

# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## Mid-Year Algebra I End-of-Course Examination

January 2011

### TEST ADMINISTRATION MANUAL

#### SECURITY WARNING

All test items used in the Arkansas Comprehensive Testing, Assessment, and Accountability Program are CONFIDENTIAL and must be kept secure at all times. NO PART of this test may be reviewed, duplicated, or reproduced by ANY means. All test booklets and used answer documents must be returned as directed.

Unauthorized use, review, duplication, or reproduction of ANY or ALL portions of the test booklets and answer documents is prohibited.

#### Important Dates

**January 18–19, 2011** *Mid-Year Algebra I End-of-Course Examination* testing dates.

**January 25, 2011** Make-up test administrations for Algebra I must be completed.

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The success of the Mid-Year End-of-Course Examinations depends upon your assistance. The Arkansas Department of Education thanks you for your valuable assistance in administering this Mid-Year End-of-Course Examination.

Arkansas Department of Education  
January 2011



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# GENERAL INFORMATION

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## INTRODUCTION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** includes a Mid-Year End-of-Course Examination in Algebra I. It consists of multiple-choice and open-response questions that directly assess student knowledge. The *Arkansas Algebra I Mathematics Curriculum Framework* is the basis for development of the *Mid-Year Algebra I End-of-Course Examination*. The Arkansas Department of Education has contracted with Questar Assessment, Inc. (Questar) for the development, production, distribution, and collection of the *Mid-Year Algebra I End-of-Course Examination* materials.

Results for the *Mid-Year Algebra I End-of-Course Examination* will be provided for all students, schools, and districts to be used as the basis for instructional change.

## THIS TEST ADMINISTRATION MANUAL

This manual contains instructions for Test Administrators. It includes information about the testing schedule and the students to be tested, and it provides procedures to be followed before, during, and immediately following test administration. A script that Test Administrators must use for the testing sessions is also included.

Read through this entire manual thoroughly. The test administration script provided in this manual must be used for each of the Algebra I testing sessions. If you have any questions concerning the *Mid-Year Algebra I End-of-Course Examination*, the testing procedures, or the instructions in this manual, contact your School Test Coordinator.

## IMPORTANT DATES

The Algebra I test consists of four sessions with testing scheduled for Tuesday, January 18 and Wednesday, January 19. No part of the test may be given early. **Early testing constitutes a breach in test security.** See information regarding make-up testing on page 19.

## TEST ADMINISTRATOR RESPONSIBILITIES

As Test Administrator, you are responsible for the following:

- attend local test administration training including discussion of the test schedule and procedures, how to appropriately provide accommodations, and to obtain answers to questions
- review this entire manual prior to administration, with special attention given to the Test Security Guidelines provided on pages 14–15 and to the Test Administration Script for each testing session
- verify the correctness of information on the Preliminary Demographic Verification Roster, if assigned to do so
- maintain the security of all test materials and sign the appropriate test security forms—see the description of the security forms on page 15
- ensure a standardized testing environment in which no coaching, prompting, or pronunciation of words occurs (except for allowable accommodations)
- follow the instructions given in this manual when testing the group of students assigned to you
- conduct make-up testing for students absent from original test sessions, if assigned to do so
- code information as appropriate in the “Teacher Use Only” Boxes on the first two pages of each answer document once testing is completed, if assigned to do so—make sure you obtain all of the information that will be required

To ensure that you have completed all of the steps in preparing for a successful test administration, a “Checklist for Test Administrators” is provided on pages 20–21. The checklist covers only the major steps in the testing process and should **not** be used as a substitute for reading all of the instructions in this manual.

## NEW FOR 2011

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### **NEW—STUDENT NOT TESTED FORM**

A Student Not Tested Form is provided to districts and schools for students who received a Pre-ID label but will not be testing at mid-year. Place the Pre-ID label on the Student Not Tested Form and fill in the appropriate bubble above the label to indicate why the student did not test. Up to four (4) Pre-ID labels can be placed on a single form. Additional Student Not Tested Forms may be copied, as needed. See sample in Appendix D of this manual.

## GUIDELINES FOR STUDENTS TO BE TESTED

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The *Mid-Year Algebra I End-of-Course Examination* should be administered to **all** students completing Algebra I or the equivalent by the end of the first semester for high school graduation credit who are eligible for testing under standardized conditions, with or without accommodations. Any student in grade 9 or below who has previously taken the *Algebra I End-of-Course Examination* and did not score at the *Pass* level must complete remediation according to their Individual Academic Improvement Plan (IAIP) and retest. A student enrolled in a course of study equivalent to Algebra I that sequences the course content over a two-year period must test at the end of the two years, regardless of whether or not the student has completed or passed the course. A student who completes a summer school or correspondence course in Algebra I also tests at mid-year. Any student who falls into this category and who is enrolled in an Arkansas school **on or before** the day of testing should be administered the *Mid-Year Algebra I End-of-Course Examination*.

The following guidelines apply to exceptional students.

### DISABLED STUDENTS (P.L. 94-142)

All students, including students identified as disabled pursuant to P.L. 94-142 and under section 504 of the Rehabilitation Act of 1973, as amended, who are enrolled in Algebra I for high school graduation credit must take the *Algebra I End-of-Course Examination*, with or without accommodations. Students enrolled in a grade 9 resource mathematics class must participate in the Alternate Portfolio Assessment for Grade 9 Mathematics. Students in the School Age Programs (DDS) are to be tested. This requirement began with the 2002–2003 school year. Additionally, students in Day Treatment Programs are to be assessed. (See Director’s Memo IA-04-110, created 05/13/2004.)

A student’s Exceptional Student Identification (ESI) code must be coded in the “Teacher Use Only” Box on the student answer document, as appropriate, regardless of whether or not a student label is used. This information is not included in the student label barcode or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 33–39 of this manual. Students identified as disabled will receive an Individual Student Report and will be included in the Special Education Summary Report, as well as in the Combined Population Report. Do not code the Special Education Accommodations section for students with a 504 Plan. However, students may still receive accommodations that are in their 504 Plans and used regularly in the classroom.

### LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Limited English Proficient students taking the *Mid-Year Algebra I End-of-Course Examination* should be tested, with or without accommodations.

Identification of a student as LEP is included in the student label barcode and on the Preliminary Demographic Verification Roster. A student’s LEP status does not need to be coded on the answer document if a student label is used. If a student label is not used for an LEP student, the Test Administrator must code the student’s answer document by filling in the circle for Limited English Proficient in the “Teacher Use Only” Box. Specific directions for coding student answer documents are provided on pages 33–39 of this manual. Students identified as LEP will receive an Individual Student Report and will be included in the Limited English Proficient Summary Report, as well as in the Combined Population Report.

## GUIDELINES FOR STUDENTS TO BE TESTED

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### FIRST-YEAR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

First-year LEP students are **not** exempt from the *Mid-Year Algebra I End-of-Course Examination*.

First-year LEP students must be identified as such on their answer documents regardless of whether or not a student label is used. To identify first-year LEP students, Test Administrators must code each student's answer document by filling in the circle for LEP student less than one year in the U.S. in the "Teacher Use Only" Box. This information is **not** included in the student label barcode or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 33–39 of this manual. First-year LEP students whose answer documents have been properly coded will not be included in the AYP calculations for 2011. Once the answer documents are returned for scoring, students cannot be reassigned. If the circle for LEP student less than one year in the U.S. is **not** coded, that student will be included in the AYP calculations.

### TRANSFER STUDENTS

Any student meeting the criteria for taking the *Mid-Year Algebra I End-of-Course Examination*, who is enrolled in school **on or before** the first day of testing, should be tested.

### FOREIGN EXCHANGE STUDENTS

Foreign exchange students meeting the criteria for taking the *Mid-Year Algebra I End-of-Course Examination* must be tested. A foreign exchange student may be coded as an LEP student less than one year in the U.S. in the "Teacher Use Only" Box. In this case, the student will receive a student report and will count toward the 95% tested for AYP purposes, but the student's scores will not be included in school, district, or state summary reports. If the circle labeled LEP student less than one year in the U.S. is **not** coded, the student's scores will be included in all reports. Specific directions for coding student answer documents are provided on pages 33–39 of this manual.

### MIGRANT STUDENTS

To identify migrant students, the Test Administrator must code each student's answer document by filling in the circle for Migrant Student in the "Teacher Use Only" Box. This information is **not** included in the student label barcode or on the Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 33–39 of this manual.

Students should be identified as migrant if they meet the following guidelines: Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, the District Test Coordinator should contact Stan Young at 501-324-9660.

## GUIDELINES FOR STUDENTS TO BE TESTED

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### HIGHLY MOBILE STUDENTS

Any student enrolled in the school or moving between schools in the district after October 1, 2010, should be identified as highly mobile. A student's highly mobile status is **not** included in the student label barcode or on the Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 33–39 of this manual.

### ALTERNATIVE LEARNING ENVIRONMENT

Alternative Learning Environment students enrolled in Algebra I shall participate in the *Mid-Year Algebra I End-of-Course Examination*. The testing location may be decided by the district. Test Administrators must be **currently** licensed by the Arkansas Department of Education as a teacher or administrator and must be properly trained in test administration procedures. Testing materials must be kept secure at all times.

## STUDENT INFORMATION

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### STUDENT IDENTIFICATION NUMBERS

A 10-digit State Reporting Identification Number is required for the ACTAAP and is included on the student label. If a student label is not used, both a 10-digit State Reporting Identification Number\* and a Social Security Number (SS ID) need to be completed on the student answer document. The Arkansas Department of Education will provide districts with a range of federally-assigned identification numbers to use if parents object to providing their child's Social Security Number or if none is available. (See Director's Memo ACC-01-028, created September 25, 2000). Social Security Numbers or federally-assigned identification numbers will be suppressed on reports. As part of the advance announcement of testing, students should be advised to have their 10-digit State Reporting Identification Numbers and Social Security Numbers or federally-assigned identification numbers available on the day of testing. Please contact Susan Gray at the Arkansas Department of Education at 501-682-4559 for additional information.

\*If a student is new to the state of Arkansas and does not have a 10-digit State Reporting Identification Number, this section may be left blank.

### ETHNICITY CODES

If a student label is not used, students should fill in the circle(s) on the answer document in Box 7 "Ethnic Background" beside the best description(s) of his/her ethnic background. Students may fill in more than one circle when it is appropriate to do so. The Preliminary Demographic Verification Rosters will show only one ethnicity code. If a student's record in APSCN/TRIAND shows Hispanic and any additional ethnicity code, the ethnicity code on the roster will show "Hispanic." If a student's record in APSCN/TRIAND shows two or more ethnicity codes not including Hispanic, the ethnicity code on the roster will show "Two or More." The ethnicity codes are as follows:

1. Hispanic
2. Asian
3. Native Hawaiian/Pacific Islander
4. American Indian/Alaskan Native
5. Black
6. White
7. Two or More (included only on the roster)

Students will be reported with only one ethnicity code. If a student has filled in the circle next to Hispanic and any additional ethnicity code, the student will be reported as "Hispanic." If a student has filled in the circles next to two or more ethnicity codes not including Hispanic, the student will be reported as "Two or More." The ethnicity code filled in on the answer document should match the student's ethnicity code in APSCN/TRIAND.

