



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# DISTRICT AND SCHOOL TEST COORDINATORS' MANUAL

## End-of-Course Examinations Geometry, Algebra I, and Biology April 2009

### 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

<b>April 21–22, 2009</b>	Administration dates for Geometry
<b>April 23–24, 2009</b>	Administration dates for Algebra I
<b>April 28–29, 2009</b>	Administration dates for Biology
<b>April 29, 2009</b>	Make-up test administrations for Geometry and Algebra I must be completed
<b>May 6, 2009</b>	Make-up test administrations for Biology must be completed
<b>May 1, 2009</b>	Answer documents for Geometry and Algebra I must be shipped to Questar
<b>May 8, 2009</b>	Answer documents for Biology must be shipped to Questar
<b>May 4, 2009</b>	Test booklets for Geometry and Algebra I must be shipped to Questar
<b>May 11, 2009</b>	Test booklets for Biology must be shipped to Questar

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The success of the Arkansas testing programs depends upon your assistance. The Arkansas Department of Education thanks you for your valuable assistance in administering these examinations.



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## GENERAL INFORMATION

### INTRODUCTION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** (ACTAAP) includes End-of-Course Examinations for students completing Geometry or the equivalent, Algebra I or the equivalent, or Biology by the end of spring semester for high school graduation credit. Each examination consists of multiple-choice and open-response questions that directly assess student knowledge. The *Arkansas Geometry* and *Algebra I Mathematics Curriculum Frameworks* and the *Arkansas Biology Science Curriculum Framework* are the basis for development of the End-of-Course Examinations. Results of the examinations will be provided for all students, schools, and districts to be used as the basis for instructional change.

### END-OF-COURSE EXAMINATIONS CONTRACTOR

The Arkansas Department of Education (ADE) has contracted with Questar Assessment, Inc. (Questar)/Measurement Incorporated (MI) for the development, production, distribution, and collection of End-of-Course Examinations materials. Materials will be shipped from and returned to Questar.

### END-OF-COURSE EXAMINATIONS CONTACTS

Questions regarding the End-of-Course Examinations testing materials should be directed to Katie Asp at Questar at 800-643-8547, toll-free.

Policy and other questions regarding the End-of-Course Examinations or ACTAAP should be directed to Dr. Gayle Potter at the Arkansas Department of Education at 501-682-4558.

### THIS DISTRICT AND SCHOOL TEST COORDINATORS' MANUAL

This manual contains general information related to the End-of-Course Examinations, information on key events related to the test administrations, and the overall administration schedules. It also contains specific instructions for District and School Test Coordinators including procedures for the receipt and inventory of test materials, the distribution of materials to schools and to Test Administrators, and the return of materials. Specific information and instructions for Test Administrators are contained in the End-of-Course Test Administration Manuals for Geometry, Algebra I, and Biology.

District and School Test Coordinators should be familiar with the information contained in this manual and also with the information provided in the Test Administration Manual for each subject.

### 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. Parent Notification Pamphlets are included in the non-secure test materials shipments (Shipments 1 and 2).

There should also be an advance announcement 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 15 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 needed.

\*No calculators are allowed for students taking the *Biology End-of-Course Examination*.

## GENERAL INFORMATION

### VERIFICATION OF STUDENT INFORMATION

Student information is being pulled from APSCN/TRIAND and provided to Questar for the production of Preliminary Demographic Verification Rosters and student labels and then a second time for use in placing students in the appropriate reporting categories. A critical step in the testing process is to verify that the information for each student from APSCN/TRIAND as provided on the rosters is correct and to make corrections as necessary.

Each school will receive a Preliminary Demographic Verification Roster and districts will get copies of each school's roster. The roster contains student information as it appears in APSCN/TRIAND and must be verified for correctness. If student information is not correct, it must be updated in APSCN/TRIAND **by the end of the day, Monday, April 20, 2009, for Geometry and Algebra I, and by the end of the day, Monday, April 27, 2009, for Biology.** The corrected information will then be pulled and provided to Questar for reporting. Once the reporting data are provided to Questar, student information **CANNOT** be changed.

Student labels provided at the same time as the rosters **must** be used on the answer documents, even if the information on them is not all correct. Information in the student labels will be used to match students to the appropriate, corrected record in APSCN/TRIAND. See page 13 of this manual for more information about verifying and correcting student information.

### STUDENT NOT TESTED

An answer document **MUST** be submitted for any student who was scheduled to take the *Geometry, Algebra I, or Biology End-of-Course Examination* or received a label but **did not take ANY portion of the test**. Student NOT Tested reasons are located in the "Teacher Use Only" box on page 2 of the answer document.

For students who were scheduled to take the test but did not take any portion, Test Administrators should fill in the reason the student did not take the test on page 2 of the answer document. If the reason the student did not test is not listed, the District Test Coordinator must contact Dr. Potter's office at the ADE for further instructions. 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). The District Test Coordinator must notify Dr. Potter's office at the ADE of any student refusing to take ALL portions of the test. Testing procedures for the district need to include the manner in which the District Test Coordinator will be notified of students refusing to take all portions of the test.

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 the Test Administration Manuals (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 behind the appropriate Classroom/Group Header Sheet along with the answer documents for students taking the test.

### NEW—MONITORED FORMER LEP

A Monitored Former LEP section has been added to the "Teacher Use Only" box on the student answer documents. See page 42 for instructions regarding coding Monitored Former LEP students.

## GENERAL INFORMATION

### CALCULATOR USE AND RESTRICTIONS

Calculators may be used in all sessions of the *Geometry* and *Algebra I End-of-Course Examinations*. During the *Biology End-of-Course Examination*, calculators may **NOT** be used. **Students may NOT share calculators during testing sessions and may use only ONE calculator during testing.**

**Calculators that may NOT be used on any calculator sections of the examinations 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 (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
- Casio ALGEBRA FX 2.0
- Hewlett-Packard HP-40G and HP-49G
- Texas Instruments TI-89
- Texas Instruments TI-92
- **TI-*n*spire (may ONLY be used if the TI-84 faceplate is installed)**

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

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.** See Appendix A for more information about test security procedures.

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.

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).

## 2009 ASSESSMENT SCHEDULE

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### SCHEDULE OF EVENTS FOR THE END-OF-COURSE EXAMINATIONS

<u>Event</u>	<u>Date</u>
Districts receive manuals, Parent Notification Pamphlets, answer documents, student labels, and Preliminary Demographic Verification Rosters.....	Week of March 30, 2009
Districts receive Geometry and Algebra I secure testing materials and information needed to return Geometry and Algebra I materials.....	Week of April 6, 2009
Districts receive Biology secure testing materials and information needed to return Biology materials.....	Week of April 13, 2009
Districts <b>complete</b> correction of student information for Geometry and Algebra I, as necessary .....	April 20, 2009
Districts <b>complete</b> correction of student information for Biology as necessary .....	April 27, 2009
Districts administer the <i>Geometry End-of-Course Examination</i> .....	<b>April 21–22, 2009</b>
Districts administer the <i>Algebra I End-of-Course Examination</i> .....	<b>April 23–24, 2009</b>
Districts administer the <i>Biology End-of-Course Examination</i> .....	<b>April 28–29, 2009</b>
Districts <b>complete</b> Geometry and Algebra I make-up testing, if necessary .....	<b>April 29, 2009</b>
Districts <b>complete</b> Biology make-up testing, if necessary .....	<b>May 6, 2009</b>
Deadline for districts to <b>ship</b> Geometry and Algebra I answer documents .....	May 1, 2009
Deadline for districts to <b>ship</b> Biology answer documents.....	May 8, 2009
Deadline for districts to <b>ship</b> Geometry and Algebra I test booklets.....	May 4, 2009
Deadline for districts to <b>ship</b> Biology test booklets.....	May 11, 2009

Testing shall be conducted on the dates given above. No part of the test may be given early. Early testing constitutes a breach of security. See Appendix A for more information about test security.

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### MAKE-UP TESTING

Make-up testing sessions may be scheduled for any day after the initial administration. However, all make-up testing **must be completed no later than Wednesday, April 29, 2009**, for Geometry and Algebra I, and **no later than Wednesday, May 6, 2009**, for Biology. Every attempt should be made to administer make-up tests to students who were absent during original test sessions.

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### 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, Test Administrators are instructed to collect the student test materials and place them in the designated secure location. The District Test Coordinator must be notified of the interruption and must then 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.

## 2009 ASSESSMENT SCHEDULE

### TESTING SESSION GUIDELINES AND SCHEDULE

District Test Coordinators are responsible for designating **the time at which all students in a course will be tested at all schools in the district**. While all students in a course must be tested **at the same time**, testing times may vary by course (all courses do not have to be tested at the same time). The testing schedule for all End-of-Course Examinations must be provided to School Test Coordinators.

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.

The End-of-Course Examinations are timed tests. Each session must be administered in the times specified below. 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.

The *Geometry*, *Algebra I*, and *Biology End-of-Course Examinations* will consist of 16 forms for Geometry, 16 forms for Algebra I, and 16 forms for Biology.

DAY	SUBJECT	SESSION	NUMBER OF ITEMS	TESTING MINUTES
<b>Tuesday</b> April 21, 2009	<b>Geometry</b>	–	Student Demographic Information	15
		<b>G1</b>	20 multiple-choice items	30
		<b>G2</b>	20 multiple-choice items	30
		<b>G3</b>	3 open-response items	45
		<b>G4</b>	15 multiple-choice items	25
<b>Wednesday</b> April 22, 2009	<b>Geometry</b>	<b>G5</b>	20 multiple-choice items	30
		<b>G6</b>	2 open-response items	30
		<b>G7</b>	15 multiple-choice items	25
		<b>G8</b>	2 open-response items	30
<b>Thursday</b> April 23, 2009	<b>Algebra I</b>	–	Student Demographic Information	15
		<b>A1</b>	20 multiple-choice items	30
		<b>A2</b>	20 multiple-choice items	30
		<b>A3</b>	3 open-response items	45
		<b>A4</b>	15 multiple-choice items	25
<b>Friday</b> April 24, 2009	<b>Algebra I</b>	<b>A5</b>	20 multiple-choice items	30
		<b>A6</b>	2 open-response items	30
		<b>A7</b>	15 multiple-choice items	25
		<b>A8</b>	2 open-response items	30

Continued on next page...

