whose parents have waived their participation in LEP services **MUST** take ELDA



English Language Development Assessment (ELDA)

Labels

- Will be provided for all students coded as LEP in APSCN (mid January)
- All labels must be returned to MI
- Apply to answer document and code the reason not tested



English Language Development Assessment (ELDA)

ELDA testing materials

- ❑ There will be no overage at the district level
- ❑ Schools will receive 10% overage
- ❑ If needed, order extra materials from MI
- ❑ ELDA Helpline: 888-612-0180



Test Administration Requirements



ACTAAP Rules

- 5.05 Test Administration
 - Training test administrators
 - Scheduling testing
 - Ensuring that all eligible students test
 - Correctly coding student information
- 5.07 Security and Confidentiality
 - Maintaining security of testing materials
 - Proper administration of tests
 - Failure to report security breaches
 - Return of materials on time



Testing Requirements

- ❑ All required testing must be scheduled and administered appropriately
- ❑ All students must be accounted for
- ❑ All procedures for test administration and return of all materials must be followed
- ❑ Failure to meet the testing requirements is a testing violation and will be investigated



Who Is Tested?

- ❑ Students in School-Age Programs (DDS)
- ❑ Students in Day Treatment Programs
- ❑ Students in alternate education settings
- ❑ Students enrolled on the first day of testing
- ❑ Students transferring from an Arkansas school during testing



General Testing Information



Testing Information

- Student Identification Number
 - Use 10-digit State Reporting ID Number (Triand number)
 - If this number must be gridded, have the number checked (this is where errors occurred in the past)




Testing Information

- ❑ Pre-ID Labels will be provided
- ❑ The information on the labels comes from data entered into APSCN by the districts
- ❑ Check the Demographic Verification Roster carefully against actual student data
- ❑ Correct errors in APSCN for correct reporting (*due by dates are included in the manuals*)



Testing Information

- ❑ All labels **MUST** be used (*unless damaged*)
- ❑ Labels for students who do not test should be applied to a Student Not Tested Form  or the appropriate answer document and the reason not tested must be coded
- ❑ Reason Not Tested applies **ONLY** to answer documents that are completely blank without a single response or erasure



Testing Information

- ❑ Information coded in the “Teacher Use Only” box is used to place students in the appropriate reporting categories for AYP (NCLB) and for the state accountability system
- ❑ Coding cannot be changed after answer documents are sent to the testing company
- ❑ Check the LEA # if bubbling



Testing Information

- ❑ Test Booklets are packaged in spiraled order
- ❑ Test Booklets must be distributed to all students in spiraled order
- ❑ Distributing forms incorrectly is considered a testing irregularity



General Assessment Reminders



Inclement Weather

- ❑ If school is closed on a testing day due to inclement weather, call ADE as soon as possible
- ❑ Upon returning to school, contact ADE before beginning testing
- ❑ Do not resume testing until an alternate test schedule has been provided



Testing Interruptions

If an interruption occurs during testing (power failure, fire alarm, etc.)

- ❑ See to the safety of the students
- ❑ Secure the testing materials
- ❑ Note the time remaining in the session
- ❑ Call ADE



Alert Process

- ❑ Do not read student responses
- ❑ ADE has an alert process in which the testing company notifies ADE if a student writes anything that indicates he/she is going to harm himself/herself or others
- ❑ Call the ADE if concern for student safety arises based upon suspicion of what a student has written



DTC Emergency or Illness

- ❑ Have a district back-up person who is licensed and trained to complete DTC tasks before, during, and after testing
- ❑ Have school back-ups assigned and trained at each building during testing AND for inventory and return of materials after testing
- ❑ Provide the schedule and instructions for material pickup to your back-up



Inventory

- ❑ Immediately inventory materials upon receipt
- ❑ Request additional materials in a timely manner
- ❑ Report inconsistencies in materials to the ADE and the testing company



Emergency Request for Materials

- Materials should not be requested for overnight delivery from the testing companies
- Contact the ADE
- ADE or the testing company may assist you in finding nearby districts with extra materials
- Complete the Secure Materials Transfer form as directed
- Materials must be kept secure and handled by personnel certified by the ADE
- **INVENTORY IN A TIMELY MANNER** to avoid this situation entirely



Students Moving During Testing

Transfer students from within Arkansas must test.