## STUDENTS NOT TESTED

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Every student who was scheduled to test at mid-year and/or received a student label must be accounted for. If a student does not submit an answer document for scoring, a Student Not Tested Form **or** answer document must be returned with a student not tested reason coded. Do not submit both documents for one student. If a student was scheduled to test and did not receive a student label, an answer document must be returned with student demographic information complete **and** a not tested reason coded on page 2. **Note:** Do not fill in a “Student NOT Tested” reason code on the answer document if any questions have been answered by the student—this code is used only when there are no student answers on the answer document.

A Student Not Tested Form should be used, prior to testing, when a student who received a student label will not be taking the examination. The student labels for students not testing should be placed on the Student Not Tested Form with the appropriate reason code entered above each student label. Up to 4 student labels may be placed on a single form. Each district and school will receive one copy of the form and may make additional copies as needed. Please follow the instructions provided in the manuals and return kits for returning the Student Not Tested Forms.

For a student who refused to take **all** portions of the test, Test Administrators should fill in the circle next to SRT (Student Refused to Test) on page 2 of the answer document. Student Refused to Test is not a reason provided on the Student Not Tested Form. The Test Administrator must notify the School Test Coordinator of any student refusing to take **all** portions of the test.

If the reason a student did not test is not listed on the answer document, or if a student refused to take **all** portions of the test, please notify your School Test Coordinator.

All other information requested on the front of the answer document must be completed as appropriate for the student according to the instructions provided in this Test Administration Manual (student labels must be used if provided). No special handling of the answer documents is required. They are to be considered **used** answer documents and submitted along with the answer documents for students taking the test.

### **Erasures**

If a “Student NOT Tested” reason code has been filled in on an answer document, the student answer portion of the answer document must be completely blank and contain no eraser marks. Eraser marks may be picked up by the scanners resulting in the student receiving a score. Answer documents that are returned with a filled in “Student NOT Tested” reason code and one or more student answers and/or any eraser marks on the student answer portion of the answer document will be scored and included in all reports.

## VERIFICATION AND CORRECTION OF STUDENT INFORMATION

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### STUDENT INFORMATION FROM APSCN/TRIAND

Student information used to place students in the appropriate reporting categories to determine the school and district Annual Yearly Progress (AYP) for No Child Left Behind and for the state accountability system will be pulled from APSCN/TRIAND and is provided to Questar for reporting purposes. Student information in APSCN/TRIAND is being pulled twice. Data from the first pull are being used to produce the Preliminary Demographic Verification Rosters and student labels. Data for reporting purposes are being pulled shortly after the deadline for correcting student information. See dates below.

The updated/corrected information in APSCN/TRIAND will **override** information in student labels and filled in on student answer documents (with the exception of the sections of the “Teacher Use Only” Box denoted with an asterisk that need to be completed by the Test Administrator). Therefore, it is critical that student information be verified and corrected as needed within the allotted time frame.

**IMPORTANT: Student information for reporting purposes will be pulled from APSCN/TRIAND by the end of the day on Friday, January 14, 2011, for Algebra I. Students will be reported according to the information in the system when the data are pulled and any incorrect information CANNOT be changed after this point.**

Student Retest information is included on the Preliminary Demographic Verification Roster; however, it is not located in APSCN/TRIAND. If Student Retest information is incorrect on the Preliminary Demographic Verification Roster, your District Test Coordinator must contact Dr. Neal Gibson or Dr. Greg Holland at the Arkansas Department of Education no later than Friday, January 14, 2011, to resolve any discrepancies.

### PRELIMINARY DEMOGRAPHIC VERIFICATION ROSTER

A Preliminary Demographic Verification Roster will be provided by subject to each school; districts will be provided with copies for each school within the district where students are being tested. The roster contains the following information for each student as it appears in APSCN/TRIAND: student name, grade, birth date, State Reporting Identification Number, SS ID, gender, ethnicity, Monitored Former LEP status, LEP status, Free and/or Reduced Lunch status, Gifted and Talented status, and Student Retest. The rosters should be used to verify the correctness of student information in APSCN/TRIAND. Do **not** use the student labels for verification purposes (the rosters contain additional information not visible on the student labels).

All information on the Preliminary Demographic Verification Roster must be checked carefully. If any of the information on the roster is not correct, it **must** be updated in APSCN/TRIAND by the end of the day on **Friday, January 14, 2011, for Algebra I.**

## VERIFICATION AND CORRECTION OF STUDENT INFORMATION

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### STUDENT LABELS

Student labels are provided for use on answer documents so that student information will not need to be entered and coded for students for whom labels have been provided. The labels will contain district and school information, the student's name, State Reporting Identification Number, Student Retest status, birth date, gender, ethnicity, grade, and subject. Additional student information is provided on the Preliminary Demographic Verification Roster, which is to be used for verifying that student information is correct.

The student labels will be provided to each school in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. Labels are provided on perforated strips to facilitate the separation of individual labels. If a label is torn or damaged during the separation process, do **not** use it. Instead, enter and code Boxes 1–8 on the answer document for that student.

It is extremely important that labels be affixed correctly so that the scanning equipment can properly read the barcode. Labels must be carefully and precisely affixed within the dotted lines on the left side of the answer document (or within the dotted lines on the Student Not Tested Form). The top of the label should be aligned with the triangular marks (the label will partially cover the student name grid on the answer document). Do **not** apply the student label to Box 1. Student information cannot be captured if the label is not applied in the correct space. For students not tested, the student label should be aligned in the box on the Student Not Tested Form.

Information requested in Box 1 (District/School/Class Information) **must** be entered (either by the student prior to the start of testing on Day 1 or by the Test Administrator prior to distributing answer documents to students). If a label is used, only the Classroom/Group Name field in Box 1 must be completed.

#### **Incorrect Labels**

If provided, student labels **must** be used even if some of the information in the student label barcode is not correct. Student label information will be used to match students to the appropriate, corrected record in APSCN/TRIAND. If a student label is not provided or a label is damaged, Boxes 1–8 on the answer document must be completed by the student or the Test Administrator.

#### **Students NOT Listed on the Preliminary Demographic Verification Roster/No Student Label**

Complete Boxes 1–8 on the front of the answer document when there is no student label provided. If a student is not listed on the roster, check to see if the student's information is in APSCN/TRIAND, verify, and make corrections as necessary. If a student is not listed on the roster and there is no information in APSCN/TRIAND, verify that the student information on the answer document is complete and add or correct the student's information in APSCN/TRIAND.

**NOTE:** Both the Preliminary Demographic Verification Rosters and student labels contain confidential student information and must be handled accordingly. When not in use, they must be kept in a secure location. Rosters and damaged student labels must either be shredded or otherwise disposed of in a secure manner.

See pages 33–39 of this manual for instructions for completing the “Teacher Use Only” Box. An asterisk indicates that a section needs to be completed regardless of whether or not a student label is used.

## PROCEDURES PRIOR TO TEST ADMINISTRATION

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### ADVANCE ANNOUNCEMENTS

An announcement of testing dates and a reminder before the first day of testing is necessary. Testing dates should be made known to parents and students in advance so that students come to school well-rested and equipped with two No. 2 pencils on the days of the test. It is recommended that Parent Notification Pamphlets (A Note to Parents) be distributed to parents two weeks prior to testing.

There should also be an advance announcement made to students that they should bring calculators, if calculators are not provided by the school, and to have their Social Security Numbers or federally-assigned identification numbers and State Reporting Identification Numbers available on the first day of testing. The use of a Social Security Number (SS ID) or a federally-assigned identification number and a State Reporting Identification Number is required for student demographic information if a student label is not used. See page 6 of this manual for information about the use of Social Security Numbers and State Reporting Identification Numbers for student identification purposes.

**Note:** If a student label is used, a Social Security Number is not required.

# STUDENT TESTING MATERIALS

## MATERIALS NEEDED FOR TEST ADMINISTRATION

On the day of testing, assemble the following materials supplied to you by your School Test Coordinator. Be certain you have a sufficient supply for all students participating in the test.

- **Test Administration Manual (this manual):** You should have a copy for yourself, as well as a copy for each additional proctor or assistant.
- **Sharpened No. 2 Pencils:** If it is not your normal procedure to furnish pencils, students should be told to bring two sharpened No. 2 pencils each day of the test. You should have extra No. 2 pencils on hand.
- **Calculators:** See pages 17 and 18 of this manual for information regarding calculator use and restrictions. Remind students to bring calculators on the testing days if needed. The school must provide calculators for students who do not have them and wish to use them during testing.
- **Timer:** Be sure to have a reliable watch or clock with a back-up available in case the primary clock malfunctions.
- **Door Sign:** Make a sign that states, “TESTING: PLEASE DO NOT DISTURB” to hang on the door.
- **Test Booklets:** The test booklets are delivered in shrink-wrapped packages because they are secure materials.
- **Answer Documents:** The answer documents are shrink-wrapped for packaging convenience only. Student labels may be applied or the information requested in Boxes 1–8 on the front cover of the answer document may be filled out prior to testing. The information requested in the “Teacher Use Only” Box must be completed after all testing is completed. Instructions are provided on pages 33–39 of this manual.
- **Student Labels:** Student labels are to be placed on the answer documents or the Student Not Tested Form in the space provided. Labels may be placed on answer documents prior to testing. Student labels must be used if provided. If information for a student is incorrect, it must be updated in APSCN/TRIAND prior to the first day of testing (by the end of the day on Friday, January 14, 2011).
- **Rulers:** Rulers are provided in packages of 25 and should be given to all students being tested at the beginning of Session A1 on the first day of testing.

## OVERVIEW OF TESTING SESSIONS AND LAYOUT OF MATERIALS

The following table provides an overview of the *Mid-Year Algebra I End-of-Course Examination* testing sessions and page numbers for each session in the test booklet and answer document.

DAY	SESSION	TEST BOOKLETS	ANSWER DOCUMENTS
1	Student Demographic Information	None	Page 1 (Cover) and 2
	A1–Multiple-choice Items	Begins on Page 1	Page 3
	A2–Open-response Items	Begins on Page 10	Pages 4–6
2	A3–Multiple-choice Items	Begins on Page 14	Page 8
	A4–Open-response Items	Begins on Page 26	Pages 10–11
	EOC Mathematics Reference Sheet	Inside Back Cover	None

# STUDENT TESTING MATERIALS

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## ANSWER DOCUMENT LAYOUT

The answer documents are designed to be machine-scannable and, as such, must be handled carefully. To ensure they can be properly scored, answer documents must not be folded, paper-clipped, stapled, rubber-banded, taped, or torn. Students are provided boxed areas in which to respond to open-response items. Open-responses will be scored using image scoring (online scoring). Any response that falls outside the box will **not** be scored. Students must confine their responses to the space provided. Extraneous materials (rulers, extra sheets of paper,\* etc.) inside of answer documents cannot be processed and will cause the scanner to stop. Marking directions for the multiple-choice answers are given on the front cover.