## 2009 ASSESSMENT SCHEDULE

DAY	SUBJECT	SESSION	NUMBER OF ITEMS	TESTING MINUTES
<b>Tuesday</b> April 28, 2009	<b>Biology</b>	–	Student Demographic Information	15
		<b>B1</b>	20 multiple-choice items	30
		<b>B2</b>	20 multiple-choice items	30
		<b>B3</b>	3 open-response items	45
		<b>B4</b>	15 multiple-choice items	25
<b>Wednesday</b> April 29, 2009	<b>Biology</b>	<b>B5</b>	20 multiple-choice items	30
		<b>B6</b>	2 open-response items	30
		<b>B7</b>	15 multiple-choice items	25
		<b>B8</b>	2 open-response items	30

### BREAKS BETWEEN SESSIONS

It is recommended that students be allowed at least a 15-minute break after Sessions G2, G3, and G6 during the Geometry examination, after Sessions A2, A3, and A6 of the Algebra I examination, and after Sessions B2, B3, and B6 of the Biology examination. It is also recommended that students be given short breaks of 5 minutes after each session. Lunch and other breaks can be added to the schedule between sessions. Testing sessions must be completed at the conclusion of the school day.

## STUDENTS TO BE TESTED

The End-of-Course Examinations should be administered to **all** students completing Geometry or the equivalent, Algebra I or the equivalent, or Biology for high school graduation credit who are eligible for testing under standardized conditions, with or without accommodations.

A student enrolled in a course of study equivalent to Geometry or Algebra I that sequences the course content over a two-year period must test at the end of two years, regardless of whether or not the student has completed or passed the course. 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 appropriate End-of-Course Examination.

The following guidelines apply to exceptional students.

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### 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, who are enrolled in Geometry, Algebra I, and/or Biology for high school graduation credit must take the *Geometry*, *Algebra I*, and/or *Biology 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 enrolled in a grade 10 resource science class must participate in the Alternate Portfolio Assessment for Grade 10 Science. 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 is included in the student label and on the Preliminary Demographic Verification Roster. It does not need to be coded on the answer document if a label is used. If a student label is not used for a disabled student, a Test Administrator must code the student’s answer document. Specific directions for coding student answer documents are provided in the End-of-Course Test Administration Manuals, in Appendix E of this manual, and on page 13 for updating student information. 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 504 students. However, they may still receive accommodations that are in a student’s 504 Plan and used regularly in the classroom.

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### LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

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

Identification of a student as LEP is included in the student label and on the Preliminary Demographic Verification Roster. A student’s LEP status does not need to be coded on the answer document if a label is used. If a student label is not used for an LEP student, a Test Administrator must code the student’s answer document. Specific directions for coding student answer documents are provided in the End-of-Course Test Administration Manuals, in Appendix E of this manual, and on page 13 for updating student information. 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.

## STUDENTS TO BE TESTED

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

First-year LEP students are NOT exempt from the *Geometry, Algebra I, or Biology 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 or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided in the End-of-Course Test Administration Manuals and in Appendix E of this manual. First-year LEP students whose answer documents have been properly coded will not be included in the AYP calculations for 2009. 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.

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### TRANSFER STUDENTS

Any student meeting the criteria for taking the End-of-Course Examinations who is enrolled in school **on or before** the first day of testing should be tested.

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### FOREIGN EXCHANGE STUDENTS

Foreign exchange students meeting the criteria for taking the End-of-Course Examination in Geometry, Algebra I, or Biology 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 for LEP student less than one year in the U.S. is **not** coded, the student's scores will be included in all summary reports.

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### 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 or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided in the Test Administration Manuals and in Appendix E 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.

## 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, 2008, should be identified as highly mobile.

To identify highly mobile students, Test Administrators must code each student's answer document by filling in the circle for Highly Mobile in the "Teacher Use Only" box. This information is **not** included in the student label or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided in the Test Administration Manuals and in Appendix E of this manual.

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### ALTERNATIVE LEARNING ENVIRONMENT

Alternative Learning Environment students enrolled in Geometry, Algebra I, or Biology shall participate in the End-of-Course Examinations. 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. Testing materials must be kept secure at all times.

## TEST SECURITY

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### SECURITY PROCEDURES

Secure materials may leave the district's secure location no more than five (5) school days before the first testing session. However, it is strongly recommended that materials not leave the district's secure location more than three (3) school days before the first testing session unless the size of the district absolutely necessitates more time for distribution. The test booklets for the End-of-Course Examinations are secure materials.

Security ID numbers have been assigned to and printed on all test booklets. Test booklets are shrink-wrapped with range sheets indicating the security numbers of the documents enclosed and the quantity included in the package. **Due to security reasons, the ADE recommends that shrink-wrapped packages of test booklets be opened on the first day of testing only.** In unusual circumstances, shrink-wrapped test booklets may be opened no more than 24 hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets should be distributed to Test Administrators until the first day of testing.

No part of the End-of-Course Examinations may be downloaded into any assistive device.

Maintaining test security is a very serious responsibility and there are security risks involved in this situation. A breach of security is one of the reasons for loss of license in the state of Arkansas.

Keep all test materials stored in a securely locked location. School Test Coordinators and Test Administrators should also be instructed to monitor test materials at all times and to store them in a securely locked place when not in use. This includes securing materials at the close of each day of the testing sessions. **See Appendix A for detailed Test Security Guidelines.**

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### TRANSFERRING MATERIALS FROM DISTRICT TO DISTRICT

It is critical that materials be inventoried as soon as they are received so that additional materials can be ordered if necessary. However, there may be situations in which ordering materials in time for testing is not possible. In an emergency, materials may be transferred from one district to another.

If secure materials (test booklets) are transferred from one district to another, the District Test Coordinator must complete and fax the Secure Material Transfer Form (Appendix G) to the Arkansas Department of Education **AND** to Questar. The District Test Coordinator must follow all instructions on the form to ensure that test security is maintained. Additionally, districts must note the transfer on both Test Security Affidavit 1 and the appropriate Test Booklet Security Form.

The transfer of secure materials must be handled by someone **currently** licensed by the ADE as an Arkansas teacher or administrator. Transfer of secure materials must be done either by hand delivery or by a method that is trackable (FedEx or UPS). Be sure to keep all paperwork related to the shipment. **District Test Coordinators must call the ADE for instructions regarding the transfer of a used answer document for any student moving from one district to another during testing.**

Non-secure materials, including **unused/blank** answer documents, rulers, manuals, parent pamphlets, etc., may be transferred to another district without documentation and without contacting Questar or the ADE.

## TEST SECURITY

### TEST BOOKLET SECURITY FORM

Schools will receive a Test Booklet Security Form for each course being tested in the school. The forms must be used to distribute test booklets to Test Administrators and to account for all test booklets after testing. Space is provided on the form to enter the range of test booklet security ID numbers assigned to each Test Administrator. School Test Coordinators and/or Test Administrators must count test booklets and initial the form when test booklets are distributed to the Test Administrator and when they are returned to the School Test Coordinator on a **DAILY** basis. The Test Booklet Security Form shall be used in tracking the test booklets assigned to Test Administrators. The School Test Coordinators shall verify the number of test booklets returned for each Test Administrator. Careful attention to completing the Test Booklet Security Forms will minimize lost test booklets. Separate security forms will be provided for Large Print and Braille test booklets. The completed Test Booklet Security Form is to be returned with the appropriate test booklets according to the instructions provided in this manual.

### TEST SECURITY AFFIDAVITS

District Superintendents, District Test Coordinators, Building Principals, School Test Coordinators, and Test Administrators shall sign affidavits regarding the security of test materials. Each district will receive one set of affidavits for Geometry and Algebra I, and one set of affidavits for Biology. Affidavits must be copied\* as needed to provide forms to the schools and for all Test Administrators. There are three types of affidavits as follows:

**Affidavit 1—District Level Test Security Form.** There is a district-level affidavit, which needs to be signed by the District Superintendent and the District Test Coordinator. One (1) copy of Affidavit 1 needs to be signed for Geometry and Algebra I and one (1) copy needs to be signed for Biology in the district.

**Affidavit 2—School Level Test Security Form.** There is a school-level affidavit, which needs to be signed by the School Test Coordinator and Building Principal. The District Test Coordinator should make copies of the school-level affidavits in order to provide one to every school with students being tested. One (1) copy of Affidavit 2 needs to be signed for Geometry and Algebra I and one (1) copy needs to be signed for Biology.

**Affidavit 3—Test Administrator Security Form.** There is a Test Administrator affidavit, which contains space for the signatures of five (5) Test Administrators. The District Test Coordinator should make copies of the Test Administrator affidavit in order to provide one to every school with students being tested. Each school may make as many copies as will be needed for all Test Administrators to sign. Submit a separate affidavit for each course being tested. **A separate Affidavit 3 needs to be signed for each course.**

All completed and signed affidavits must be returned with the used answer documents according to the instructions provided in this manual.

\*Affidavits do not need to be copied onto colored paper.

### MATHEMATICS REFERENCE SHEET

A formula reference sheet is provided on the inside back cover of the Geometry and Algebra I test booklets. Students may reference this sheet as needed for the *Geometry and Algebra I End-of Course Examinations*, but under no circumstances should the sheet be detached from the test booklet or photocopied. Detaching or photocopying the Mathematics Reference Sheet compromises the integrity of the test and is a breach of security.

## STUDENT TEST MATERIALS

### REQUIREMENTS FOR STUDENT TEST MATERIALS

During each End-of-Course test session, students must use the same test booklet and answer document given to them at the beginning of testing. In the answer documents, students will mark/write their responses. 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.

**Materials during Testing**—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.

**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), so 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 test booklets will NOT be scored.** Only work recorded in the answer documents will be scored.

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

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

**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).

### 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, 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. If the information for a student is incorrect, it **must** be updated in APSCN/TRIAND **prior to the first day of testing**. See page 13 of this manual for information about the rosters and updating student information. If provided, **student labels MUST be used even if some of the information in the label is not correct.** Information on the student labels will be used to match students to the appropriate, corrected record in APSCN/TRIAND.

The student labels will be provided to each school by course in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. The strips on which the labels are provided are perforated between labels 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 all of the information 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. The top of the label should be aligned with the triangular marks (the label will partially cover the student name grid). Do **NOT** apply the student label to Box 1. Student information cannot be captured if the label is not applied in the correct space.

If a student label is not provided or a label is damaged, complete all of the student information on the answer document, as appropriate for the student. Information requested in Box 1 (District/School/Teacher or 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 Teacher Name field in Box 1 must be completed.

See Appendix E in 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.

## VERIFICATION AND CORRECTION OF STUDENT INFORMATION

### 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 will be 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 bubbled 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 in APSCN/TRIAND within the allotted time frame.