If testing began in the former district

- Determine which form of the test he/she started
- Continue testing in a new answer document using the same test form
- Request the partially used answer document from the former school and transcribe answers
- Maintain security and confidentiality at all times
- Complete the Affidavit Waiver Form



Monitor Visits During Testing

- ❑ The ADE will send monitors to observe testing procedures in schools
- ❑ Monitors will observe testing sessions and security procedures
- ❑ Monitors will observe the administration of accommodations



Monitor Visits During Testing

- ❑ Monitors will speak with the School Test Coordinator and Test Administrators
- ❑ Monitors will complete a checklist
- ❑ Observations and interview responses will be included



Assessment Monitoring

+ TEST COORDINATOR QUESTIONS (Ask Test Coordinator for the school or district – this is an interview)

1.	Full name:		
2.	Currently licensed by ADE as teacher or administrator?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3.	Who attended the required Test Coordinator Training from your school district?		
	Full name(s):		
4.	Who trained the building test administrators in your school?		
	Full name(s):		
	Where and when was the training? (Location and Date)		
5.	Have you reviewed your district policy regarding cell phones?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Have test administrators been informed about this policy?"	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6.	Ask to view and verify the following:		
	Test Security Guidelines	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Allowable Accommodations	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Test administration schedule	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Dated Sign-In Sheets	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Training presentation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7.	Ask to see where the test booklets are secured before and after testing.		
	Are they in a secure location?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Is there a documented check-in/out procedure?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Is the count verified at check-in/out and documented on the Test Booklet Security Form	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Describe the daily procedure for testing (distribution, collection, count, and verification of all Test Administration materials including reference sheets).		
8.	How do you plan to make up tests? When and where?		
9.	Are any students testing with accommodations? <input type="checkbox"/> Special Ed <input type="checkbox"/> 504, or <input type="checkbox"/> LEP students If yes:		
	1. For students receiving accommodations, ask to see the "Consideration of Special Factors" page from the IEP, the "LEP Accommodation Form for LPAC" or the 504 accommodations page. 2. Ask to see approval forms for students receiving special accommodations which require ADE approval. 3. Ask to see the schedule of accommodated sessions, test administrators, and rooms. 4. Observe at least one accommodated session. (Use Test Administrator Questions Accommodated Session during observation.)		

TEST ADMINISTRATOR QUESTIONS (ONE)



1.	Full name:	
2.	Are you currently licensed by ADE as a teacher/administrator?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	What is your field of certification?	
4.	Who trained you?	
5.	Where and when was the training?	
ANSWER THE QUESTIONS BELOW BY OBSERVATION		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Was the test administered as scheduled?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were the tests distributed in a spiraled order?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were the directions read properly? (Teachers are to read test directions only. A teacher may not read the test questions unless providing an approved accommodation, nor should the teacher provide cues or help with questions.)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Was the test administrator watchful and attentive?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Did the administrator (or a monitor) walk quietly around the room during testing?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Did the administrator (or a monitor) check to see if students were on the correct page using the session number or letter at the top left corner of each page of the answer document as a <u>reference</u> .	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were test security guidelines followed? (Tests were not left unsecured; students had no scratch paper, books, or cell phones.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were visual clues in the room covered or removed? (Problems on chalk or bulletin boards, posters, etc.)	
CALCULATORS (May only be used on EOC Algebra and Geometry. Calculators are NOT allowed on EOC Biology)		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were calculators cleared before and after testing?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	If a student brought a calculator from home; did the test administrator check to see if it met the guidelines for approved calculators?	