### DAY 1

- **Page 1** is the front cover and contains demographic information to be filled out if there is no label for a student. The “Teacher Use Only” Box must be completed after testing is done.
- **Page 2** contains the Student NOT Tested portion of the “Teacher Use Only” Box.
- **Page 3** contains space for students to mark their answers to multiple-choice questions 1–30 for Session A1.
- **Pages 4–6** contain spaces for the answers to open-response questions A, B, and C for Session A2.

### DAY 2

- **Page 8** contains space for students to mark their answers to multiple-choice questions 31–60 for Session A3.
- **Pages 10 and 11** contain space for the answers to open-response questions D and E for Session A4.

**Pages 7, 9, and 12** are blank pages—DO NOT USE.

**\*Note: The use of scratch paper is considered a breach of security.**

# STUDENT TESTING MATERIALS

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## TEST BOOKLET LAYOUT

The test booklet is divided into four full sessions. Pertinent directions are printed at the beginning of each session. Review those directions with students before they respond to the test questions for that session. Students are allowed to work until they come to the directions to “STOP” at the end of the session or until they have worked for the maximum amount of time allowed for that session, whichever occurs first.

The test booklets are secure documents. Test security guidelines dictate that test booklets are **not** to be examined before the test administration. Each test booklet contains a sequential, unique security ID number. This ID number is for document security only and does not correspond with numbers printed on the answer documents. Numbers printed on the answer documents are used to identify the documents during scoring. Each student must receive one test booklet and one answer document to be used for all testing sessions. Calculators may be used for all sessions.

The following overview provides information on how the test booklet is organized:

### DAY 1

- **Session A1** begins on page 1. This session includes 30 multiple-choice questions. If needed, the students may use the Mathematics Reference Sheet on the inside of the back cover of the test booklet for all mathematics sessions.
- **Session A2** begins on page 10 and includes 3 open-response questions. For the open-response questions in each session, students must show all of the diagrams, computations, equations, etc., that they use to find the answers. They must also explain how they calculated answers to the questions if they used a calculator or did the work in their heads.

### DAY 2

- **Session A3** begins on page 14 and includes 30 multiple-choice questions.
- **Session A4** begins on page 26 and includes 2 open-response questions. Students must show or explain all their work for the open-response questions (see Session A2 above).

# TESTING GUIDELINES AND SECURITY

## TEST SECURITY GUIDELINES

**Maintaining test security is a very serious responsibility for all currently licensed Arkansas personnel. Breach of test security is one of the actions for which teaching/administrative licenses can be revoked.**

Districts must have a system in place to ensure that all materials are accounted for and kept secure during testing. Any action that leads to the invalidation of student test scores or compromises the security of the tests or test results will be viewed by the Arkansas Department of Education as an inappropriate use or handling of tests and will be treated as such. The following guidelines are to assist in determining which activities constitute inappropriate testing activities and breaches of test security:

1. The Superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities.
2. All District Test Coordinators, School Test Coordinators, and Test Administrators shall be **currently** licensed by the Arkansas Department of Education as teachers or administrators.
3. The tests must be administered on the scheduled dates as specified in the District and School Test Coordinators' Manual and the Test Administration Manuals. No portion of the test may be given early.
4. All test materials shall be inventoried upon receipt at the district and school. Test booklets must be kept in a secure area at all times, except during the formal testing sessions.
5. The tests must be administered in strict accordance with the instructions outlined in the District and School Test Coordinators' Manual and the Test Administration Manuals. These instructions include reading directions verbatim to students during testing.
6. Test booklets must be distributed to all students in spiral order, including special education and LEP students. Distributing forms incorrectly is considered a testing irregularity.
7. The Superintendent or his/her designee in each school district shall be responsible for ensuring that all district personnel involved in the testing have been properly trained as specified by the Arkansas Department of Education.
8. The Superintendent or his/her designee in each school district shall be responsible for ensuring that all assessment documents and student identification information are properly and accurately coded and that ALL students have participated in the appropriate grade-level assessment(s).
9. The Superintendent or his/her designee in each school district shall be responsible for ensuring that Individualized Education Programs, Limited English Proficient Assessment Plans, and/or 504 Plans shall specify any state-approved accommodation(s) available to students participating in the administration of standard state assessments.
10. The Superintendent or his/her designee in each school district shall be responsible for ensuring that all students enrolled in a state-tested grade or course shall be accounted for in the State Assessment System.
11. District staff may **not** read, review, or in any way duplicate or reproduce the test booklets, the associated test items, or the writing prompts. Removing or copying the Mathematics and/or Science Reference Sheet provided in the test booklets is a breach of security.
12. All District Superintendents, District Test Coordinators, Building Principals, School Test Coordinators, and Test Administrators must sign the appropriate Test Security Affidavit. All Test Security Affidavits must be returned to Questar with the scoreable materials.
13. Students must not be exposed to answers of items at any time before, during, or after testing. At least 50% of the customized CRT items that contribute to the student performance results will be released to the public upon reporting and may then be used by public schools for instructional purposes.
14. Student responses to test items must represent the student's own independent and unaided thinking and must not be read, reviewed, or changed during or after testing.
15. Students are not allowed to use scratch paper **except for grades 1–2**. The use of scratch paper is considered a breach of security.
16. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions.

## TESTING GUIDELINES AND SECURITY

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17. No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod, MP3 player).
18. If students are permitted to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the requirements specified in the District and School Test Coordinators' Manual and in the Test Administration Manuals. Failure on the part of the Test Administrator to verify that each calculator meets the requirements will constitute a breach of security.
19. It is the responsibility of the Test Administrator to clear the memory of each calculator both at the beginning and end of each testing day. Failure to do so constitutes a breach of security.
20. During the test administration, Test Administrators should continually monitor the testing process by moving unobtrusively about the room. The Test Administrator is to devote total attention to the students being tested and not work on other things. Test Administrators shall not access computers or other electronic equipment during the assessment.
21. **All** test booklets, used and unused, shall be inventoried subsequent to testing and returned to the testing company in the prescribed manner on the prescribed dates. Any test booklets not returned by the district on the dates required shall be reported to Dr. Gayle Potter at the Arkansas Department of Education.
22. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to Dr. Gayle Potter at the Arkansas Department of Education. All security violations shall be investigated by the state.

### TEST SECURITY PROCEDURES

All test booklets are secure and contain sequential, unique document security ID numbers. All test booklets, used and unused, must be accounted for and returned to Questar after testing. In addition, these secure test materials may not be reviewed or duplicated by any means. Violation of security procedures could result in the revocation of your teaching/administrative license (see Test Security Guidelines).

Your School Test Coordinator will have the following test security forms requiring your signature:

#### **Affidavit 3—Test Administrator Security Form**

By signing this form, you are certifying that you followed appropriate security procedures and that you understand that a breach of security could result in the revocation of your teaching/administrative license.

#### **Test Booklet Security Form**

This form must be initialed when the test booklets are received by the Test Administrator and again when they are returned to the School Test Coordinator on each day of testing.

All test materials used and unused issued to you prior to testing must be returned to your School Test Coordinator.

The *Mid-Year Algebra I End-of-Course Examination* may **not** be downloaded into any assistive device.

### MATHEMATICS REFERENCE SHEET

A mathematics formula reference sheet is provided on the inside of the back cover of the test booklets. Students may reference this sheet as needed, but under no circumstances should the sheet be detached from the test booklet or photocopied. Detaching or copying the Mathematics Reference Sheet compromises the integrity of the test and is a breach of security.

## TESTING GUIDELINES AND SECURITY

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### MATERIALS PROHIBITED DURING TEST ADMINISTRATION

Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions. If students finish a session early, they may review only the current session test answers and then sit quietly. After the completion of the last Algebra I session, collect rulers from students.

**Scratch Paper**—Students may write in their test booklets. **No scratch paper may be provided** (the use of scratch paper is a breach of security). However, students may use blank spaces in the test booklets to do scratch work. For open-response items, students must show all of their work in the spaces provided in the answer documents. **Any work recorded in the test booklets will NOT be scored.** Only work recorded with a No. 2 pencil in the answer documents will be scored.

**Electronic Devices**—No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod, MP3 player).

**Food and Drink**—During testing sessions no food or drink is allowed in the testing area.

**Highlighters**—Highlighters may be used on the test booklets **ONLY**. **NO** highlighters may be used on any answer documents.

**Ink Pens/Felt-Tip Markers**—Ink pens and felt-tip markers must **NOT** be used on any answer document. **Use a No. 2 pencil only.**

### TESTING ENVIRONMENT

The test should be administered in an area with comfortable seats, good lighting and ventilation, and freedom from noise and interruptions. Smooth, hard writing surfaces and adequate workspace are also important. The physical conditions should be conducive to concentration. Students should be seated in such a way that they will not be tempted to look at each other's test materials. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during testing sessions.

### ASSIGNING TEST MATERIALS TO STUDENTS

During each testing session, students must use the same test booklet and answer document given to them at the beginning of testing for each of the subsequent testing sessions. The test booklet and answer document for each student must be kept together throughout **ALL** sessions. Therefore, it is strongly advised that students be tested in the same group each day.

Students should write their names on the front covers of their test booklets on the first day of testing. See page 13, "Test Booklet Layout," for additional information.

### MONITORING STUDENTS DURING TESTING SESSIONS

With the exception of approved accommodations, you may not aid any student in reading, answering, or understanding any of the test questions. (You may, however, clarify the demographic information.) Therefore, be sure that students clearly understand all of the directions before testing begins. Also, test security guidelines and student confidentiality dictate that student responses to test questions may not be read or reviewed at any time.

During each session, circulate around the room to see that students are using the correct session of the test booklet and answer document. This process will be referred to in the procedures as ***Circulate and Check***. **The session identifier, which is the first letter of the subject followed by the number of the session (e.g., A1), is printed in large type on the answer document to make it easier to see if a student is answering on the correct page.**

## TESTING GUIDELINES AND SECURITY

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### CALCULATOR USE AND RESTRICTIONS

Calculators may be used in all sessions of the *Mid-Year Algebra I End-of-Course Examination*. **Students may NOT share calculators during testing sessions and may have only ONE calculator during testing.**

Students may use any four-function, scientific, or graphing calculator, as long as it does not have any of the features on the list below.