**IMPORTANT: Information for students will be pulled from APSCN/TRIAND at the end of the day on Monday, April 20, 2009, for Geometry and Algebra I, and at the end of the day on Monday, April 27, 2009, for Biology. 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.**

### VERIFYING STUDENT INFORMATION

#### 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, ESI code, LEP status, Free and/or Reduced Lunch status, and Gifted and Talented status. 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 included 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 **NO LATER THAN Monday, April 20, 2009, for Geometry and Algebra I, and Monday, April 27, 2009, for Biology.**

#### Students Not Listed on the Preliminary Demographic Verification Roster

If a student is not listed on the roster, check to see if the student’s information is in APSCN/TRIAND. If the student’s information is in APSCN/TRIAND, verify and make corrections as necessary. A student not listed on the roster will not have been provided a student label. All of the information on the front of the answer document needs to be completed for any student without a label.

If a student is not listed on the roster and there is no information in APSCN/TRIAND, all of the information on the front of the answer document must be completed as appropriate for the student. This student’s information will be captured from what is coded on the answer document.

**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.

## PREPARATIONS FOR TESTING

### PREPARING STUDENTS, PARENTS, AND TEACHERS

Student, parent, and teacher attitudes strongly influence the overall success of the test administration. Parent and teacher attitudes influence student attitudes that, in turn, will be reflected in student performance results. There are a number of reasons why students bring negative attitudes to the testing process, many of which can be directly linked to the attitudes of the adults who are supposed to be supporting student success. The following is a partial list of attitudes, perceptions, or circumstances that will significantly impact the test results:

- The testing program lacks importance (to students or parents).
- The tests are too difficult or too easy.
- The tests do not reflect what the student needs to know to be prepared for the future.
- Teachers do not seem to care.
- Parents do not seem to care.
- Testing conditions are not conducive to good concentration.
- The test administration is poorly organized, confusing, or haphazard.
- Test results are misunderstood or misinterpreted.

In order to mitigate these perceptions, it is essential that District and School Test Coordinators, Test Administrators, and all district personnel work together to provide a testing experience that maximizes student performance results. It is important that district staff model behaviors that demonstrate positive and constructive attitudes toward testing. The following preparations should also be instituted:

- Stress the importance of the examinations to both students and parents well in advance of testing.
- Stress the importance of the examinations to teachers well in advance of testing.
- Underscore the importance of testing by characterizing the End-of-Course Examinations as crucial components of education within Arkansas that reflect the types of skills deemed necessary for a successful educational experience.

### SELECTING AND PREPARING TEST ADMINISTRATION SITE(S)

Because the administration of the End-of-Course Examinations requires that a substantial amount of testing be done in just a few days, preparation for the receipt of materials, test administration, and return of materials is critical. **Since students must use the SAME test booklet and answer document each day of the test, it is strongly advised that students be tested in the same group each day.** This should be taken into consideration when selecting a site.

Each District Test Coordinator must work with the Building Principal or School Test Coordinator to identify the testing arrangements that will best

- maintain the security of the test materials before, during, and after testing;
- allow materials to be quickly and accurately distributed to and collected from students each day of testing;
- provide an environment for the students that is comfortable and conducive to testing;
- ensure that students are not interrupted during a testing session.

Some guidelines that can be used in selecting a test administration site are to

- choose the administration site well in advance of testing;
- make sure the room is well-lighted, adequately ventilated, and free from distractions;
- make sure each student has enough space to work (i.e., space to open a test booklet, to open and write in an answer document, and to use a calculator);
- make sure there will be sufficient space between students to discourage cheating.

Just prior to testing, Test Administrators should prepare the administration site by

- removing or covering all visual aids in the room that might provide clues to answers;
- posting a sign announcing: “TESTING. PLEASE DO NOT DISTURB.”

## PREPARATIONS FOR TESTING

### TRAINING TEST ADMINISTRATORS

District Test Coordinators, School Test Coordinators, and Test Administrators as well as all personnel who administer the End-of-Course Examinations and/or act in a supervisory capacity during the testing must be currently licensed by the ADE as Arkansas teachers or administrators. An essential role for the District and School Test Coordinators is training the Test Administrators. This training is required by law and helps to overcome some of the negative perceptions about testing.

The district must develop and conduct training sessions for Test Administrators prior to the test administrations. The three (3) End-of-Course Test Administration Manuals should be distributed upon receipt so that Test Administrators may review them prior to training. Test Administrators should have the opportunity to obtain answers they may have at a formal training session. A formal training session should be held at least three (3) days prior to testing and should include a review of the following:

- the testing schedule, testing procedures, and Test Administrator responsibilities
- the End-of-Course Test Administration Manuals
- students to be tested and how to appropriately provide accommodations for testing
- preparation of materials prior to and after testing
- the dates by which materials must be prepared for testing and returned to the School Test Coordinator
- all security requirements to be followed prior to, during, and after testing
- testing group size—there should be one Test Administrator appointed for each group of approximately 25 students

Appendix D contains an outline of a suggested training agenda.

### 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 provided, **both** a 10-digit State Reporting Identification Number\* **and** a Social Security Number (or federally-assigned identification number) 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 first day of testing. Please contact Donna Wolfe at the Arkansas Department of Education at 501-682-4252 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.

### REQUIREMENTS FOR CODING THE "TEACHER USE ONLY" BOX

The "Teacher Use Only" box on the first two pages of the answer documents should be completed **after** all testing is done. The Preliminary Demographic Verification Roster and student label include the student's ESI code, LEP status, eligibility for free and/or reduced lunch, and gifted and talented status as appropriate for the student. These four sections do not need to be coded if a student label is used. If any of the information for the student is not correct, the information must be updated in APSCN/TRIAND prior to the first day of testing. If a student label is not provided, enter and grid all of the information for the student.

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; the contact person is Barbara Smith at 501-324-9502.) As part of the preparations for testing, arrangements need to be made with the authorized person to code the Free and/or Reduced Lunch section on answer documents for students without labels **after** testing is completed.

Information requested in the "Teacher Use Only" box **must** be completed correctly as applicable to each student. **Coding of students cannot be changed after answer documents are sent to Questar.** See Appendix E for more information on coding the "Teacher Use Only" box.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

### DISTRICT TEST COORDINATOR RESPONSIBILITIES

The District Test Coordinator should be familiar with the entire contents of this manual and the End-of-Course Test Administration Manuals. The District Test Coordinator is responsible for the following:

- inventorying all materials **immediately upon receipt**
- distributing testing materials to schools
- providing training to district personnel as required by law
- ensuring that an accurate count of all materials assigned to each School Test Coordinator is kept at all times
- maintaining and supervising the security of all test materials before, during, and after testing
- distributing and collecting affidavits (Affidavit 3 shall be signed by ALL Test Administrators)
- monitoring test administration
- collecting all test materials from School Test Coordinators after testing
- packaging all materials for return to Questar

A District Test Coordinator's Checklist is provided on pages 24–26. The checklist covers only the major steps in the materials receipt and return processes and should **not** be used as a substitute for reading all of the instructions in this manual.

### NON-SECURE TEST MATERIALS

The following materials are packaged for the district and by school and will arrive in separate shipments for Geometry and Algebra I and for Biology. Each school's materials will be boxed and labeled by school to facilitate distribution. **Inventory materials immediately upon receipt.** The materials for the District Test Coordinator will be packaged separately in the district box. The non-secure test materials shipment will include the following materials:

#### District Materials

- District Packing List
- Cover Memo
- Copies of the secure materials shipment School Packing Lists for the district office
- Parent Notification Pamphlets (*A Note to Parents*)\*—1 package of 25 in the Geometry and Algebra I shipment only
- *District and School Test Coordinators' Manual*\* (this manual)—2 copies in the Geometry and Algebra I shipment only
- Test Administration Manuals (Biology, Geometry, and Algebra I)—1 copy per course
- Copies of Preliminary Demographic Verification Rosters for the district office

#### School Materials

- School Packing List
- Copy of the secure materials shipment School Packing List
- Parent Notification Pamphlets—packages of 25
- *District and School Test Coordinators' Manual*\*—1 copy in the Geometry and Algebra I shipment only
- Test Administration Manuals (Biology, Geometry, and Algebra I)—1 copy per every 20 students tested
- Answer Documents
- Student Labels
- Preliminary Demographic Verification Roster—1 copy for the school

**Important:** Care must be taken in the handling and storage of student labels and Preliminary Demographic Verification Rosters since they contain personal information about students that should be kept private.

\* The *District and School Test Coordinators' Manual* and Parent Notification Pamphlets are included in the Biology shipment for districts and schools not participating in the Geometry or Algebra I examination.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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### INVENTORYING SECURE MATERIALS

It is the District Test Coordinator's responsibility to inventory the secure materials for the district and schools immediately upon receipt of the Secure Materials Shipments. If there is a discrepancy between the packing lists and the materials, contact Questar's Arkansas Customer Service (ARCustomerSupport@QuestarAI.com) at 800-643-8547, toll-free. **The District Test Coordinator is responsible for reporting any discrepancies or irregularities.**

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### SECURE TEST MATERIALS

The secure materials shipments will include district materials for returning shipments and secure school materials. The following materials are packaged for the district and by school and will arrive in separate shipments for Geometry and Algebra I, and for Biology. **District Test Coordinators are responsible for inventorying all materials immediately upon receipt.**

#### **District Materials (Return Shipping Materials and Large Print Test Booklets)**

The following items will be packaged in the district box. All materials are for the District Test Coordinator's use except for the Large Print test booklets and related materials, which should be distributed to the schools for which they were ordered.

- District Packing List
- Cover Memo
- Answer Document Return Kits (one return kit for Geometry and Algebra I, and one return kit for Biology)
  - Answer Document Return Instructions
  - Answer Document Transmittal Forms
  - UPS Labels
  - Answer Document Return Shipping Labels (**PINK** for Geometry and Algebra I; **YELLOW** for Biology)
  - Answer Document Return Verification Form
- Test Booklet Return Kits (one return kit for Geometry and Algebra I, and one return kit for Biology)
  - Test Booklet Return Instructions
  - UPS Labels
  - Test Booklet Return Shipping Labels (**GRAY** for Geometry and Algebra I; **BLUE** for Biology)
  - Test Booklet Return Verification Form
- Paper Bands
- Test Security Affidavits (one set for Geometry and Algebra I, and one set for Biology)
- Blank School/Course Header Sheets
- Large Print Test Booklets and Associated Materials (if ordered)

#### **School Materials**

- School Packing List
- Rulers—provided in packages of 25 for Geometry and Algebra I
- School/Course Header Sheets
- Classroom/Group Information Sheets
- Test Booklet Security Forms
- Test Booklets

**Note:** Testing materials must match the number of students to be tested. NO extra test booklet is provided for the Test Administrator.