TEST ADMINISTRATOR QUESTIONS ACCOMMODATED SESSION

1.	Full name:	
2.	Are you currently licensed by ADE as a teacher/administrator?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	What is your field of certification?	
4.	Who trained you and when was the training?	
5.	What accommodation(s) are you administering?	
6.	Is/are the accommodation(s) listed in the student's IEP, 504, or LPAC plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Have you had any training or instructions before providing the accommodation(s)? Explain.	
ANSWER THE QUESTIONS BELOW BY OBSERVATION		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is certified staff administering the accommodation(s) correctly? State approved accommodations (504, IEP, LPAC), and special accommodations	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Verify that the read test aloud accommodation only used for writing, math and science.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the test administered as scheduled?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were the tests distributed in a spiraled order?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the testing done in an appropriate setting?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the teacher ensure he/she does not provide cues or help with questions?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the test administrator watchful and attentive?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Did the administrator (or a monitor) walk quietly around the room during testing?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Did the administrator (or a monitor) check to see if students were on the correct page using the session number or letter at the top left corner of each page of the answer document as a <u>reference</u> .	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were test security guidelines followed? (Tests were not left unsecured; students had no scratch paper, books, or cell phones.)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Were visual clues in the room covered or removed? (Problems on chalk or bulletin boards, posters, etc.)	
Note any concerns about the administration of the accommodated session:		



Assessment Monitoring

*IN ANY CASE OF TESTING IRREGULARITY OR EMERGENCY
WHILE MONITORING CONTACT:
DR. GAYLE POTTER AT 501-682-4558.*

SCHOOL NAME : _____ DISTRICT NAME: _____

LIST BELOW ANY CONCERNS, SUGGESTIONS, AND RECOMMENDATIONS:

Monitor Signature: _____
Date of Monitor Visit: _____

**PLEASE RETURN THIS FORM NO LATER THAN
ONE WEEK AFTER YOUR MONITORING VISIT TO:**

District Test Coordinator Responsibilities



Assessment Planning

- Maintain an Assessment Folder
 - Training dates
 - Agenda and Sign-in Sheets
 - Classroom/testing assignments
 - Test Security Affidavits with Affidavit Waiver Forms attached
 - Accommodations documentation



Assessment Planning

Additional Documentation

- ❑ Test booklet(s) transfer form(s)
- ❑ Missing or damaged test booklets
- ❑ Students absent during the entire testing and make-up dates
- ❑ Students not assessed and the reason
 - Especially important for Algebra I retesters
- ❑ Student behavior that might impact testing results



Assessment Planning

- Read the Pre-Assessment Handbook and the District & School Test Coordinator Manual
- Develop a district-level schedule for
 - Inventory
 - Training
 - Delivery of materials to schools
 - Testing
 - Collection of materials from schools
 - Final inventory and packing
 - Shipment of materials **ON TIME**



Assessment Planning

- Districts should review their written cell phone policy prior to testing
- Arkansas Code Annotated §6-18-502 (3)

Student discipline policies shall include, but not be limited to, the following offenses:

(D) Possession by students of any paging device, beeper, or similar electronic communication device on the school campus



Assessment Planning

- ❑ All testing material must be shipped no later than the required date (*Early is always good*)
- ❑ Shipping later than the required date is a testing irregularity and will be investigated
- ❑ Shipping deadlines are in the manuals



Assessment Planning

- ❑ Training of all school Test Coordinators is required by regulation
- ❑ School-level training is required of all test administrators and monitors/proctors
- ❑ Train additional test administrators to cover emergencies, breaks, and accommodated sessions



Assessment Planning

The District Test Coordinator shall

- Ensure that all School Test Coordinators are trained
- Provide testing schedules to each building ensuring that cohorts throughout the district follow the same testing schedule
- Provide schools with a schedule for the return of materials to the district after testing
- Provide manuals, materials, security guidelines, and affidavits required at each building



Assessment Planning

The District & School Test Coordinators shall

- ❑ Ensure that all test administrators are trained
- ❑ Ensure that all test administrators are licensed by the Arkansas Department of Education as a teacher or administrator
- ❑ Ensure that all required accommodations are provided and administrators are trained in delivering the allowable accommodations
- ❑ Ensure that IEP, 504, and LPAC assessment information is on file



Assessment Planning

The School Test Coordinator shall

- ❑ Immediately inventory secure materials upon receipt from DTC (count materials in shrink wrapped packages)
- ❑ Develop a plan for administering the assessments including accommodated sessions
- ❑ Train all test administrators
- ❑ Provide a testing schedule and manual to each test administrator



Assessment Planning

NEW

- The School Test Coordinator may open the shrink-wrapped secure test booklets one school day before the testing begins for organizational purposes
- The K, 1, and 2 Test Administration Manuals are secure and may not be opened until one school day before the testing begins for organizational purposes
 - Do not distribute materials to Test Administrators until the day of testing