**Calculators that may NOT be used for any session of the examination include the following:**

- Pocket organizers
- Hand-held or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones or other wireless communication devices
- Calculators with QWERTY (typewriter-like) pads
- Calculators with paper tape
- Calculators that “talk” or make unusual noises
- Calculators that require an electrical outlet
- Calculators with built-in capability to simplify algebraic expressions, multiply polynomials, or factor polynomials
- CAS (often designated Computer Algebra Systems)
- Calculators that can communicate wirelessly with other calculators

**Some examples of specific calculator models prohibited include the following:**

- Casio CFX-9970G, Algebra FX 2.0, and ClassPad300
- Hewlett-Packard HP-40G, HP-48gII, HP-49G, and HP-50G
- Texas Instruments TI-89 or TI-92
- Voyage 200

**TI-nspire calculators without CAS are allowed only in the following two cases:**

- 1) with the TI-84 Plus keypad
- 2) with the nspire keypad using operating system 1.7 or higher with both “Limit geometry functions” and “Disable function grab and move” invoked in Press-to-Test mode. You must invoke Press-to-Test mode at the beginning of each session and exit Press-to-Test mode at the end of each session.

If students are permitted to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the above requirements. Failure on the part of the Test Administrator to verify that each calculator meets the above requirements will constitute a breach of security.

It is the responsibility of the Test Administrator to clear the memory of each calculator at the beginning and end of each testing day. Failure to do so constitutes a breach of security.

Make sure that students using calculators have practiced using them and are familiar with the use of the calculator in testing situations with items similar to those they will see on the examination (i.e., open-response items). It is also important that students understand that while they are allowed to use calculators, it is still essential that the students show all of their work when responding to the open-response items.

## TESTING GUIDELINES AND SECURITY

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If one student has the opportunity to use a calculator, then all students in the class should have equal access to a calculator. However, there should be no perceived disadvantage to your students whether they are encouraged to use calculators or not allowed to use them. The test items were designed to minimize the amount of computational effort the students would need on the test. Those who teach mathematics in your school should decide whether or not calculators should be used.

No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod, MP3 player).

### OVERVIEW OF THE TEST ADMINISTRATION SCRIPT

Directions to the students should only take a few minutes so that students can spend most of their time answering test questions. To ensure a consistent and accurate test administration, a script (material that should be read **verbatim** to the students) for each testing session is printed in boxes to set the oral directions apart from the other text. Directions to the Test Administrator are printed in contrasting bold and italic type. Directions to the Test Administrator that are interspersed within the oral directions to the students are in bold and italic type and bracketed [*like this*]. The remaining numbered directions may be repeated in similar sessions and serve as reminders of the order in which to proceed with the test administration. The order may be changed only for make-up testing or for students requiring modifications.

For the Student Demographic Information session only, the script may be modified as needed depending upon how the verification of information and application of students' labels is being handled in your school. Please read through this script carefully to determine what, if anything, needs to be modified for your situation.

# 2011 TESTING SESSION GUIDELINES AND SCHEDULE

## TESTING SESSION GUIDELINES AND SCHEDULE

This section details the procedures to be followed for each testing session. Tests are to be administered in the order listed on page 11, which is also the order in which the Test Administration Script is presented in this manual.

It is recommended that the test be administered in the morning. The test administration should not be scheduled after an athletic event, assembly, or class outing. All test schedules should be checked with the appropriate school officials to be sure that the administration of the test is not interrupted.

### Session Time Limits

The *Mid-Year Algebra I End-of-Course Examination* is a timed test. Each session must be administered in the times specified. Allow time at the beginning of each session to present directions and other information to the students. For each session, refer to the amount of time shown in the table below. **Early testing constitutes a breach in test security.**

If students finish the test early, they may review their work only for that same session; they cannot work on a previous session or on a session not yet administered. Extended testing time is an allowable accommodation for Special Education, 504, and LEP students, if stated in their IEP, 504 Plan, or LPAC Plan, respectively, and used on a regular basis in the classroom.

DAY	SESSION	NUMBER OF ITEMS	TESTING MINUTES
<b>Tuesday</b> January 18, 2011	–	Student Demographic Information	15
	<b>A1</b>	30 multiple-choice items	45 + directions
	<b>A2</b>	3 open-response items	45 + directions
<b>Wednesday</b> January 19, 2011	<b>A3</b>	30 multiple-choice items	45 + directions
	<b>A4</b>	2 open-response items	30 + directions

### Breaks between Sessions

It is recommended that students be allowed at least a 15-minute break after Sessions A1 and A3. Lunch and other breaks can be added to the schedule between sessions. Testing sessions must be completed at the conclusion of the school day. See your School Test Coordinator if you have questions about the break schedule.

### Interruption of Testing Sessions

Circumstances over which you have no control (e.g., power failures, fire drills, severe weather conditions) may disturb the students during testing. If an interruption occurs during a testing session, ask students to close their test booklets and answer documents. Collect the student test materials and place them in the secure location designated by your School Test Coordinator. If an interruption occurs, notify the District Test Coordinator who must call the Arkansas Department of Education at 501-682-4558 for instructions prior to resuming testing. Interruptions should not reduce the total amount of time students are given to complete the test questions. If an interruption occurs, Test Administrators should note the time remaining in the testing session.

### Make-up Testing Sessions

Make-up testing sessions may be scheduled for any day after the initial administration. However, all make-up testing for Algebra I **must be completed no later than Tuesday, January 25, 2011**. Every attempt should be made to administer make-up tests to students who were absent during original testing sessions. Consult your School Test Coordinator about make-up procedures.

## CHECKLIST FOR TEST ADMINISTRATORS

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### BEFORE TESTING

- \_\_\_ Attend local test administration training including discussion of the test schedule and procedures, how to appropriately provide accommodations, and to obtain answers to questions.
- \_\_\_ Read all directions in this manual.
- \_\_\_ Inform students if they need to bring sharpened No. 2 pencils and calculators. Obtain extra, sharpened No. 2 pencils and calculators for students who do not supply their own but wish to use them during testing. **ONLY No. 2 pencils may be used on answer documents.**
- \_\_\_ Inform students to be prepared to report their Social Security Numbers or federally-assigned identification numbers, and their State Reporting Identification Number if a student label is not provided.
- \_\_\_ Receive testing materials, including student labels, from the School Test Coordinator and sign the Test Booklet Security Form.
- \_\_\_ Obtain information needed to complete the “Teacher Use Only” Box, if assigned to do so.
- \_\_\_ Verify information on the Preliminary Demographic Verification Roster, if assigned to do so.

### FINAL PREPARATIONS FOR TESTING

- \_\_\_ Arrange testing materials for each session so that you will be able to distribute them to students efficiently.
- \_\_\_ Review the appropriate Test Administration Script before beginning each testing session.
- \_\_\_ Remove or cover all visual aids in the room that might provide clues or answers.
- \_\_\_ Post a “TESTING: PLEASE DO NOT DISTURB” sign on the classroom door.
- \_\_\_ Write the name of the district, school, and classroom/group on the board.
- \_\_\_ Be sure that students have comfortable and adequate workspace.

### DURING TESTING

- \_\_\_ Notify the School Test Coordinator **immediately** if any test booklets are missing.
- \_\_\_ Notify the School Test Coordinator **immediately** of any unusual testing incident (e.g., student writes in the wrong place).
- \_\_\_ Follow directions for administering the Student Demographic Information session.
- \_\_\_ Monitor students’ handling of answer documents and test booklets to keep them in good condition.
- \_\_\_ Tell students the time allowed and remaining in each session.
- \_\_\_ Administer make-up session(s) for students who may require accommodations, if assigned to do so.

## CHECKLIST FOR TEST ADMINISTRATORS

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### FOLLOWING TESTING

- \_\_\_\_\_ Verify that each student has filled in the district, school, and classroom/group name spaces on page 1 (front cover) of the answer document, and that all information in Boxes 1–8 (for students without labels) is correct and properly coded.
- \_\_\_\_\_ Verify that each student has completed the name space on the front cover of the test booklet.
- \_\_\_\_\_ Complete the “Teacher Use Only” Box by coding information for students for whom labels were not used and the information not included on the Preliminary Demographic Verification Roster for students for whom a label was used (see pages 33–39 of this manual for more information). Also, be sure to complete the Special Education Accommodations section for special education students with Individualized Education Programs (IEPs) and/or the LEP Accommodations section for Limited English Proficient students with an LPAC Plan having approved testing accommodations.
- \_\_\_\_\_ Notify the School Test Coordinator of any student who took no portion of the test.
- \_\_\_\_\_ Verify that there are no answer documents in the test booklets.
- \_\_\_\_\_ Prepare test materials according to the instructions on page 40 and return them to the School Test Coordinator.
- \_\_\_\_\_ Complete Affidavit 3—Test Administrator Security Form as required.

# TEST ADMINISTRATION SCRIPT

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**DAY 1: Tuesday, January 18**

## **STUDENT DEMOGRAPHIC INFORMATION**

**Estimated time: 15 minutes**

**Materials needed—each student must have**

- **Test Booklet**
- **Answer Document**
- **Sharpened No. 2 Pencils**

**Read the directions numbered 1–5 to ALL students. Read the directions numbered 6 and 7 ONLY if students are entering and coding student demographic information on the front cover of their answer document.**

***1. Say to the students:***

Today is Tuesday, January 18. You will be taking the *Mid-Year Algebra I End-of-Course Examination*. Some of the questions are easier and some are harder, but you are expected to answer every question and to do your best. There is no penalty for guessing so you should answer every question. If you do not have a sharpened No. 2 pencil, please raise your hand.