**When returning materials to Questar, make sure you use the correct color return shipping label.**

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### BRAILLE TEST MATERIALS

Districts that ordered Braille materials will receive a separate shipment that includes Braille test booklets and related materials, which should be distributed to the schools for which they were ordered.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

### DISTRIBUTING MATERIALS

**Be sure to save all of the boxes in which your materials were received to use for returning test materials to Questar; instruct School Test Coordinators to do the same.**

#### Non-secure Materials Shipments

Check the quantity and type of district materials received against quantities listed on the District Packing List. Distribute the boxes of school materials to School Test Coordinators as soon as possible after receipt. The contents of the school boxes should also be inventoried as soon as possible, whether it is done by the District Test Coordinator, the School Test Coordinator, or jointly. Verify that the quantities specified on each school's packing list will be sufficient for their needs. If you are missing materials or need additional materials, complete and fax an Additional Material Order Form (see Appendix G) to Questar.

#### Secure Materials Shipments

Check quantities of materials shipped for the district against the quantities specified on the District Packing List.

All of the forms and labels you will need to return test materials to Questar are packaged separately in plastic bags by return shipment type. When you have checked to make sure you have all of the required return forms and labels, put them back in the separate bags until needed after testing is completed. It is important to keep the return materials in their separate bags to avoid returning materials to Questar with incorrect UPS labels and Questar Return Labels.

Materials included in the district shipment that need to be distributed to schools are the paper bands, Test Security Affidavits, and Large Print test booklets. Your shipment includes one (1) set of Test Security Affidavits for Geometry and Algebra I, and one (1) set of Test Security Affidavits for Biology that must be copied as needed to provide sufficient quantities to each school. See page 11 of this manual for more information about the affidavits. Large Print test booklets are included only if they were ordered for schools by the district.

Secure test materials may be distributed to School Test Coordinators **no earlier** than five (5) school days prior to testing. School Test Coordinators should receive all original boxes of materials for their school. The District Test Coordinator should inventory the school materials with each School Test Coordinator. This will ensure that materials received by the school have been accounted for and will eliminate the need for the School Test Coordinator to report discrepancies **after** receiving materials from the District Test Coordinator. Check quantities and materials in each school's box(es) against the items listed on the School Packing List. After the inventory for each school is complete, make one copy of each school's packing list for your records and return the original to Box 1 of the school box(es).

All test booklets have been sequentially numbered and shrink-wrapped for security purposes. The shrink-wrapped school packages have range sheets on top that specify the security ID number range of the documents enclosed. **Due to security reasons, the ADE recommends that shrink-wrapped test booklets be opened on the first day of testing only.** In unusual circumstances, shrink-wrapped test booklets may be opened no more than 24 hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets should be distributed to Test Administrators until the first day of testing. Maintaining test security is a very serious responsibility and there are security risks involved in this situation. A breach of security can result in loss of license in the state of Arkansas.

If quantities or security ID numbers do **not** match the packing list, call Arkansas Customer Service **immediately** at 800-643-8547. The District Test Coordinator is responsible for reporting any discrepancies.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

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### REQUESTING ADDITIONAL MATERIALS

Inventory and distribute materials to all schools before requesting additional materials. After all materials have been distributed and an inventory has been done with each School Test Coordinator, make **one** request for additional materials for the entire district, should this be necessary. To order additional materials, the District Test Coordinator should fax a copy of the Additional Material Order Form (Appendix G) to Arkansas Customer Service at 866-688-0419 or by email at [ARCustomerSupport@QuestarAI.com](mailto:ARCustomerSupport@QuestarAI.com).

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### REPORTING MISSING TEST BOOKLETS OR INCORRECT TEST BOOKLET SECURITY NUMBERS

If, after opening a package of test booklets on the first day of testing, a School Test Coordinator discovers a missing test booklet or an incorrect security ID number, the District Test Coordinator should be notified immediately. The District Test Coordinator must then contact Katie Asp at Questar at 800-643-8547 and Dr. Gayle Potter at the Arkansas Department of Education at 501-682-4558 to inform them of the situation. The District Test Coordinator/School Test Coordinator should document the issue on the Administration Feedback Form (Appendix G) and fax it to Arkansas Customer Service at 866-688-0419.

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### DUTIES DURING TESTING

You should be available to answer questions and resolve problems during the testing period. If there are any problems with test materials, call Katie Asp at Questar at 800-643-8547 to report the situation. If there is a problem with test administration or test policy issues, contact Dr. Gayle Potter at the Arkansas Department of Education at 501-682-4558. A call to the ADE to verify procedures is better than an error that results in a test investigation.

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### GENERAL PROCEDURES FOR RETURNING TEST MATERIALS

The return shipments for Geometry and Algebra I must be packaged and returned separately from the Biology shipments. You must use the appropriate UPS labels and Questar Return Labels. The procedures for returning the materials are the same for Geometry and Algebra I, and for Biology but must be followed separately.

There are three major steps involved in returning testing materials. The first step is to inventory and organize all testing materials returned by School Test Coordinators and to check and complete all required forms. The second step is to package answer documents and related forms and to arrange for the pick-up of the Answer Document Return Shipment. The third step is to package all test booklets (used and unused) and related forms and to arrange for the pick-up of the Test Booklet Return Shipment.

After testing, inventory all materials returned from each school. During the inventory process, complete the associated documentation to be returned with each type of material being returned. The following pages of this manual provide instructions for returning materials to Questar. Please read the instructions carefully to make sure you are completing and returning all required forms, materials are correctly organized, and materials are being returned within the prescribed time.

You may return answer documents and test booklets at the same time, but they **must be boxed separately** with the **appropriate** label on the boxes. Four different colors of labels are provided for the return of materials—make sure the correct label is used for each shipment. Materials are sorted at the scoring facility according to the color of the label on the box. Returning used answer documents in a box with an incorrect label may cause a substantial delay in processing and scoring them.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

### ORGANIZING USED ANSWER DOCUMENTS AND RELATED FORMS FOR RETURN

The following instructions are for returning used answer documents.

#### Answer Documents

All **used\*** answer documents should be returned for scoring, **including answer documents for students not tested**. Any blank or unused answer documents received by Questar will be scored. The following forms must be completed and returned with the answer documents.

#### Classroom/Group Information Sheets

The use of Classroom/Group Information Sheets is **mandatory**. All schools **must** complete at least one Classroom/Group Information Sheet for each course tested. School Test Coordinators have been instructed to complete Classroom/Group Information Sheets for individual classes/groups within their school, place them on **top** of the appropriate sets of **used\*** answer documents, and paper band them together.

Check each Classroom/Group Information Sheet to ensure that it has been correctly completed. Count the answer documents associated with each Classroom/Group Information Sheet and verify the quantity with the count coded in Box 4 on the Classroom/Group Information Sheet. Keep the Classroom/Group Information Sheet on top of the corresponding set of classroom/group-level **used\*** answer documents under the paper band. Then band all classroom sets of **used\*** answer documents together with the School/Course Header Sheet on top. See the diagram provided on page 21 of this manual.

#### School/Course Header Sheets

The School Test Coordinators have been instructed to complete the School/Course Header Sheet for their school, place it on top of the **used\*** answer documents, and paper band them together. Check each School/Course Header Sheet to ensure that it has been correctly completed. Count the answer documents being returned for scoring and verify the quantity with the count coded in Box 3 on the header sheet. The number entered and coded in Box 3 of the School/Course Header Sheet should be the sum of the numbers entered in Box 4 on the Classroom/Group Information Sheets for the appropriate course. Keep the School/Course Header Sheet on **top** of the corresponding **used\*** answer documents under the paper band. See the diagram provided on page 21 of this manual.

#### Answer Document Transmittal Forms

Using the School/Course Header Sheet(s), record on the appropriate Answer Document Transmittal Form the number of **used\*** answer documents for each course being returned for scoring from each school. It is probably most efficient to work with one course at a time. Verify that each paper band is marked "**USED.**" After completing the Answer Document Transmittal Forms, sign your name at the bottom.

#### Affidavits

Each District Superintendent, District Test Coordinator, School Test Coordinator, Building Principal, and Test Administrator **MUST** sign affidavits regarding test security after completing the test administration. If additional copies of the affidavits are needed, they may be photocopied. (Affidavits do not need to be copied onto colored paper.) Make sure that all affidavits have been completed, signed, and returned to you. See page 11 of this manual for more detailed information about the affidavits.

\*Used answer documents include those for Students NOT Tested.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

### PACKAGING ORDER FOR THE ANSWER DOCUMENT RETURN SHIPMENT (USED ANSWER DOCUMENTS)

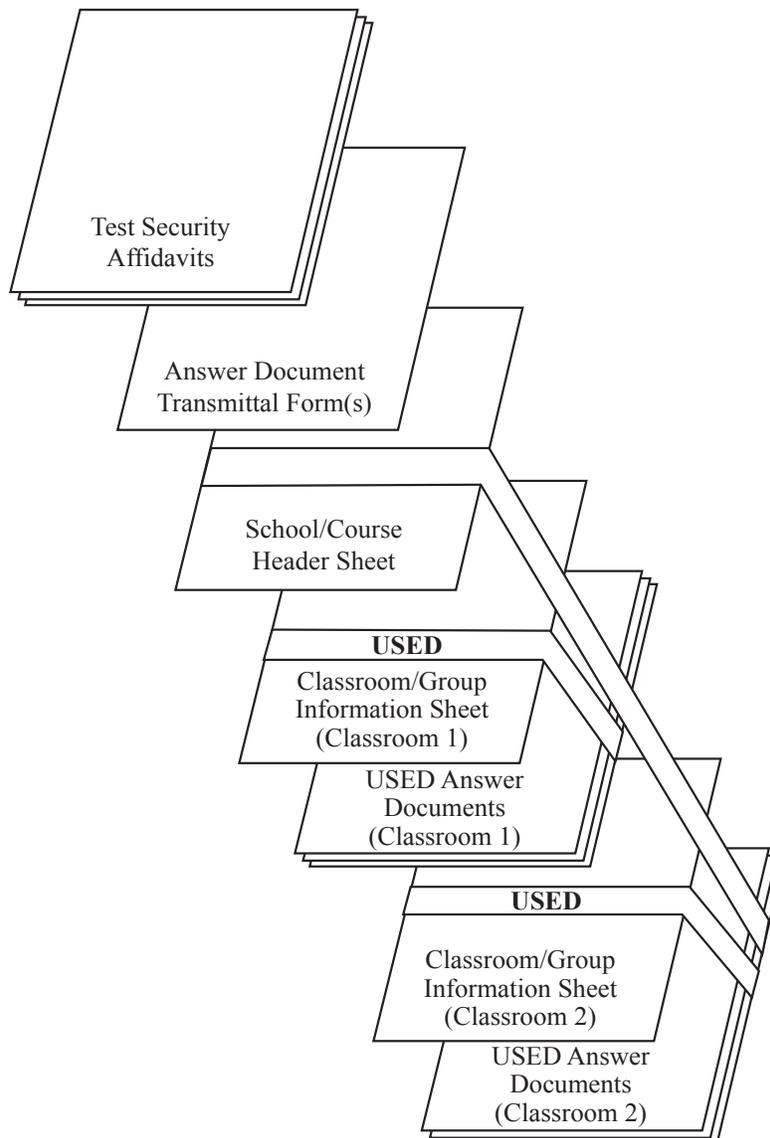
The Geometry and Algebra I Answer Document Return Shipment must be completed and ready for pick-up by **May 1, 2009**. The Answer Document Return Shipment for Biology must be completed and ready for pick-up by **May 8, 2009**. All the **used\*** answer documents are to be returned to Questar for scoring.