Assessment Planning

The School Test Coordinator shall

- Develop a plan for storing, distributing, and collecting secure materials



Test materials shall be counted when signed in-and-out each day (*see the revised Test Booklet Security Form*)

- Test materials must be secured at the end of each testing day in a locked area with limited staff access
- Remember to keep materials secure during breaks



Arkansas End-of-Course Examinations
for Geometry, Biology, and Algebra I
Spring 2011
Test Booklet Security Form – Geometry

District LEA #: **99-99**
District Name: **Arkansas School District**

School LEA #: **99-99-999**
School Name: **Northside High School**

Geometry Test Booklet

Range assigned to the entire school: **300001 - 300055**

Make as many copies of this form as needed to sign secure test booklets out to and in from Test Administrators. Enter the ID range assigned to each Test Administrator in the first two columns. Each Test Administrator must initial in the "Out" column under "Test Booklet Receipt and Return" when the booklets are distributed and the School Test Coordinator must initial in the "In" column when they are returned and counted each day after testing.

The Geometry test booklets, as well as the answer documents, must be kept in a secure storage area. Secure materials and all Test Booklet Security Forms MUST be returned to the District Test Coordinator. If these materials are not returned, a letter of explanation MUST be attached to this form.

SAMPLE TEST BOOKLET SECURITY FORM

Test Booklet Security ID Range		Assigned to: Test Administrator Name	Test Booklet Receipt and Return						Date Returned to District Test Coordinator
From	Through		Day 1		Day 2		Make-up		
			Out	In	Out	In	Out	In	
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____
_____	to _____	_____	_____	_____	_____	_____	_____	_____	_____

Test Booklet Security Form



Each Test Administrator must initial in the “Out” column under “Test Booklet Receipt and Return” when the booklets are distributed and

- in the presence of the test coordinator
- booklets become the responsibility of the test administrator

the School Test Coordinator must initial in the "In" column when they are returned and counted each day after testing.

- In the presence of the test administrator
- booklets become the responsibility of the test coordinator

Assessment Planning

The School Test Coordinator shall

- ❑ Ensure that all test security guidelines are followed in every testing environment
- ❑ Ensure **ACTIVE MONITORING** by test administrators in all testing sessions
- ❑ Verify that the reason not tested and reason portfolio not submitted has been bubbled



Administration of Accommodations



Administration of Accommodations

Accommodations

- Must be listed in student's IEP, 504, or LPAC Plan under “standardized testing accommodations”
- Must be an allowable accommodation
- Must be used regularly in the classroom
- No “modifications” are allowed



Administration of Accommodations

- LEP students may make use of allowable accommodations if included in the LPAC plan and used regularly in the classroom
- ❑ No directions or explanations in any language other than English are allowed



LPAC Accommodations

Student Name:		School:	
ID #:		Grade:	
	Accommodation	Explanation	Check appropriate
1	ET Extended Time	<i>Extended time will probably be the most frequently provided accommodation. There are no specific time limits on this accommodation. All testing scheduled for a given day must be completed by the conclusion of the same school day</i>	
2	WTWD Word-to-Word Dictionary	<i>ONLY a word-to-word dictionary may be used during assessments. The dictionary may not have pictures or definitions. Students should be familiar with using this dictionary.</i>	
3	IS Individualized Schedule	<i>Individual testing is permitted for those students who would perform better in alternate testing conditions.</i>	
4	PREF Preferential Seating (Study Carrel)	<i>Preferential seating is allowed for students who may need to sit in a different location from the majority of the students in order to reduce distractions to themselves or others.</i>	
5	SMGT Small Group Testing	<i>Testing in a small group is permitted when students need a smaller or private space to help them perform better. Small group settings are required for students who are taking the exam with a reader. The size of the small group can vary; however, it should be smaller than the student's regular class.</i>	
6	INT Individual Testing	<i>Testing in an individual situation may be necessary for a very small number of students. This setting would place the student in a situation with the teacher for the duration of the exam.</i>	
7	RMT/RWT/RST Reading of the Math/Writing/Science Test in English	<i>Reading of the math test/writing test/science test in English is allowed to assist students by reading test items on the math, writing, or science test in English only. Careful attention should be made to ensure that NO PORTION OF THE READING TEST ITSELF IS READ OR INTERPRETED TO THE STUDENT. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the students.</i>	
8	NR Noise Buffer	<i>Noise buffers as an accommodation simply reduce noise distractions for the student taking the test. These accommodations range from individual study carrels to headsets, to earplugs, to individual portable buffers set on the student's desk. The student's LPAC will determine the use and variety of the buffer needed for the test.</i>	

(Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch.) Last updated: 10-10-06

LPAC Accommodations

2

WTWD Word-to-Word
Dictionary

ONLY a word-to-word dictionary may be used during assessments. The dictionary may not have pictures or definitions. Students should be familiar with using this dictionary.

Test Coordinators and Administrators should be very careful about the dictionary used during testing. Verify that it does not include definitions or pictures.

IEP Consideration of Special Factors

Name _____ Date _____ Page ____ of ____

CONSIDERATION OF SPECIAL FACTORS

Is this a child who demonstrates need for any of the following:

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Positive behavioral interventions and supports and other strategies to address behavior that impedes his/her learning or that of others?
If yes, explain _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Accommodations for the child's limited English proficiency, including alternative language services and/or instruction in a language other than English?
If yes, explain _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Instruction in Braille and the use of Braille in reading and writing skills and appropriate reading and writing media, in the case of the child who is blind or visually impaired?
If yes, explain _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Special communication consideration? (For a child with disabilities other than hearing impairments)
If yes, explain _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. As a child who is deaf or hard of hearing, language and special communication consideration, direct communication with peers and professional personnel in the student's language and communication mode, consideration of academic level, direct instruction in his/her language and communication mode?
If yes, explain _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Assistive technology devices and services as required for the child to benefit from special education and related services? (The IEP Team determines if AT devices will be used in the home or other settings, in order for the child to receive FAPE.)
If yes, explain _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Additionally:

7. Can the child follow regular discipline policies?	Yes	No	Attendance policies?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If no, explain _____

8. Can the child participate in standard administration of statewide and district-wide required assessments? (Not applicable to pre-school)

List accommodations needed (if any) consistent with IEP and test administration guidelines.

Will the child participate in the Arkansas Alternate Assessment Program?

If yes, provide a statement of why the child cannot participate in regular assessment.

If yes, provide a statement of why the alternate assessment selected is appropriate for the child.

I understand that my child will be assessed on the statewide alternate assessment using alternate achievement standards.

Parent Signature: _____

Will the child participate in course specific alternate assessment?
Specify: _____

9. Are there other factors which need consideration?

If yes, explain _____



IEP Consideration of Special Factors

Of particular importance is question # 8. Keep at the school so that monitors may verify that the student is receiving the proper accommodation during testing.

8. Can the child participate in standard administration of statewide and district-wide required assessments? (Not applicable to pre-school)

List accommodations needed (if any) consistent with IEP and test administration guidelines.

Administration of Accommodations

- Persons providing accommodations shall be currently licensed by the Arkansas Department of Education as a teacher or administrator
- Training shall be provided for those administering accommodations
 - What is allowed and NOT allowed in providing the accommodation



Administration of Accommodations

Accommodations that are not currently allowed

- ✓ Audiocassettes
- ✓ Languages other than English
- ✓ Limiting multiple-choice answers
- ✓ Reading any portion of the Reading Test



Administration of Accommodations

Large Print and Braille

- All student responses shall be transcribed into a student answer document
- Have a plan to ensure that all answers are transcribed before shipment
 - By a licensed, trained, individual
 - Waiver form must be completed



Administration of Accommodations

Affidavit Waiver Form for Providing an Approved Accommodation should be completed **ONLY** for

- Reading the allowable portions of the test
 - RMT/RWT/RST
- Transcribing student answers
- Recording student answers





Administration of Accommodations

- Training for individuals providing the Reading Accommodation (RMT, RWT, RST)
 - Readers may not clarify, elaborate, or provide assistance to the students. (Cueing)
 - Readers should be familiar with the terminology and symbols specific to the content. This is especially important for science assessments and high school mathematics. (Framework Glossary)
- (See “Guidelines for Assessment Accommodations for Students with Disabilities” p. 12, <http://arksped.k12.ar.us/>)