***2. Supply sharpened No. 2 pencils to students who need them.***

***3. Say to the students:***

Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so. [***Hand out a test booklet and an answer document to each student, making sure each student gets his/her answer document if labels have been affixed or student information has been entered and coded.***]

## TEST ADMINISTRATION SCRIPT

4. *When each student has received test materials, verify that each student has received the answer document with his/her name on it, if appropriate. Then, say to the students:*

Before we begin, please carefully check through your test booklet and your answer document for missing pages, blank pages, or upside-down pages, and then immediately close both booklets. Raise your hand if you think there is a problem with one of your booklets. **[Pause. If necessary, replace any test materials that are defective.]**

Look at the front cover of your test booklet. **[Pause.]** Print your name in the space provided at the top. **[Pause while students print their names.]**

Now set your test booklet aside and find **Box 1, “District/School/Class Information,”** on your answer document. **[Pause.]** In Box 1, there are three spaces for your district, school, and classroom/group names. Please print this information in the proper spaces. If you need the proper spelling, you can refer to the board where I have written this information. **[Pause.]**

5. *Say to the students:*

Now find the box labeled “Marking Directions.” **[Pause.]** Read the directions to yourself while I read them out loud. **[Read the text in the box below.]**

MARKING DIRECTIONS	
<ul style="list-style-type: none"><li>• Use only soft black pencil (No. 2).</li><li>• Do NOT use ink pen or felt-tip marker.</li><li>• Make heavy, dark marks that completely fill the circle.</li><li>• Erase completely any marks you wish to change.</li></ul>	<ul style="list-style-type: none"><li>• Make NO stray marks on this answer document.</li></ul> <p><b>SAMPLE MARKS</b></p> <p><b>RIGHT</b> ○ ● ○ ○</p> <p><b>WRONG</b> ⊗ ⊗ ⊗ ⊗</p>

Now look at the two rows of sample marks on the right side of the directions box that show the right way and wrong ways to fill in the circles. Make sure you do not make marks that look like those in the row labeled “**Wrong.**” Fill in the circles completely like the example in the row labeled “**Right.**”

**The following instructions (#6 and #7) must be read to students ONLY if they are entering and coding the student demographic information on the front of the answer document. Students using labels should not enter and code student demographic information.**

## TEST ADMINISTRATION SCRIPT

### 6. Say to the students:

Now go down to **Box 2, “Student Name.”** *[Pause.]* Print your name in the boxes—your last name, your first name, and then your middle initial. Print one letter in each box. If your name is longer than the spaces provided, print as many letters as you can. If your name is shorter, you do not need to fill in the boxes past your name. *[Pause while students print their names.]* Then, for each column, fill in the circle with the letter that matches the letter you printed in the box at the top. If your name is shorter, you do not need to fill in any circles past your name. *[Pause.]*

Now find **Box 3, “State ID Number.”** *[Pause.]* In the boxes, write the ten digits of your State Reporting Identification Number. Print one digit in each box. *[Pause.]* Now darken the circle for each digit. *[If a student does not have a 10-digit State Reporting Identification Number, this section may be left blank.]*

Now find **Box 4, “SS ID.”** *[Pause.]* In the boxes, write the nine digits of your Social Security Number (federally-assigned ID number for those who previously arranged for numbers other than Social Security Numbers). Print one digit in each box. *[Pause.]* Now darken the circle for each digit. *[Pause. Check to make sure students are entering and coding either their Social Security Number or their federally-assigned identification number.]*

Now go to **Box 5, “Grade.”** Fill in the circle next to your grade. *[Pause.]*

Now go to **Box 6, “Gender,”** and fill in the correct circle for your gender, either female or male. *[Pause.]*

### 7. Say to the students:

Now go to **Box 7, “Ethnic Background.”** Fill in the circle beside the best description of your ethnic background (fill in all that apply). Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, Black, or White. *[Pause. If students have questions concerning the appropriate response for Box 7, refer to the guidelines below.]*

- **1–Hispanic**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”
- **2–Asian**—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **3–Native Hawaiian/Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **4–American Indian/Alaskan Native**—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **5–Black**—A person having origins in any of the Black racial groups of Africa.
- **6–White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Find **Box 8, “Birth Date.”** In the column that says “**Month,**” fill in the circle beside the month in which you were born. *[Pause.]* Now find the column that says “**Day.**” In the boxes, write the day of the month you were born. For birth dates one through nine, print a zero in the first column. Print one digit in each box. *[Pause.]* Now find the columns that say “**Year.**” In the last two columns print the last two digits of the year you were born. *[Pause.]* Now fill in the circle for either 19 or 20 and the circles that match the numbers you have printed. *[Pause.]*

# TEST ADMINISTRATION SCRIPT

**DAY 1: Tuesday, January 18**

## **SESSION A1 (Calculator)**

**Permitted time: 45 minutes + directions**



**Materials needed—each student must have his or her own testing materials, including:**

- **Sharpened No. 2 Pencils**
- **Ruler**
- **Calculator**

**NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must clear the memory of each calculator both at the beginning and end of each testing day. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The End-of-Course Mathematics Reference Sheet may NOT be detached from the test booklet.**

***1. When you are ready to begin the test, say to the students:***

Today is Tuesday, January 18. You will have 45 minutes to complete Session A1. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

Turn to page 3 of your answer document. [*Pause.*]

This test session contains 30 multiple-choice questions. Mark your answer choices for questions 1 through 30 for the session labeled “A1” on page 3 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the “Marking Directions” on the front cover of the answer document. [*Pause.*]

Do not make any stray marks or notes in your answer document. You may use space in your test booklet as scratch paper to do any figuring or calculations for an item.

Remember, inside the back cover of the test booklet, there is an End-of-Course Mathematics Reference Sheet that you can use for help with your calculations. [*Pause.*]

You may also use the ruler during this session, if you need it to answer a question.

Now open your test booklet to page 1 for “Session A1—Algebra I (Calculator).” [*Pause.*]

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can assist you. Do you have any questions about where you are to do your work or mark your answers? [*Pause. Answer any questions students have about test and response locations.*]

## TEST ADMINISTRATION SCRIPT

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**2. Say to the students:**

When you have finished answering the questions in this session, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won't disturb those who are still working.

You will have exactly 45 minutes. You may begin.

**3. Make a note of the time when students begin the test. Circulate and check.**

**4. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.**

**5. Notify students (by posting on the board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.**

**6. When the 45 minutes have ended, say to the students:**

This is the end of Session A1. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[It is recommended that the students be given a break of at least 15 minutes.]**

# TEST ADMINISTRATION SCRIPT

**DAY 1: Tuesday, January 18**

## **SESSION A2 (Calculator)**

**Permitted time: 45 minutes + directions**



**Materials needed—each student must have his or her own testing materials, including:**

- **Sharpened No. 2 Pencils**
- **Ruler**
- **Calculator**

**NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must clear the memory of each calculator both at the beginning and end of each testing day. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The End-of-Course Mathematics Reference Sheet may NOT be detached from the test booklet.**

***1. When the students are seated after their break, begin this session. Say to the students:***

Today is Tuesday, January 18. You will have 45 minutes to complete Session A2. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

This test session contains three open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

Read each question carefully and think about how to solve it. Problems can be solved in many ways, including

- writing an equation,
- drawing a picture,
- making a table or chart,
- trial and error, or
- looking for patterns.

Remember, inside the back cover of the test booklet is an End-of-Course Mathematics Reference Sheet that you can use for help with your calculations.

You may also use the ruler if you need it to answer a question.

## TEST ADMINISTRATION SCRIPT

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### ***2. Say to the students:***

In this session, boxes for answering open-response questions A, B, and C are on pages 4–6 of your answer document. Turn to page 4 of your answer document. [***Pause.***] You must keep your responses inside the boxes provided.

Open your test booklet to page 10 for “Session A2—Algebra I (Calculator).” [***Pause.***]

The directions telling where to put your answers in your answer document are located just before the questions in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or write your answers? [***Pause. Answer any questions students have about test and response locations.***]

There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so that you won’t disturb those who are still working.

You will have exactly 45 minutes. You may begin.

### ***3. Make a note of the time when students begin the test. Circulate and check.***

### ***4. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.***

### ***5. Notify students (by posting on the board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.***

### ***6. When the 45 minutes have ended, say to the students:***

This is the end of testing for today. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. Insert your answer document into your test booklet, and I will collect them. [***Test Administrators must clear the memory of any calculator equipped with such a feature.***]

### ***7. Check each set of materials to see that the answer document and the ruler have been inserted into the test booklet. After accounting for all materials, store them in a secure place.***

### ***8. Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.***

# TEST ADMINISTRATION SCRIPT

## DAY 2: Wednesday, January 19

### SESSION A3 (Calculator)

Permitted time: 45 minutes + directions



Materials needed—each student must have his or her own testing materials, including:

- Sharpened No. 2 Pencils
- Ruler
- Calculator

**NOTE:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must clear the memory of each calculator both at the beginning and end of each testing day. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The End-of-Course Mathematics Reference Sheet may NOT be detached from the test booklet.

#### 1. When you are ready to begin the test, say to the students:

Today is Wednesday, January 19. You will have 45 minutes to complete Session A3. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

Turn to page 8 of your answer document. [*Pause.*]

This test session contains 30 multiple-choice questions. Mark your answer choices for questions 31 through 60 for the session labeled “A3” on page 8 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the “Marking Directions” on the front cover of the answer document. [*Pause.*]

Do not make any stray marks or notes in your answer document. You may use space in your test booklet as scratch paper to do any figuring or calculations for an item.

Remember, inside the back cover of the test booklet, there is an End-of-Course Mathematics Reference Sheet that you can use for help with your calculations. [*Pause.*]

You may also use the ruler during this session, if you need it to answer a question.

Now open your test booklet to page 14 for “Session A3—Algebra I (Calculator).” [*Pause.*]

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can assist you. Do you have any questions about where you are to do your work or mark your answers? [*Pause. Answer any questions students have about test and response locations.*]

## TEST ADMINISTRATION SCRIPT

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**2. Say to the students:**

When you have finished answering the questions in this session, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won't disturb those who are still working.

You will have exactly 45 minutes. You may begin.

**3. Make a note of the time when students begin the test. Circulate and check.**

**4. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.**

**5. Notify students (by posting on the board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.**

**6. When the 45 minutes have ended, say to the students:**

This is the end of Session A3. Close your test booklet and answer document. Put your ruler inside the front cover of your test booklet. **[It is recommended that students be given a break of at least 15 minutes.]**

# TEST ADMINISTRATION SCRIPT

## DAY 2: Wednesday, January 19

### SESSION A4 (Calculator)

Permitted time: 30 minutes + directions



Materials needed—each student must have his or her own testing materials, including:

- Sharpened No. 2 Pencils
- Ruler
- Calculator

**NOTE:** Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is permitted. Test Administrators must clear the memory of each calculator both at the beginning and end of each testing day. EACH STUDENT MAY USE ONLY ONE CALCULATOR. The End-of-Course Mathematics Reference Sheet may NOT be detached from the test booklet.

*1. When the students are seated after their break, begin this session. Say to the students:*

Today is Wednesday, January 19. You will have 30 minutes to complete Session A4. You are permitted to use a calculator. You should do the best work you can, and your answers should reflect that effort.

This test session contains two open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

Read each question carefully, and think about how to solve it. Problems can be solved in many ways, including

- writing an equation,
- drawing a picture,
- making a table or chart,
- trial and error, or
- looking for patterns.

Remember, inside the back cover of the test booklet is an End-of-Course Mathematics Reference Sheet that you can use for help with your calculations. You may also use the ruler if you need it to answer a question.

In this session, boxes for answering open-response questions D and E are on pages 10 and 11 of your answer document. Turn to page 10 of your answer document. **[Pause.]** You must keep your responses inside the boxes provided.

Open your test booklet to page 26 for “Session A4—Algebra I (Calculator).” **[Pause.]**

## TEST ADMINISTRATION SCRIPT

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**2. Say to the students:**

The directions telling where to put your answers in your answer document are located just before the questions in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or write your answers? [***Pause. Answer any questions students have about test and response locations.***]

There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so that you won't disturb those who are still working.

You will have exactly 30 minutes. You may begin.

**3. Make a note of the time when students begin the test. Circulate and check.**

**4. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.**

**5. Notify students (by posting on the board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.**

**6. When the 30 minutes have ended, say to the students:**

This is the end of the test. Close your test booklet. Make sure your name is printed at the top of your test booklet. Put your ruler inside the front cover of your test booklet.