Make sure that **used\*** answer documents have been separated from the test booklets and **unused** answer documents.

Make sure the Answer Document Transmittal Form(s) are on **top** of the **used\*** answer documents in Box 1.

**Package used\* answer documents, one school and one course at a time, with all Test Security Affidavits and Answer Document Transmittal Form(s) on top of the school bundles for the entire district.**

**Note: Responses for students who used a Large Print or Braille test booklet must be transcribed onto a student answer document prior to inclusion in the Answer Document Return Shipment.**



\*Used answer documents include those for Students NOT Tested.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

### ARRANGING FOR THE PICK-UP OF THE ANSWER DOCUMENT RETURN SHIPMENT (USED ANSWER DOCUMENTS)

All **used\*** answer documents and associated materials must be returned to Questar via UPS. UPS labels have been provided in the Answer Document Return Kits. Questar is responsible for all shipping costs; however, it is the District Test Coordinator's responsibility to make shipping arrangements with UPS. Answer documents for Geometry and Algebra I must be returned separately from Biology answer documents.

Prepare to ship the answer documents as follows:

- Package materials by course for return to Questar.
- Do **not** return test booklets in the same box as answer documents.
- Seal the boxes securely with heavy-duty tape.
- Place one UPS label on each box.
- Place one "Questar Return Shipping Label for Answer Documents" (**PINK** for Geometry and Algebra I; **YELLOW** for Biology) on each box.
- In the lower left corner of each **PINK** or **YELLOW** label write the number of the box and the total number of boxes of answer documents you are shipping. For example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **not** include the number of boxes of test booklets in the total for the number of boxes of answer documents. Geometry and Algebra I box counts must be separate from Biology box counts.
- Make arrangements with UPS for package pick-up. Please be aware that UPS may not be able to pick up the packages until the following business day.

**Specific return instructions for answer documents and the materials needed for shipping them to Questar have been provided in the Answer Document Return Kits.**

It is essential to keep records of the shipment. Keep the "Return Service Customer Receipt" portion of each UPS label you use to return answer documents.

#### Answer Document Return Verification Form

This form is provided in the Answer Document Return Kits. After the answer documents have been picked up, complete the information requested, and fax the Answer Document Return Verification Forms to the number provided on the form.

### ORGANIZING TEST BOOKLETS AND SECURITY FORMS FOR RETURN

**All** test booklets, used and unused, must be returned to Questar. As District Test Coordinator, it is your responsibility to verify that **all** test booklets (used and unused) have been returned to you from the schools. Also, verify that they are in sequential order. School Test Coordinators and Test Administrators have been instructed to order test booklets sequentially before returning them to you.

#### Test Booklet Security Forms

Verify that the Test Booklet Security Forms have been completed and initialed and that they have been paper banded together. Any missing test booklets must be documented on the appropriate Test Booklet Security Form, and a separate letter of explanation **MUST** be attached. Do **NOT** write the explanation on the Test Booklet Security Form. This information must be sent to Questar with the test booklets. At the completion of check-in, Questar will make a report of missing materials to the Arkansas State Department of Education. Return the Test Booklet Security Forms with the test booklets. Do **NOT** return Test Booklet Security Forms with answer documents or affidavits.

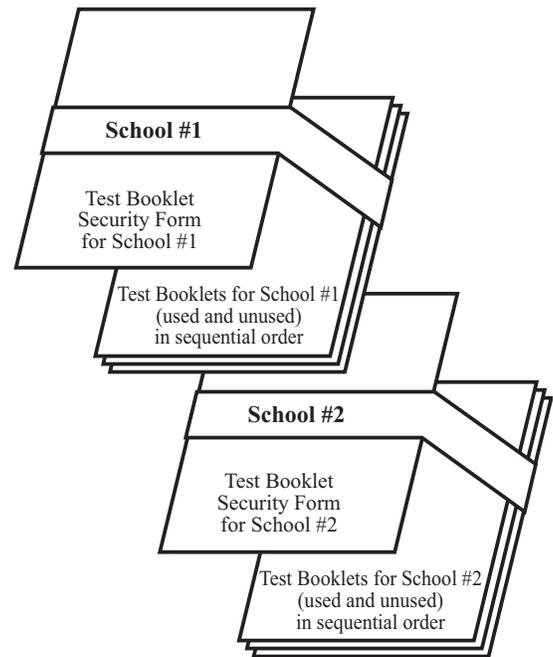
\*Used answer documents include those for Students NOT Tested.

## INSTRUCTIONS FOR DISTRICT TEST COORDINATORS

### PACKAGING ORDER FOR THE TEST BOOKLET RETURN SHIPMENT

The Geometry and Algebra I Test Booklet Return Shipment must be completed and ready for pick-up on **May 4, 2009**. The Biology Test Booklet Return Shipment must be completed and ready for pick-up on **May 11, 2009**. For each school, make sure the Test Booklet Security Form for each course is on **top** of the appropriate test booklets.

**Package the test booklets, one course at a time, in the original boxes in the order shown. Large Print and Braille test booklets must be returned in this shipment. Large Print test booklets may be folded to fit in the boxes.**



### SHIPPING TEST BOOKLETS TO QUESTAR

All test booklets and associated materials must be returned to Questar via UPS. UPS labels have been provided in the Test Booklet Return Kits. Questar is responsible for all shipping costs; however, it is the District Test Coordinator's responsibility to make shipping arrangements with UPS. Test booklets for Biology must be returned separately from Geometry and Algebra I test booklets.

Prepare to ship the test booklets as follows:

- Package materials by course for return to Questar.
- Do **not** return answer documents in the same box as test booklets.
- Seal the boxes securely with heavy-duty tape.
- Place one UPS label on each box.
- Place one "Questar Return Shipping Label for Test Booklets" (**GRAY** for Geometry and Algebra I; **BLUE** for Biology) on each box.
- In the lower left corner of each GRAY or BLUE label write the number of the box and the total number of boxes of test booklets you are shipping. For example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **not** include the number of boxes of answer documents in the total for the number of boxes of test booklets. Geometry and Algebra I box counts must be separate from Biology box counts.
- Make arrangements with UPS for package pick-up. Please be aware that UPS may not be able to pick up the packages until the following business day.

**Specific return instructions for the test booklets and the materials needed for shipping them to Questar have been provided in the Test Booklet Return Kits.**

It is essential to keep records of the shipments. Keep the "Return Service Customer Receipt" portion of each UPS label used to return test booklets.

### Test Booklet Return Verification Form

This form is provided in the Test Booklet Return Kits. After the test booklets have been picked up, complete the information requested and fax the Test Booklet Return Verification Forms to the number provided on the form.

## DISTRICT TEST COORDINATOR CHECKLIST

### GENERAL

- \_\_\_\_\_ Read this *District and School Test Coordinators' Manual* in its entirety.
- \_\_\_\_\_ Read the End-of-Course Test Administration Manuals for Geometry, Algebra I, and Biology to familiarize yourself with all procedures.
- \_\_\_\_\_ Save all of the boxes in which your materials were received to use to return test materials to Questar; instruct School Test Coordinators to do the same.

### RECEIPT OF MATERIALS

#### **Non-secure Materials Shipment—Manuals, Answer Documents, Parent Notification Pamphlets, Student Labels, and Preliminary Demographic Verification Rosters** (separate for Geometry and Algebra I, and for Biology)

- \_\_\_\_\_ Verify that you have received all of the boxes shipped to you. The labels are marked *Box 1 of X*, *Box 2 of X*, etc., separately for each school and for the district.
- \_\_\_\_\_ Verify that you have received boxes of materials for all schools that will be administering the End-of-Course Examinations, and that you have received all of the boxes for each school according to the number of boxes indicated on the school labels.
- \_\_\_\_\_ Distribute and inventory materials according to the instructions in this manual. The District and School Packing Lists provide the quantities of materials shipped.
- \_\_\_\_\_ Determine if each school is receiving a sufficient amount of student test materials. Refer to the instructions on page 19 for ordering additional materials, if needed.
- \_\_\_\_\_ Implement procedures to ensure that the information contained on the Preliminary Demographic Verification Rosters is correct for each student. If any information is not correct, it must be updated in APSCN/TRIAND prior to the first day of testing.

#### **Secure Materials Shipment—District Return Materials and Student Test Materials** (separate for Geometry and Algebra I and for Biology)

- \_\_\_\_\_ Verify that you have received all of the boxes shipped to you. The labels on the boxes are marked *Box 1 of X*, *Box 2 of X*, etc., separately for each school and for the district.
- \_\_\_\_\_ Verify that you have received boxes of materials for all schools that will be administering the End-of-Course Examinations, and that you have received all of the boxes for each school according to the number of boxes indicated on the school labels.
- \_\_\_\_\_ Inventory district materials according to the instructions provided in this manual. Keep the return forms and labels in the separate bags until needed after testing.
- \_\_\_\_\_ Inventory each school's materials with the School Test Coordinator. Make a copy of each school's packing list for your records.
- \_\_\_\_\_ Keep track of additional materials needed for each school so that you can make one request for the entire district (see page 19 for instructions and Appendix G for the Additional Material Order Form).
- \_\_\_\_\_ Inventory test booklets by using the School Packing List and the range sheet provided on the top of each shrink-wrapped package. Test booklets should be counted while they are in the shrink-wrapped package. **Secure materials may leave the district's secure location no more than five (5) school days before testing.** When not being used by students, test booklets must be kept in a securely locked area.
- \_\_\_\_\_ Distribute Large Print and Braille test booklets to schools that ordered them following the same security procedures as for the regular test booklets.
- \_\_\_\_\_ Make the appropriate number of copies of each *Affidavit 2—School Level Test Security Form* and each *Affidavit 3—Test Administrator Security Form* for distribution to schools.
- \_\_\_\_\_ Distribute paper bands, one copy of each Affidavit 2, and one copy of each Affidavit 3 to each school along with the secure materials. (Schools may make additional copies of Affidavit 3 if needed.)