Test Administration Procedures



Test Administration Information

Test Administrators shall

- Ensure that all testing materials are kept secure
- Follow the testing schedule provided in the administration manual
- Eliminate items from the classroom that could provide cueing to students
- Actively monitor throughout the testing session
- Ensure that calculators are cleared and monitor use of calculators



Test Administration Information

Test Administrators shall

- Read all directions using a normal tone and manner
- Walk unobtrusively around the room during the testing session
- Provide no cues or assistance to students
- Use the large session number at the top of answer document to ensure students are working in the correct space
- Ensure that testing materials are secure during breaks



Test Administration Information

- ❑ Test Administrators shall not have access to computers during testing
- ❑ No food or drink is allowed in the testing area with testing materials
- ❑ Do not leave students with secure testing materials in an unlocked room unless a trained, licensed teacher or administrator is present
- ❑ Breach of test security is an action for which a teaching/administrative license may be revoked



Test Administration Information

Test Administrators

- Shall not answer students' questions about content of the test
 - Instruct students to select the best answer
 - If a student insists there is no answer, do not look at the test question
 - Provide the school test coordinator with the item number, session number, and test name
 - DTC should contact ADE with the information



Test Administration Information

Administrators shall ensure that students:

- ❑ Use a #2 pencil ONLY
- ❑ Do not remove mathematics reference sheet from the test booklet
- ❑ Do not have extraneous materials in the testing area, including scratch paper
- ❑ Do not share calculators
- ❑ Do not have access to any prohibited electronic device



Test Administration Information

True Test Administration Errors

- ❑ Answers to open-response in ink
- ❑ Labels attached then distributed to wrong students
- ❑ Students with same or similar name given incorrect answer document
- ❑ Student answering in the wrong place
- ❑ Administering wrong accommodations



Test Administration Information

- Student mistakes in taking the test
 - Immediately alert the School Test Coordinator if students write in the wrong answer space or other incidents occur
 - School or District Test Coordinator must contact the ADE as soon as possible to report the incident
 - Corrective action can be taken only on the day the incident occurs



Test Administration

- During testing:
 - Cell phones shall be turned off and not available
 - Students shall not have access to electronic devices with photographic capabilities
 - Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., iPhone, MP3 player, etc.)
 - If necessary, collect and secure these items until the testing is completed



Test Administration

- ❑ Accessing any prohibited equipment during testing is a security violation
- ❑ Any such occurrence must be immediately reported to the ADE
- ❑ Immediately check that no information about the test has been sent or received
- ❑ Refer to your district policy for further actions regarding the student(s) involved



Calculator Use

- ❑ Calculator policy in manuals
- ❑ Review the policy and include in test administrator training
- ❑ Ensure that only approved calculators are available during testing



Calculator Use

- Calculators shall be cleared before and after each day of testing
- Clear programs on calculators. Default factory applications may remain
- Individuals assigned to clear calculators shall be knowledgeable about details of clearing the various calculators approved for use
- IF using the TI-Nspire calculators with Press to Test, the calculator must be cleared before and after **EVERY** session by the Test Administrator



Calculator Use

For the TI-83 and TI-84

- Check to see if the calculators have been cleared by selecting the PRGM button
- Select the MODE button to see that everything on the left-hand side is highlighted (this is the default setting)
- Cleared calculators will be in the RADIAN mode
- Do NOT tell students which angle mode to use during testing as it is considered cueing



Calculator Use

- Students shall not share calculators
- Students may have only ONE calculator
- Test administrators are responsible for ensuring the proper use of calculators during testing
- No calculator shall be used on the Biology Test
- Ensure that calculators are NOT available for the Augmented Benchmark math sessions marked (Non Calculator)



ADE Contact Information

- Policy Questions:
 - Dr. Gayle Potter (501) 682-4558
- General Assessment Questions:
 - Susan Gray (501) 682-4559
 - Suzanne Knowles (501) 682-5161
- Algebra II:
 - Tommy Coy (501) 682-4250
- Alternate Portfolio
 - Charlotte Marvel: 501-682-5296



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