Look through your answer document to make sure there is nothing inside of it. When you have finished checking your answer document, insert it into your test booklet, and I will collect them. [***Test Administrators must clear the memory of any calculator equipped with such a feature.***]

**7. Check each set of materials to see if the answer document has been inserted into the test booklet. Account for all materials.**

**8. Say to the students:**

Thank you for your cooperation in making this a successful test administration. [***Students may be dismissed at this time, if appropriate.***]

**9. After the students have cleared the room, check that each student's name is printed at the top of the test booklet.**

**10. Separate the answer documents from the test booklets; then organize all materials according to the "Procedures Following Test Administration" on page 40.**

**Important: You must check answer documents to ensure no rulers are inside. Rulers inside answer documents will cause scanners to stop.**

## PROCEDURES FOLLOWING TEST ADMINISTRATION

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### CHECKING AND PREPARING MATERIALS FOR RETURN TO THE SCHOOL TEST COORDINATOR

#### Answer Documents

Upon completion of testing, after you have collected the test materials from your students, verify that

- there are no stray marks in the multiple-choice areas on pages 3 and 8 of the student answer documents or in the “Teacher Use Only” Box on the cover and page 2 (erase any stray marks that you find);
- **there are no extraneous materials (rulers) inside the answer documents;** and
- there are no answer documents inside of test booklets.

If students coded their information on the front of the answer documents, verify that all of the information is correct and is filled in correctly.

### COMPLETING THE “TEACHER USE ONLY” BOX

**Information coded in the “Teacher Use Only” Box is used to place students in the appropriate reporting categories, to determine the school and district Annual Yearly Progress (AYP) for No Child Left Behind, and for the state accountability system.** Therefore, it is critical that the information requested be completed correctly as applicable to each student. Students will not be reported correctly if the appropriate information is not coded on their answer documents. **Coding for students cannot be changed after answer documents are sent to Questar.**

Fill in the “Teacher Use Only” Box on the front cover of the answer document **after** all testing is completed. The Test Administrator and the person **authorized** to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. See page 37 for information about persons authorized to mark the Free and/or Reduced Lunch section.

Verify that students did not mark any circle(s) in the “Teacher Use Only” Box.

The sections in the “Teacher Use Only” Box include the following: Course Taken (Geometry and Algebra I only), Monitored Former LEP, Student Retest (Algebra I only), ESI Codes, Special Education Accommodations, Free and/or Reduced Lunch, Migrant Student, Gifted and Talented, Highly Mobile, Limited English Proficient (LEP), LEP student less than one year in the U.S., LEP Accommodations, and Student NOT Tested (on page 2 of the answer document).

After all testing is finished, the “Teacher Use Only” Box must be completed. If a student label has been used, it is not necessary to code the circles for Monitored Former LEP, Student Retest, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP) in the “Teacher Use Only” Box. This information is already contained on the label and will override information coded in the “Teacher Use Only” Box. Only those sections of the “Teacher Use Only” Box that have an asterisk (Course Taken, ESI Codes, Special Education Accommodations, Migrant Student, Highly Mobile, LEP student less than one year in the U.S., LEP Accommodations, and Student NOT Tested) need to be completed as appropriate if a student label is used.

The following pages provide instructions for completing all of the sections in the “Teacher Use Only” Box, as appropriate for each student.

## PROCEDURES FOLLOWING TEST ADMINISTRATION

**Important:** A student label **must** be used on a student answer document or the Student Not Tested Form, if one is provided for a student. Information provided by the ADE from APSCN/TRIAND will override anything coded for the following sections of the “Teacher Use Only” Box: Monitored Former LEP, Student Retest, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP). If information for a student is incorrect, it must be updated in APSCN/TRIAND prior to testing. See page 8 for more information about updating student demographic information and page 35 for information regarding updating Student Retest information.

TEACHER USE ONLY	SPECIAL EDUCATION ONLY		LEP ONLY														
	*ESI Codes	<input type="radio"/> Free and/or Reduced Lunch															
*Course Taken <input type="radio"/> Algebra <input type="radio"/> Algebra A & B <input type="radio"/> Other	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">① AU</td> <td style="width: 33%; text-align: center;">⑤ MD</td> <td style="width: 33%; text-align: center;">⑨ SLD</td> </tr> <tr> <td style="text-align: center;">② DB</td> <td style="text-align: center;">⑥ OI</td> <td style="text-align: center;">⑩ SI</td> </tr> <tr> <td style="text-align: center;">③ HI</td> <td style="text-align: center;">⑦ OHI</td> <td style="text-align: center;">⑪ TBI</td> </tr> <tr> <td style="text-align: center;">④ MR</td> <td style="text-align: center;">⑧ ED</td> <td style="text-align: center;">⑫ VI</td> </tr> </table>	① AU	⑤ MD	⑨ SLD	② DB	⑥ OI	⑩ SI	③ HI	⑦ OHI	⑪ TBI	④ MR	⑧ ED	⑫ VI	<input type="radio"/> *Migrant Student	<input type="radio"/> Limited English Proficient (LEP)		
① AU	⑤ MD	⑨ SLD															
② DB	⑥ OI	⑩ SI															
③ HI	⑦ OHI	⑪ TBI															
④ MR	⑧ ED	⑫ VI															
Monitored Former LEP <input type="radio"/> Year 1 <input type="radio"/> Year 2	*Special Education Accommodations	<input type="radio"/> Gifted and Talented	<input type="radio"/> *LEP student less than one year in the U.S.														
Student Retest <input type="radio"/> Retest 1 <input type="radio"/> Retest 2	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">① TRAN</td> <td style="width: 50%; text-align: center;">⑧ MD</td> </tr> <tr> <td style="text-align: center;">② REC</td> <td style="text-align: center;">⑨ NB</td> </tr> <tr> <td style="text-align: center;">③ SIGN</td> <td style="text-align: center;">⑩ IS</td> </tr> <tr> <td style="text-align: center;">④ PREF</td> <td style="text-align: center;">⑪ ET</td> </tr> <tr> <td style="text-align: center;">⑤ SMGT</td> <td style="text-align: center;">⑫ LPT</td> </tr> <tr> <td style="text-align: center;">⑥ INT</td> <td style="text-align: center;">⑬ BT</td> </tr> <tr> <td style="text-align: center;">⑦ RMT/RWT/RST</td> <td style="text-align: center;">⑭ AB</td> </tr> </table>	① TRAN	⑧ MD	② REC	⑨ NB	③ SIGN	⑩ IS	④ PREF	⑪ ET	⑤ SMGT	⑫ LPT	⑥ INT	⑬ BT	⑦ RMT/RWT/RST	⑭ AB	<input type="radio"/> *Highly Mobile	*LEP Accommodations
① TRAN	⑧ MD																
② REC	⑨ NB																
③ SIGN	⑩ IS																
④ PREF	⑪ ET																
⑤ SMGT	⑫ LPT																
⑥ INT	⑬ BT																
⑦ RMT/RWT/RST	⑭ AB																
Student NOT Tested Mark the reason in Box 9 on page 2.		<input type="radio"/> Student enrolled in school/district after October 1, 2010	<table style="width: 100%; border: none;"> <tr><td style="width: 50%; text-align: center;">① LEP - ET</td><td style="width: 50%; text-align: center;">④ LEP - PREF</td></tr> <tr><td style="text-align: center;">② LEP - WTWD</td><td style="text-align: center;">⑤ LEP - SMGT</td></tr> <tr><td style="text-align: center;">③ LEP - IS</td><td style="text-align: center;">⑥ LEP - INT</td></tr> <tr><td style="text-align: center;">⑦ LEP - RMT/RWT/RST</td><td style="text-align: center;">⑧ LEP - NB</td></tr> </table>	① LEP - ET	④ LEP - PREF	② LEP - WTWD	⑤ LEP - SMGT	③ LEP - IS	⑥ LEP - INT	⑦ LEP - RMT/RWT/RST	⑧ LEP - NB						
① LEP - ET	④ LEP - PREF																
② LEP - WTWD	⑤ LEP - SMGT																
③ LEP - IS	⑥ LEP - INT																
⑦ LEP - RMT/RWT/RST	⑧ LEP - NB																

### \*Course Taken

Complete the Course Taken section of the “Teacher Use Only” Box, as appropriate, regardless of whether or not a student label is used. Course Taken may be blank for Algebra I student retesters who are not associated with a course listed.

### Monitored Former LEP

A student’s Monitored Former LEP status does not need to be coded on the student answer document if a student label is used. If a student label is not used, complete the Monitored Former LEP section of the “Teacher Use Only” Box, as appropriate. Fill in the circle for Year 1 if the student is in the first year of monitoring, and fill in the circle for Year 2 if the student is in the second year of monitoring.

Monitored Former LEP (MFLEP) students include

- Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for two years after the transition;
- Students who were identified as LEP at some time in the prior two years but who no longer meet the state’s definition of LEP.

\* An asterisk indicates that the section **must** be coded whether or not a student label is used.

## PROCEDURES FOLLOWING TEST ADMINISTRATION

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### Student Retest

A student's retest information does not need to be coded on the student answer document if a student label is used. If a student label is not used, complete the Student Retest section of the "Teacher Use Only" Box for each student taking an Algebra I End-of-Course Examination retest opportunity.

Fill in the "Retest 1" circle for any student who was in grade 9 or below during the 2009–2010 school year and meets **all** of the following requirements:

- has previously taken **one** Algebra I End-of-Course Examination and has not scored at the *Pass* level
- has completed remediation according to their IAIP
- has been determined by the district to be ready to take an Algebra I End-of-Course retest opportunity.

Fill in the "Retest 2" circle for any student who was in grade 9 or below during the 2009–2010 school year and meets **all** of the following requirements:

- has previously taken **two** Algebra I End-of-Course Examinations and has not scored at the *Pass* level
- has completed remediation according to their IAIP
- has been determined by the district to be ready to take an Algebra I End-of-Course retest opportunity.

**Important:** If student retest information is incorrect on the Preliminary Demographic Verification Roster or student label, please contact your School Test Coordinator immediately.

## PROCEDURES FOLLOWING TEST ADMINISTRATION

### \*ESI Codes

Complete the student's ESI code in the "Teacher Use Only" Box, as appropriate, regardless of whether or not a student label is used.

If a student participated in the testing and is part of a specific educational program, fill in the appropriate circle in the section labeled "ESI Codes" (Exceptional Student Identification). Choose the correct category for each exceptional student according to the list below. Fill in **only one** circle for numbers 1–12. If more than one condition exists, fill in the circle for the **primary** condition. Note that number 5 is MD for students with multiple disabilities.