## DISTRICT TEST COORDINATOR CHECKLIST

### RETURN OF TESTING MATERIALS TO QUESTAR

- \_\_\_\_\_ Inventory all testing materials returned from the schools.
- \_\_\_\_\_ Separate answer documents from test booklets—these must be returned in SEPARATE shipments.

### Answer Documents

- \_\_\_\_\_ Verify that **used\*** answer documents have been separated from **unused** answer documents. Do **NOT** return **unused** answer documents to Questar.
- \_\_\_\_\_ Check that each Classroom/Group Information Sheet has been correctly completed. Verify that the number of **used\*** answer documents matches what is coded in Box 4 on the Classroom/Group Information Sheet.
- \_\_\_\_\_ Check that each School/Course Header Sheet has been correctly completed and that no changes have been made to the preprinted information. If changes were made to the preprinted information, a new (blank) header sheet must be completed with the correct information entered and coded.
- \_\_\_\_\_ Verify that the sum of the numbers entered in Box 4 of the Classroom/Group Information Sheets matches what is coded in Box 3 on the School/Course Header Sheet for each school.
- \_\_\_\_\_ Record the number of **used\*** answer documents being returned for each school on the appropriate Answer Document Transmittal Form and then sign your name at the bottom.
- \_\_\_\_\_ Separate Affidavits 2 and 3 from each school’s materials. Verify that they have been accurately completed and signed, and that no affidavits are missing. Keep all affidavits for a course together; do not reband them with the answer documents.
- \_\_\_\_\_ Verify that any Affidavit Waiver Forms for Providing an Approved Accommodation are firmly attached to the appropriate *Affidavit 3—Test Administrator Security Form*.
- \_\_\_\_\_ Read and sign an *Affidavit 1—District Level Test Security Form* and verify that the District Superintendent has also signed the form.
- \_\_\_\_\_ Organize all materials **exactly** as shown in the diagrams provided in this manual.
- \_\_\_\_\_ Package the materials by course and securely seal boxes with tape. Do **NOT** put test booklets in the same box with answer documents. Package Geometry and Algebra I answer documents separate from Biology answer documents.
- \_\_\_\_\_ Place a “Questar Return Shipping Label for Answer Documents” (PINK for Geometry and Algebra I; YELLOW for Biology) on each box. In the lower left corner of the label write the number of the box and the total number of boxes of answer documents you are shipping. For example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **NOT** include the number of boxes of test booklets in the total number of boxes of answer documents. Geometry and Algebra I box counts must be separate from Biology box counts.
- \_\_\_\_\_ If you do not have a regularly scheduled UPS pick-up, call 877-536-2697, to arrange for the answer documents to be picked up. Call one business day prior to when you need the answer documents picked up.
- \_\_\_\_\_ Keep the “Return Service Customer Receipt” portion of each UPS label used to return answer documents.
- \_\_\_\_\_ Fax the Answer Document Return Verification Forms to Questar at 866-688-0419.

\*Used answer documents include those for Students NOT Tested.

## DISTRICT TEST COORDINATOR CHECKLIST

### RETURN OF TESTING MATERIALS TO QUESTAR (CONTINUED)

#### Test Booklets

- \_\_\_\_\_ For each school, verify that the Test Booklet Security Form for each course is on top of the appropriate test booklets. See the diagram provided in this manual.
- \_\_\_\_\_ Verify that no answer documents are inside test booklets. If an answer document is found after the answer document shipment has been returned, notify Katie Asp at Questar immediately.
- \_\_\_\_\_ Package test booklets SEPARATELY FOR EACH COURSE in sequential security ID number order and securely seal boxes with tape. Do not place test booklets and answer documents in the same box. Package Geometry and Algebra I test booklets separate from Biology test booklets.
- \_\_\_\_\_ Place a “Questar Return Shipping Label for Test Booklets” (GRAY for Geometry and Algebra I; BLUE for Biology) on each box. In the lower left corner of each label, write the box number and the total number of boxes of test booklets you are shipping. For example: *Box 1 of 3, Box 2 of 3, Box 3 of 3*. If you are shipping only one box, write *Box 1 of 1*. Do **NOT** include the number of boxes of answer documents in the total number of boxes for test booklets. Geometry and Algebra I box counts must be separate from Biology box counts.
- \_\_\_\_\_ If you do not have a regularly scheduled UPS pick-up, call 877-536-2697, to arrange for the test booklets to be picked up. Call one business day prior to when you need the test booklets picked up.
- \_\_\_\_\_ Keep the “Return Service Customer Receipt” portion of each UPS label used to return test booklets.
- \_\_\_\_\_ Fax the Test Booklet Return Verification Forms to Questar.

## INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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### SCHOOL TEST COORDINATOR RESPONSIBILITIES

The School Test Coordinator is responsible for the following:

- appointing Test Administrators and providing training as required by law regarding appropriate administration procedures for the End-of-Course Examinations
- inventorying test materials before and after testing
- distributing test materials to Test Administrators
- making sure that an accurate count of all materials assigned to each Test Administrator is kept at all times
- completing the Test Booklet Security Forms as required to track secure test materials
- maintaining and overseeing the security of all test materials
- distributing and collecting Test Security Affidavits
- monitoring testing
- collecting all test materials from Test Administrators after testing
- packaging and returning test materials to the District Test Coordinator

A School Test Coordinator Checklist is provided on pages 32–33. The checklist covers only the major steps in the materials receipt and return processes and should **not** be used as a substitute for reading all of the instructions in this manual.

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### APPOINTING AND TRAINING TEST ADMINISTRATORS

There should be at least one Test Administrator appointed for each group of approximately 25 students. Each Test Administrator is responsible for the security of his/her group's test materials while testing is being conducted.

Whenever possible, the test should be administered by classroom teachers. You may need to contact the School Administrator/Building Principal to determine who will act as Test Administrators. Test Administrators must be **currently** licensed by the ADE as Arkansas professional educators, such as teachers, principals, or counselors.

See page 15 of this manual for requirements regarding the training of Test Administrators and Appendix D for a suggested training session agenda.

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### INVENTORYING TEST MATERIALS

The School Test Coordinator should inventory the materials with the District Test Coordinator for both the non-secure and secure shipments. Check the quantities and materials in each school box against the items listed on the School Packing List.

Answer documents are shrink-wrapped for convenience only and may be opened and distributed to facilitate placing of student labels on them or if they will be pre-assigned to students (see page 28 for more information about pre-assigning answer documents). All test booklets have been sequentially numbered and shrink-wrapped for security purposes. The shrink-wrapped school packages have range sheets on top that specify the security ID number range of documents enclosed. Use the School Packing List and the range sheet(s) to do the inventory; **do not open the shrink-wrapped packages of test booklets. Due to security reasons, the ADE recommends that shrink-wrapped test booklets be opened on the first day of testing only.** In unusual circumstances, shrink-wrapped test booklets may be opened no more than 24 hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets should be distributed to Test Administrators until the first day of testing. Maintaining test security is a very serious responsibility and there are security risks involved in this situation. A breach of security is one of the reasons for loss of license in the state of Arkansas.

If materials received are not sufficient, or if materials are missing, it is the School Test Coordinator's responsibility to contact the District Test Coordinator. **Be sure to save all of the boxes in which your materials were received for use in returning test materials to the District Test Coordinator.**

## INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

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### DISTRIBUTING TEST MATERIALS TO TEST ADMINISTRATORS

Keep the header sheets for use after testing is completed and materials have been returned to you. School/Course Header Sheets and Classroom/Group Information Sheets are provided. The Test Booklet Security Forms shall be used in tracking test booklets assigned to Test Administrators.

Prior to the test administration, each Test Administrator should receive student testing materials and Test Administration Manuals as appropriate for the course for which the Test Administrator is responsible. The End-of-Course Test Administration Manuals should be provided to Test Administrators at the training prior to the test administration, if not sooner.

Distribute the secure test booklets to Test Administrators **no earlier than the first day of testing**. At this time, the shrink-wrapped packages of test booklets may be opened. Once a shrink-wrapped package of test booklets is opened, the School Test Coordinator and Test Administrator should check the test booklets for the security ID numbers and number of booklets in the package. If a test booklet is missing or a security ID number is incorrect, the District Test Coordinator should be notified **immediately**. The range of test booklets distributed to each Test Administrator must be recorded on the Test Booklet Security Form (see instructions below).

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### PRE-ASSIGNING ANSWER DOCUMENTS

In order to accommodate the timely and efficient distribution of materials during testing, the answer documents may be pre-assigned to students. The School Test Coordinator and Test Administrators may work jointly to pre-assign answer documents by affixing student labels or by completing the student name and demographic information for students who were not provided a student label. The School, District, and Teacher Name sections on each front cover should also be completed. All information contained on the Preliminary Demographic Verification Rosters must be verified for correctness. If any of the information is incorrect, it must be updated in APSCN/TRIAND prior to the first day of testing (see page 13 of this manual).

The School Test Coordinator and Test Administrators must ensure that each student to be tested has one answer document assigned, and that the pre-assignments coincide with the test administration plan for groups of students. Once this has been completed, the answer documents must be returned to the secure area until the first day of testing.

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### COMPLETING THE TEST BOOKLET SECURITY FORMS

Before distributing the test booklets to Test Administrators, the Test Booklet Security Form for the appropriate course must be completed. Make as many copies of the form(s) as needed to sign secure test booklets out to and in from Test Administrators. Directions for completing the Test Booklet Security Form are contained on the form and include the following when distributing test booklets to Test Administrators:

1. Verify quantities and the security ID numbers printed on the test booklets against the test booklet ID range printed on the form. Contact the District Test Coordinator **immediately** if any discrepancy is found. Attach documentation of the discrepancy to the Test Booklet Security Form.
2. Record the information requested on the form (Test Administrators' names and the **range** of security ID numbers of the booklets assigned to each). The School Test Coordinator and/or Test Administrator must initial the form when the test booklets are received by the Test Administrator and again when the test booklets are returned to the School Test Coordinator on a **DAILY** basis. The School Test Coordinator shall verify the number of test booklets returned.