1	AU	autism	7	OHI	other health impairment
2	DB	deaf-blindness	8	ED	emotional disturbance
3	HI	hearing impairment	9	SLD	specific learning disability
4	MR	mental retardation (both TMR and EMR)	10	SI	speech/language impairment
5	MD	multiple disabilities	11	TBI	traumatic brain injury
6	OI	orthopedic impairment	12	VI	visual impairment

### \*Special Education Accommodations

Complete the Special Education Accommodations section of the "Teacher Use Only" Box, as appropriate, regardless of whether or not a student label is used. Fill in **only one** circle. If more than one accommodation was allowed, fill in the circle for the **primary** accommodation. **Refer to Appendix A** for additional information on accommodations that are permitted.

1	TRAN	a teacher transfers answers from the student's test booklet to an answer document
2	REC	a teacher records the student's verbal responses and places them into his/her answer document
3	SIGN	directions signed for a student with a hearing impairment
4	PREF	preferential seating (study carrel)
5	SMGT	small group testing
6	INT	individual testing
7	RMT/RWT/RST	reading of the math/writing/science test
8	MD	magnifying devices
9	NB	noise buffer
10	IS	individualized scheduling
11	ET	extended time
12	LPT	Large Print test booklet
13	BT	Braille test booklet
14	AB	abacus

\* An asterisk indicates that the section **must** be coded whether or not a student label is used.

## PROCEDURES FOLLOWING TEST ADMINISTRATION

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**Do not code** the Special Education Accommodations section for students with a 504 Plan. However, students may still receive accommodations that are in their 504 Plans and used regularly in the classroom.

**Important:** Accommodations 1, 2, 7, 12, and 13 require the Test Administrator to complete the Affidavit Waiver Form.

**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.

### **Free and/or Reduced Lunch Students**

A student's eligibility for Free and/or Reduced Lunch does not need to be coded on the answer document if a student label is used. For students without labels, only the person authorized in the agreement signed by the school with Child Nutrition can code the section for students eligible for Free and/or Reduced Lunch. This information must be filled out after testing is completed. This section cannot be marked by the Test Administrator. (Refer to Director's Memo #IA-99-011; contact person is Suzanne Davidson at 501-324-9502.)

### **\*Migrant Students**

Complete the Migrant Student section of the "Teacher Use Only" Box, as appropriate, regardless of whether or not a student label is used.

In the section labeled "Migrant Student," fill in the circle for any student meeting the following guidelines: Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, please have the District Test Coordinator contact Stan Young at 501-324-9660.

### **Gifted and Talented Students**

A student's status as Gifted and Talented does not need to be coded on the answer document if a student label is used. If a student label is not used, complete the Gifted and Talented section of the "Teacher Use Only" Box, as appropriate.

### **\*Highly Mobile Students**

Complete the Highly Mobile section of the "Teacher Use Only" Box as appropriate, regardless of whether or not a student label is used. In the section labeled Highly Mobile, fill in the circle for any student enrolled in the school or moving between schools after October 1, 2010.

### **Limited English Proficient (LEP) Students**

A student's status as Limited English Proficient does not need to be coded on the answer document if a student label is used. If a student label is not being used and the student is designated as Limited English Proficient, fill in the circle labeled "Limited English Proficient (LEP)." If an LEP student is also participating in a special education program, fill in the appropriate circle (1-12) in the ESI Codes section and the LEP circle.

\* An asterisk indicates that the section **must** be coded whether or not a student label is used.

## PROCEDURES FOLLOWING TEST ADMINISTRATION

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### \*LEP student less than one year in the U.S.

If a student is Limited English Proficient and has been in a school in the U.S. less than one year, fill in the circle, regardless of whether or not a student label is used.

### \*LEP Accommodations

Complete the LEP Accommodations section of the “Teacher Use Only” Box, as appropriate, regardless of whether or not a student label is used. Fill in only one circle. If more than one accommodation is allowed, fill in the circle for the primary accommodation.

**Important:** Special education accommodations take precedence over LEP accommodations for students who are both Limited English Proficient and participate in special education programs. If a student with disabilities is also Limited English Proficient, mark **only** the Special Education Accommodations section. The only circumstance in which both the Special Education Accommodations section and LEP Accommodations section may be marked is if the student received the LEP accommodation of using a word-to-word dictionary.

1	LEP - ET	extended time
2	LEP - WTWD	word-to-word dictionary
3	LEP - IS	individualized schedule
4	LEP - PREF	preferential seating (study carrel)
5	LEP - SMGT	small group testing
6	LEP - INT	individual testing
7	LEP - RMT/RWT/RST	reading of the math/writing/science test in English
8	LEP - NB	noise buffer

**Important:** Accommodation 7 requires that the Test Administrator complete the Affidavit Waiver Form.

**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.

\* An asterisk indicates that the section **must** be coded whether or not a student label is used.

## PROCEDURES FOLLOWING TEST ADMINISTRATION

### \*Student NOT Tested

An answer document or Student Not Tested Form **must** be submitted for any student who was scheduled to take the *Mid-Year Algebra I End-of-Course Examination* and/or received a label but **took NO portion of the test**. All student labels sent to schools must be used on answer documents or Student Not Tested Forms. If it is known in advance of testing that a student who received a label will not be testing, please use the Student Not Tested Form to record the reason not tested. If a student does not test and his or her label has been placed on an answer document or the student did not receive a student label, follow the instructions below.

Fill in the circle for the appropriate reason code (mark **ONLY** one) on page 2 of the student answer document. All student labels sent to schools must be used on answer documents or Student Not Tested Forms. If the reason the student did not test is not listed on page 2, or if the student refuses to take all portions of the test, the District Test Coordinator must contact Dr. Potter's office at the ADE at 501-682-4558 for further instructions.

All of the information (as appropriate for the student) requested on the front of the student answer document must be completed.

TEACHER USE ONLY	
<b>9</b>	<b>*Student NOT Tested</b>
Complete <b>ALL</b> of the information (as appropriate for the student) requested on page 1 of this answer document for any student who was scheduled to take the <i>Mid-Year Algebra I End-of-Course Examination</i> but <b>took NO portion of the test</b> . Instructions for completing page 1 are provided in the Test Administration Manual. Fill in the circle for the reason (mark <b>ONLY</b> one) the student took NO portion of the test.	
<ul style="list-style-type: none"><li>① Absent on ALL days of the test administration, including the make-up test administration</li><li>② Expelled/suspended</li><li>③ Extended hospitalization</li><li>④ Residential treatment</li><li>⑤ Homebound</li><li>⑥ Incarcerated</li><li>⑦ Juvenile detention</li><li>⑧ Transferred to a different school/district in Arkansas</li><li>⑨ Moved to a different state/out of country</li><li>⑩ Transferred to a home school/private school</li><li>⑪ Completed an alternate portfolio assessment</li><li>⑫ Special Education services for home school/private school</li><li>⑬ Student was incorrectly identified as taking an Algebra I course</li><li>⑭ Withdrew from school or course</li><li>⑮ Student has already taken the <i>Algebra I End-of-Course Examination</i></li><li>⑯ SRT</li><li>⑰ Student is eligible for an Algebra I retest opportunity but is not ready to test</li></ul>	

**Important:** Fill in circle 16, SRT (Student REFUSED to Test) in the Student NOT Tested Box for any student who refused to take **all** portions of the test. The Test Administrator must notify the School Test Coordinator of any student refusing to take **all** portions of the test. (The School Test Coordinator will then contact the District Test Coordinator who will then notify the ADE.)

See page 7 for information regarding erasures on the answer document.

\*An asterisk indicates that the section **must** be coded whether or not a student label is used.

# PROCEDURES FOLLOWING TEST ADMINISTRATION

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## RETURNING TEST MATERIALS TO THE SCHOOL TEST COORDINATOR

### Separate and Label Materials

All test materials, both used and unused, must be returned promptly to your School Test Coordinator after testing is completed. Prepare the materials as follows:

#### A. Answer Documents

1. Separate **used** answer documents from **unused** answer documents. You may use paper bands to group and label the answer documents. Secure paper bands with tape; do not tape the paper band to the answer documents.
2. Label the stack of **used** answer documents with the word “USED,” the number of **used** answer documents, and your school name.
3. Label the stack of **unused** answer documents with the word “UNUSED,” the number of **unused** answer documents, and your school name.

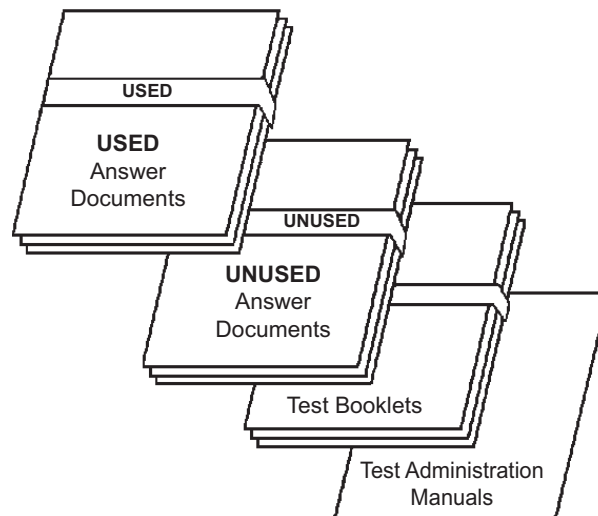
#### B. Test Booklets

1. Organize all test booklets (used and unused together) in security ID number order with the lowest number on top and the highest number on the bottom.
2. Verify there are no answer documents inside of test booklets.
3. Label the stack of test booklets with the school name, the number of test booklets, and the range of security ID numbers of the booklets in the stack. You may use paper bands to group and label the test booklets. Secure paper bands with tape; do not tape the paper band to the test booklets.

#### C. Test Administration Manual(s)

### Organize Test Materials

Stack your materials in the order shown:



**Please return these materials promptly to your School Test Coordinator.**

**THANK YOU FOR YOUR TIME AND COOPERATION.**

# APPENDICES

## APPENDIX A

### ACCOMMODATIONS FOR TESTING

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Students may access any state-approved accommodations listed in their Individualized Education Program (IEP) and used on a regular basis in the classroom. However, IEPs may contain accommodations that are **not** allowed on the test, and these accommodations may **not** be used on the state-mandated testing. Testing accommodations may be made for students identified as disabled pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as LEP as indicated in their Language Assessment Plan.