Retain the Test Booklet Security Form(s) until testing has been completed. Each form will be used to account for the secure materials after testing.

## INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

### DUTIES DURING TESTING

School Test Coordinators must be available to answer questions and resolve problems during the testing period. If there are any problems with test materials, contact your District Test Coordinator.

### COMPLETING FORMS AND ORGANIZING MATERIALS AFTER TESTING

After testing, inventory all materials with each Test Administrator. Test Administrators should return the following bundles of materials: **used\*** answer documents (marked USED), unused answer documents (marked UNUSED), and all test booklets. **Unused** answer documents should be returned to the District Test Coordinator but should **not** be included in the counts on either the Classroom/Group Information Sheets or the School/Course Header Sheets. Unused answer documents are **not** to be returned to Questar. **Unused** answer documents are those that are **completely** blank. Answer documents for students who did not test are to be included with **used\*** answer documents and returned to Questar behind the appropriate Classroom/Group Information Sheet along with the answer documents for students taking the test. Other materials (manuals, packing lists, rulers, etc.) may be destroyed, recycled, or returned to the District Test Coordinator if you are instructed to do so.

#### Used Answer Documents

Test Administrators have been instructed to count the **used\*** answer documents, paper band them together, and mark the paper band with the school name, the count, and the word “**USED.**” Verify that this has been done and that the count is accurate.

Test Administrators have been instructed to thoroughly check all information on the **used\*** answer documents and to code information in the “Teacher Use Only” box on the front cover of the answer documents **after** testing is completed. See page 44 for information regarding the requirements for coding the Free and/or Reduced Lunch section. Coding information for all sections in the “Teacher Use Only” box is provided in Appendix E of this manual. Check to see that coding was done correctly and erase any stray marks.

#### Classroom/Group Information Sheets

At least one (1) Classroom/Group Information Sheet **must** be completed for **each** course tested in the school, even if there is just one testing classroom/group for the course. If you have more than one testing classroom/group of students per course, a Classroom/Group Information sheet must be completed for each classroom/group. Students can be grouped any way you want them to be; however, the answer documents for all of the students you want grouped together must be placed behind the appropriate Classroom/Group Information Sheet. A School/Course Header Sheet must still be completed for each school. The Classroom/Group Information Sheet is **not** a replacement for the School/Course Header Sheet.

Instructions for completing the Classroom/Group Information Sheet are provided on the form itself. Enter and code the number of **used\*** answer documents being returned on a separate Classroom/Group Information Sheet for each classroom/group. The number of answer documents for students not tested must be included in the count of **used\*** answer documents. It is critical that the counts are accurate and are coded correctly. Do **not** include **unused** answer documents in the count. Place a completed Classroom/Group Information Sheet under the paper band on the corresponding stack of **used\*** answer documents for each classroom.

\*Used answer documents include those for Students NOT Tested.

## INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

### COMPLETING FORMS AND ORGANIZING MATERIALS AFTER TESTING (CONTINUED)

#### School/Course Header Sheets

One (1) School/Course Header Sheet must be completed for **each** course tested at the school. School identification information has been preprinted on the form. Fill in the circle for the course, and enter and code the number of **used\*** answer documents being returned for scoring from the entire school for the appropriate course. It is critical that the counts are accurate and are coded correctly. Do not include **unused** answer documents in the count. The number of **used\*** answer documents being returned for scoring should be the same as the sum of the numbers entered in Box 4 on the Classroom/Group Information Sheets for the appropriate course. Place the School/Course Header Sheet under the paper band on the corresponding **used\*** answer documents.

Do **NOT** make any changes to the preprinted information on the form. If the information preprinted for the school is incorrect, obtain a blank School/Course Header Sheet from the District Test Coordinator. When completing a blank header sheet, make sure the LEA Number is entered and coded accurately and completely in Box 4.

#### Unused Answer Documents

Band together all **unused** answer documents. Return the bundles to the District Test Coordinator.

#### Test Booklets

Test Administrators are instructed to organize all test booklets (used and unused) in security ID number order and band them. Inventory the test booklets when they are returned to you to make sure all test booklets assigned to a Test Administrator have been returned. Verify that no answer documents are inside test booklets. Missing test booklets must be documented and an explanation provided. The District Test Coordinator is required to provide a letter of explanation for each missing test booklet.

#### Test Booklet Security Forms

A separate Test Booklet Security Form, with the range of test booklet ID numbers assigned to the school, is provided for each course. The Test Booklet Security Form provides spaces to enter the ID range assigned to each Test Administrator, for the name of the Test Administrator, and for the Test Administrator to initial receipt and return of test booklets on each of the testing days. After test booklets have been returned for the final time, they must be inventoried (see above). On the Test Booklet Security Form (for each course), enter the date the booklets are returned to the District Test Coordinator.

#### Affidavits

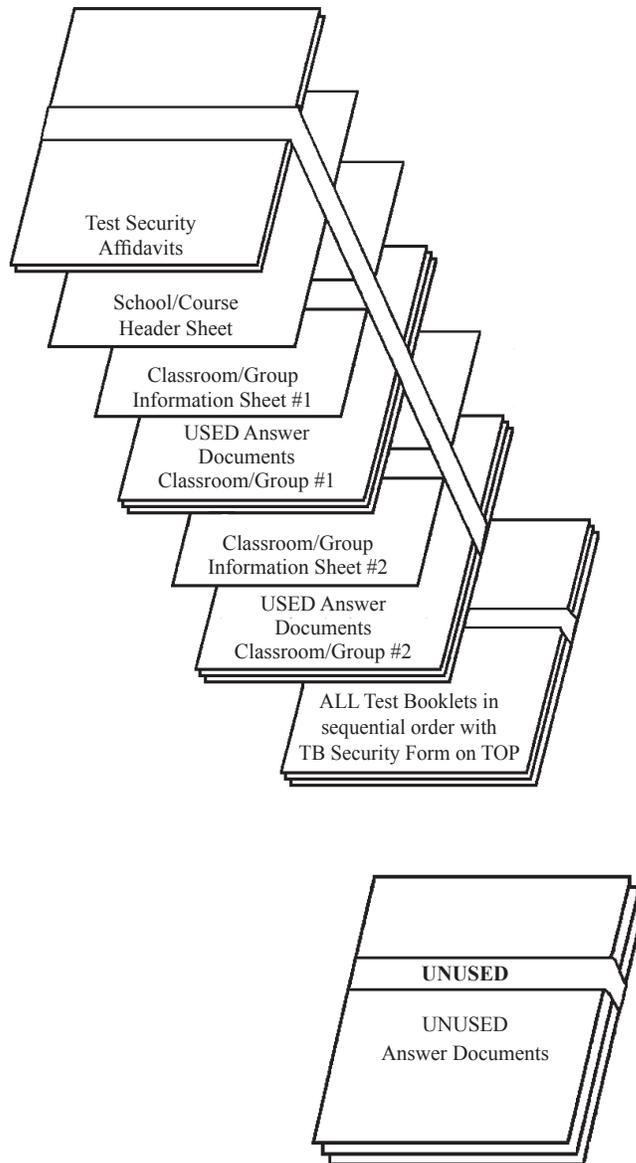
During the collection of test materials from the Test Administrators, have each Test Administrator read and sign *Affidavit 3—Test Administrator Security Form* for the appropriate course. Your District Test Coordinator will provide you with the appropriate affidavits. One copy of *Affidavit 2—School Level Test Security Form* must be read and signed by the School Test Coordinator and the Building Principal for Geometry and Algebra I and for Biology. All signed affidavits are to be returned to the District Test Coordinator.

\*Used answer documents include those for Students NOT Tested.

# INSTRUCTIONS FOR SCHOOL TEST COORDINATORS

## PACKAGING MATERIALS FOR RETURN TO THE DISTRICT TEST COORDINATOR

Return your materials to the District Test Coordinator immediately after testing. Materials should be packaged (separately by course) in their original boxes in the order shown below so that you have one stack of materials for each course tested.



## SCHOOL TEST COORDINATOR CHECKLIST

### GENERAL

- \_\_\_\_\_ Read this *District and School Test Coordinators' Manual* in its entirety.
- \_\_\_\_\_ Read the End-of-Course Test Administration Manuals for Geometry, Algebra I, and Biology to familiarize yourself with all procedures.

### RECEIPT OF MATERIALS

#### Non-secure Materials Shipment

(separate for Geometry and Algebra I, and for Biology)

- \_\_\_\_\_ Inventory all materials against the School Packing List according to the instructions in this manual.
- \_\_\_\_\_ Check that you have enough of the manuals to provide one for each Test Administrator. If you need more manuals, they may be photocopied or printed off the ADE website.
- \_\_\_\_\_ Distribute the appropriate Test Administration Manual to each Test Administrator at the pre-assessment training, if not sooner. Stress to Test Administrators that they **MUST** read the manual prior to testing.
- \_\_\_\_\_ Verify that you have enough Parent Notification Pamphlets for each student being tested. The ADE suggests that the pamphlets be sent out two weeks prior to testing.
- \_\_\_\_\_ Distribute answer documents to Test Administrators that will be pre-assigning them to students according to the instructions provided in this manual.
- \_\_\_\_\_ Verify that information on the Preliminary Demographic Verification Roster is correct, or assign Test Administrators to verify the information. If any student information is incorrect, it must be updated in APSCN/TRIAND prior to the first day of testing. See page 13 of this manual for further information.

#### Secure Materials Shipment

(separate for Geometry and Algebra I, and for Biology)

- \_\_\_\_\_ With your District Test Coordinator, inventory all materials against the School Packing List according to the instructions in this manual.
- \_\_\_\_\_ Keep the School Packing List for your records.
- \_\_\_\_\_ To inventory test booklets, use the School Packing List and the range sheet provided on the top of each shrink-wrapped package. Test booklets should be counted while they are in the shrink-wrapped package. **Secure materials may leave the district's secure location no more than five (5) school days before testing.** When not being used by students, test booklets must be kept in a securely locked area.
- \_\_\_\_\_ Make as many copies of *Affidavit 3—Test Administrator Security Form* as needed for each course to have all Test Administrators sign.
- \_\_\_\_\_ Make as many copies of the Test Booklet Security Form for each course as needed to check test booklets out to and in from all Test Administrators.
- \_\_\_\_\_ Complete the Test Booklet Security Forms according to the instructions provided in this manual.
- \_\_\_\_\_ Distribute test booklets to Test Administrators no earlier than the first day of testing.