**All accommodations must be administered by an Arkansas teacher or administrator who is currently licensed by the ADE and has been trained in proper test administration procedures.**

**Allowable Special Education Accommodations include, but are not limited to, the following:**

Code	Definition
<b>1 TRAN*</b>	<b>a teacher transfers answers from the student’s test booklet to an answer document</b> This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may <b>not</b> have extra paper. The teacher is to copy the student’s answers into the answer document exactly as the student wrote them. (Note: This accommodation is used with Large Print and Braille test booklets.)
<b>2 REC*</b>	<b>a teacher records the student’s verbal responses and places them into his/her answer document</b> This means that the teacher writes the student’s verbal responses into his/her answer document. This must be done in an individual setting. This accommodation is difficult on the writing portion of the Augmented Benchmark and Grade 11 Literacy Examinations. Because the writing is scored for mechanics and usage, the student must spell each word and must provide each mark of capitalization and punctuation as he/she dictates his/her response. (Note: The teacher may not write it out first and then go back to ask the student to insert punctuation or adjust spelling.)
<b>3 SIGN</b>	<b>directions signed for a student with a hearing impairment</b>
<b>4 PREF</b>	<b>preferential seating (study carrel)</b>
<b>5 SMGT</b>	<b>small group testing</b>
<b>6 INT</b>	<b>individual testing</b>
<b>7 RMT/RWT/RST*</b>	<b>reading of the math/writing/science test</b> <b>Important: No portion of the reading test may be read to any student!</b>
<b>8 MD</b>	<b>magnifying devices</b>
<b>9 NB</b>	<b>noise buffer</b>
<b>10 IS</b>	<b>individualized scheduling</b>

**\*The Test Administrator will complete the Affidavit Waiver Form.**

## APPENDIX A

Code	Definition
<b>11 ET</b>	<b>extended time</b> <b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
<b>12 LPT*</b>	<b>Large Print test booklet</b> There are no Large Print answer documents. The student shall write all answers in the test booklet. No scratch paper is permitted. The teacher will transcribe the student's answers into a standard answer document.
<b>13 BT*</b>	<b>Braille test booklet</b> There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
<b>14 AB</b>	<b>abacus</b>

In special circumstances, additional requests for assistive devices will be considered for special education students or students with a 504 Plan. The "Special Accommodations Request Form for Special Education Students or Students with a 504 Plan" must be obtained from the ADE. Contact the office of Dr. Gayle Potter at 501-682-4558.

**Allowable Limited English Proficient (LEP) Accommodations include the following:**

Code	Definition
<b>1 LEP - ET</b>	<b>extended time</b> <b>Important:</b> <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i>
<b>2 LEP - WTWD</b>	<b>word-to-word dictionary</b> Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures, if it is part of a student's LPAC Plan.
<b>3 LEP - IS</b>	<b>individualized scheduling</b>
<b>4 LEP - PREF</b>	<b>preferential seating (study carrel)</b>
<b>5 LEP - SMGT</b>	<b>small group testing</b>
<b>6 LEP - INT</b>	<b>individual testing</b>
<b>7 LEP - RMT/RWT/RST*</b>	<b>reading of the math/writing/science test in English</b> <b>Important:</b> <i>No portion of the reading test may be read to any student!</i>
<b>8 LEP - NB</b>	<b>noise buffer</b>

**\*The Test Administrator will complete the Affidavit Waiver Form.**

## APPENDIX A

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**Accommodations that currently are not available are as follows:**

- audiocassettes
- languages other than English
- limiting multiple-choice answers
- reading any portion of the reading test

### **STUDENTS NOT TESTED**

- Home-bound students
- Home-schooled students
- Incarcerated students
- Students in Residential Treatment Centers
- Students in Juvenile Detention Centers

## APPENDIX B

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### READING AND/OR TRANSCRIPTION OF THE MID-YEAR END-OF-COURSE EXAMINATIONS

Special Education students, Limited English Proficient students, and students with a 504 Plan may receive the accommodation of having portions of the Mid-Year End-of-Course Examinations read to them if indicated in their IEP, LPAC Plan, or 504 Plan and used on a regular basis in the classroom.

Only teachers or administrators **currently licensed** by the Arkansas Department of Education are allowed to read or transcribe a test for students who have this accommodation. The Affidavit Waiver Form provided on page 47 of this manual must be copied and signed by the currently licensed Arkansas staff member providing the accommodation and stapled to Affidavit 3—Test Administrator Security Form. Keep one copy on file at the district.

**Note:** In certain cases a student’s response to test questions will require transcription (i.e., the responses must be coded or written in the student’s answer document by someone other than the student). In those cases where a student’s responses to test questions require transcription (e.g., Large Print version, Braille version, or other approved accommodations), this transcription needs to be done by teachers or administrators **currently licensed** by the Arkansas Department of Education and **must** occur within the district prior to the shipment of materials to Questar. If this transcription does not occur within the district, the student’s responses will be treated as nonscoreable or “not taken” by the contractor. Ideally, the transcription should be performed by the District Test Coordinator or someone working directly under his or her supervision.



# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## Mid-Year End-of-Course Examinations for Algebra I, Geometry, and Biology Affidavit Waiver Form for Providing an Approved Accommodation January 2011

I provided an approved testing accommodation for:

\_\_\_\_\_ Student's Name

\_\_\_\_\_ Answer Document Number

by \_\_\_\_\_ Session(s) \_\_\_\_\_  
reading/transcribing

of the January 2011 Mid-Year \_\_\_\_\_ End-of-Course Examination.  
Algebra I/Geometry/Biology

I agree not to copy, use in my classroom, or discuss any of the test questions I have read.

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Currently Licensed Arkansas Teacher Providing Accommodation

\_\_\_\_\_ District Name and School Name

**Keep one (1) copy for file and staple one (1) copy to Affidavit 3—Test Administrator Security Form**



## APPENDIX C

### SAMPLE PRELIMINARY DEMOGRAPHIC VERIFICATION ROSTER

The following provides a key to the information that is printed on the Preliminary Demographic Verification Roster. Using the Preliminary Demographic Verification Roster, verify that the information for each student is correct. If any of the information for a student is not correct, the student label must still be used. However, you will need to correct the information in APSCN/TRIAND by the date listed on page 8 of this manual. The updated information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

Arkansas Mid-Year End-of-Course Examinations  
for Algebra I, Geometry, and Biology  
January 2011

Preliminary Demographic Verification Roster

**District LEA: 99-99 Arkansas School District**                      **School LEA: 99-99-999 Arkansas High School**

Please use this form to verify the demographic information for your students. If any information is **not** correct, the student label must still be used. However, you will need to correct the information in APSCN/TRIAND by the end of the day on Friday, January 14, 2011. The updated information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

**Subject: Algebra I**

Name (Last, First, Middle Initial)	Grade	Birth Date	State ID Number	SS ID	Gender	Ethnicity*	MFLEP*	LEP	Free/Reduced Lunch	Gifted/Talented	Student Retest
Daley, Charles P	11	03-19-90	1234567890	987654321	M	3	1	Y	Y	N	1
Fitzgerald, Scott	11	04-09-91	2345678901	876543210	M	7		N	N	N	
Herzog, Brenda K	11	05-31-90	3456789012	765432109	F	5		N	N	N	2
Liverpool, Angela	11	07-15-90	4567891098	654321098	F	2		Y	Y	Y	
Xuinq, Yo	11	09-01-90	5678901234	543210987	M	1	2	N	N	N	1

\*Ethnicity Codes: 1 = Hispanic, 2 = Asian, 3 = Native Hawaiian/Pacific Islander, 4 = American Indian/Alaskan Native, 5 = Black, 6 = White, 7 = Two or More  
\*MFLEP (Monitored Former LEP): 1 = Year 1 Monitored Former LEP, 2 = Year 2 Monitored Former LEP

1. District LEA and District Name
2. School LEA and School Name
3. Subject
4. Student Name: Last Name, First Name, Middle Initial
5. Grade
6. Birth Date
7. 10-digit State Reporting Identification Number
8. SS ID—Social Security Number or Federally-Assigned Identification Number
9. Gender: F = Female; M = Male
10. Ethnicity:
  - 1 – Hispanic      2 – Asian      3 – Native Hawaiian/Pacific Islander
  - 4 – American Indian/Alaskan Native      5 – Black      6 – White      7 – Two or More
11. MFLEP (Monitored Former LEP): 1 = (Year 1) the student is in the first year of monitoring; 2 = (Year 2) the student is in the second year of monitoring; blank field = the student is not identified as a Monitored Former LEP student
12. LEP: Y = Yes, the student is a Limited English Proficient student; N = No, the student is not a Limited English Proficient student
13. Free/Reduced Lunch: Y = Yes, the student receives Free and/or Reduced Lunch; N = No, the student does not receive Free and/or Reduced Lunch
14. Gifted and Talented: Y = Yes, the student is identified as Gifted and Talented; N = No, the student is not identified as Gifted and Talented
15. Student Retest (Algebra I only): blank field = first time tester, 1 = Retest 1, 2 = Retest 2



# APPENDIX D



Arkansas Comprehensive Testing,  
Assessment, and Accountability Program

## Mid-Year End-of-Course Examinations for Algebra I, Geometry, and Biology

COURSE	
Return labels for <b>only one</b> course on each form. Fill in the circle to indicate which course is returned on this form.	<input type="radio"/> Algebra I <input type="radio"/> Geometry <input type="radio"/> Biology

SCHOOL INFORMATION
School Name:
District Name:

INSTRUCTIONS
<ul style="list-style-type: none"> <li>Write in your School and District name above.</li> <li>Place student labels for students not testing in a dotted label box. This form may be photocopied if more boxes are needed.</li> <li>Fill in the appropriate bubble <b>above</b> the label to indicate why the student did not test, using the codes below.</li> <li>Return this form to Questar along with other testing materials according to the instructions provided in the manuals.</li> </ul>

Student NOT Tested Codes
<ol style="list-style-type: none"> <li>Absent on ALL days of the test administration, including the make-up test administration</li> <li>Expelled/suspended</li> <li>Extended hospitalization</li> <li>Residential treatment</li> <li>Homebound</li> <li>Incarcerated</li> <li>Juvenile detention</li> <li>Transferred to a different school/district in Arkansas</li> <li>Moved to a different state/out of country</li> <li>Transferred to a home school/private school</li> <li>Completed an alternate portfolio assessment</li> <li>Special Education services for home school/private school</li> <li>Student was incorrectly identified as taking this course</li> <li>Withdrew from school or course</li> <li>Student has already taken this End-of-Course Examination</li> <li>Reason 16 not applicable on this form. Must be coded on an answer document.</li> <li>Student is eligible for an Algebra I retest opportunity but is not ready to test. (17 should not be bubbled if using a Geometry or Biology student label).</li> </ol>

### Student Not Tested Form 2011

A Student Not Tested Form should be used when it is known in advance of testing that a student who received a student label will not be taking the examination. Please read the instructions below.

SNT Code: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ X ⑰

ALIGN TOP OF LABEL HERE  
Position label WITHIN the dotted lines.

SNT Code: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ X ⑰

ALIGN TOP OF LABEL HERE  
Position label WITHIN the dotted lines.

SNT Code: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ X ⑰

ALIGN TOP OF LABEL HERE  
Position label WITHIN the dotted lines.

SNT Code: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ X ⑰

ALIGN TOP OF LABEL HERE  
Position label WITHIN the dotted lines.

DO NOT WRITE BEYOND THIS AREA



QA108437













# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

QAI 07997-TAM-Alg AR1106



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