## SCHOOL TEST COORDINATOR CHECKLIST

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

- \_\_\_\_\_ Follow the instructions provided in this manual for completing forms and organizing materials for return to the District Test Coordinator.
- \_\_\_\_\_ Inventory all secure test materials with each Test Administrator as they return them, and initial the appropriate Test Booklet Security Form indicating test booklets were returned after the final testing session.
- \_\_\_\_\_ Verify that **all** test booklets assigned to each Test Administrator have been returned and are in security ID number order with the lowest number on top and the highest number on the bottom.
- \_\_\_\_\_ Document any missing test booklets with a detailed letter of explanation. Attach the letter(s) to the appropriate Test Booklet Security Form.
- \_\_\_\_\_ Have each Test Administrator read and sign *Affidavit 3—Test Administrator Security Form* for the appropriate course(s). A separate copy of Affidavit 3 should be signed for each course.
- \_\_\_\_\_ Confirm that Test Administrators followed the procedures in the Test Administration Manuals for checking student answer documents and that the “Teacher Use Only” box has been properly completed.
- \_\_\_\_\_ Verify that **used\*** answer documents have been separated from **unused** answer documents and that answer documents for Students NOT Tested are included with the **used\*** answer documents. All answer documents, including blanks, returned to the scoring facility WILL be scored.
- \_\_\_\_\_ Complete Classroom/Group Information Sheets according to the instructions provided in this manual.
- \_\_\_\_\_ Place the Classroom/Group Information Sheet on top of the corresponding classroom’s **used\*** answer documents and reband them.
- \_\_\_\_\_ Verify that the course coded on the Classroom/Group Information Sheet matches the answer documents.
- \_\_\_\_\_ Verify that the number of **used\*** answer documents behind each Classroom/Group Information Sheet is accurately entered and gridded in Box 4.
- \_\_\_\_\_ Complete a School/Course Header Sheet for each course tested at your school according to the instructions provided in this manual.
- \_\_\_\_\_ Place the School/Course Header Sheet on the top of the appropriate **used\*** answer documents.
- \_\_\_\_\_ Verify that the course coded on the School/Course Header Sheet matches the answer documents.
- \_\_\_\_\_ Verify that the number of used answer documents coded in Box 3 of the School/Course Header Sheet is the sum of the numbers entered in Box 4 of all of the Classroom/Group Information Sheets for the appropriate course.
- \_\_\_\_\_ Band together all **unused** answer documents.
- \_\_\_\_\_ Organize all test booklets (**used** and **unused**) for each course tested in the school in sequential security ID number order with the lowest number on the top and the highest number on the bottom.
- \_\_\_\_\_ Verify that no answer documents are inside test booklets and band them together.
- \_\_\_\_\_ Enter the date materials are returned to the District Test Coordinator on the Test Booklet Security Form(s).
- \_\_\_\_\_ Place the appropriate Test Booklet Security Form on top of the test booklets for each course.
- \_\_\_\_\_ Read and sign *Affidavit 2—School Level Test Security Form* and verify that the Building Principal has also signed the form.
- \_\_\_\_\_ Place the Test Security Affidavits on top of the School/Course Header Sheet. Band all materials together.
- \_\_\_\_\_ Verify that materials are organized and banded EXACTLY as shown in the diagrams in this manual.
- \_\_\_\_\_ Return all materials to your District Test Coordinator.

\*Used answer documents include those for Students NOT Tested.

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## APPENDIX A

### 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 a teacher or administrator.
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 ADE.
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 Individual Education Plans, 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.

Continued on next page...

## APPENDIX A

### TEST SECURITY GUIDELINES (CONTINUED)

12. 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.
13. 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.
14. Students are not allowed to use scratch paper. The use of scratch paper is considered a breach of security.
15. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions.
16. 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).
17. 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.
18. 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.
19. 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.
20. **All** test booklets, used and unused, shall be inventoried subsequent to testing and returned to the appropriate 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.
21. 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.

## APPENDIX B

### 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 Plan (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 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:**

- 1 TRAN\***                    **a teacher transfers answers from the student's test booklet to an answer document**  
This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may **not** 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.)
- 2 REC\***                    **a teacher records the student's verbal responses and places them into his/her answer document**  
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.)
- 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**  
**Important:** *No portion of the reading test may be read to any student!*
- 8 MD**                    **magnifying devices**
- 9 NB**                    **noise buffer**
- 10 IS**                    **individualized scheduling**
- 11 ET**                    **extended time**  
**Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*

Continued on next page...

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

## APPENDIX B

### ACCOMMODATIONS FOR TESTING (CONTINUED)

- 12 LPT\***      **Large Print test booklet**  
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.
- 13 BT\***      **Braille test booklet**  
There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
- 14 AB**      **abacus**

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:**

- 1 LEP - ET**      **extended time**  
**Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*
- 2 LEP - WTWD**      **word-to-word dictionary**  
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.
- 3 LEP - IS**      **individualized scheduling**
- 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**  
**Important:** *No portion of the reading test may be read to any student!*
- 8 LEP - NB**      **noise buffer**

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

Accommodations that currently are NOT available include the following:

- 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 C

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

Special education students, limited English proficient students, and students with a 504 plan may receive the accommodation of having the 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 in Appendix G must be copied and signed by the currently licensed Arkansas staff 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 responses 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, Braille, or other approved accommodations), this transcription needs to be done by a teacher or administrator **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.

## APPENDIX D

### TRAINING FOR TEST ADMINISTRATORS

The following is an outline of a potential training agenda to be used by District and School Test Coordinators for training Test Administrators prior to the April 2009 administration of the End-of-Course Examinations. This agenda offers suggested topics for discussion and may be modified to meet the specific needs of districts.

### SUGGESTED TRAINING AGENDA

#### Test Administration Assignments

- Test Administrator Assignments for Specific Groups of Students
- Selected Test Administration Sites within School/District

#### Test Administration Schedule

- General Administration Schedule
- Specific Administration Schedule for School/District

#### Test Administrator Responsibilities and Preparations

- Test Administrator Responsibilities
- Preparing Students and Parents: Advance Notification of Testing, Student Identification Numbers, Calculator Use and Restrictions
- Preparing Materials: Testing Materials, Other Materials
- Preparing the Administration Site
- Proper Administration of Accommodations

#### Students to be Tested

- Review Information in the End-of-Course Test Administration Manuals and in this *District and School Test Coordinators' Manual*
- Accommodations for Testing (Appendix B)

#### Test Security

- Test Security Guidelines (Appendix A)
- Procedures for Test Security: Identify Secure Area, Securing Materials Each Day of Testing

#### Checklist for Test Administrators

- Review Checklist in the Test Administration Manuals

#### Procedures during Test Administration

- Review Test Administration Script Provided in the Test Administration Manuals

#### Procedures after Test Administration

- Review Completing the "Teacher Use Only" Box and Procedures for Completing the Free and/or Reduced Lunch Section (Appendix E)
- Review Return of Materials to School Test Coordinators

## APPENDIX E

### 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 the testing company.**

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 44 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.

There are 12 sections within the “Teacher Use Only” box: Course Taken (Algebra I and Geometry only), Monitored Former LEP, 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 “Teacher Use Only Box).

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 ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP) in the “Teacher Use Only” box. This information is already contained in 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, Monitored Former LEP, 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.

**IMPORTANT:** A student label **must** be used if one is provided for a student. Information in APSCN/TRIAND will override anything coded for the following sections of the “Teacher Use Only” box: ESI codes, 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 13 for more information about updating student demographic information.

## APPENDIX E

### COMPLETING THE “TEACHER USE ONLY” BOX (CONTINUED)

<b>TEACHER USE ONLY</b>	<b>SPECIAL EDUCATION ONLY</b>		<b>LEP ONLY</b>
<b>*Course Taken</b> <input type="radio"/> Geometry <input type="radio"/> Geometry A & B <input type="radio"/> Investigating Geometry <input type="radio"/> Other	ESI Codes ① AU    ⑤ MD    ⑨ SLD ② DB    ⑥ OI    ⑩ SLI ③ HI    ⑦ OHI    ⑪ TBI ④ MR    ⑧ SED    ⑫ VI	<input type="radio"/> Free and/or Reduced Lunch  <input type="radio"/> *Migrant Student  <input type="radio"/> Gifted and Talented	<input type="radio"/> Limited English Proficient (LEP)  <input type="radio"/> *LEP student less than one year in the U.S.
<b>*Monitored Former LEP</b> <input type="radio"/> Year 1 <input type="radio"/> Year 2	<b>*Special Education Accommodations</b> 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  <input type="radio"/> Student enrolled in school/district after October 1, 2008	<b>*LEP Accommodations</b> ① LEP - ET ② LEP - WTWD ③ LEP - IS ④ LEP - PREF ⑤ LEP - SMGT ⑥ LEP - INT ⑦ LEP - RMT/RWT/RST ⑧ LEP - NB
<b>Student NOT Tested</b> Mark the reason in Box 9 on page 2.			

#### \*Course Taken

Complete the Course Taken section of the “Teacher Use Only” box regardless of whether or not a student label is used. There is no Course Taken section for Biology.

#### \*Monitored Former LEP

Complete the Monitored Former LEP section of the “Teacher Use Only” box, as appropriate, regardless of whether or not a student label is used. 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 2 years after the transition.
- A student who was identified as LEP at some time in the prior two years but who no longer meets the State’s definition of LEP.

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

## APPENDIX E

### COMPLETING THE “TEACHER USE ONLY” BOX (CONTINUED)

#### ESI Codes

A student’s ESI (Exceptional Student Identification) code does not need to be coded if a student label is used. If a student label is not used, complete the ESI Codes section of the “Teacher Use Only” box, as appropriate. 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. 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                                |
| 2  | DB  | deaf-blindness                        |
| 3  | HI  | hearing impairment                    |
| 4  | MR  | mental retardation (both TMR and EMR) |
| 5  | MD  | multiple disabilities                 |
| 6  | OI  | orthopedic impairment                 |
| 7  | OHI | other health impairment               |
| 8  | SED | serious emotional disturbance         |
| 9  | SLD | specific learning disability          |
| 10 | SLI | speech or language impairment         |
| 11 | TBI | traumatic brain injury                |
| 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 B** 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 buffers   |
| 10 | IS          | individualized scheduling   |
| 11 | ET          | extended time   |
| 12 | LPT         | Large Print test booklet  |
| 13 | BT          | Braille test booklet  |
| 14 | AB          | abacus  |

**Do not code** the Special Education Accommodations section for 504 students. However, a student may still receive accommodations that are in that student’s 504 plan and used regularly in the classroom.

**Important:** Accommodations 1, 2, 7, 12, and 13 require 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.

## APPENDIX E

### COMPLETING THE “TEACHER USE ONLY” BOX (CONTINUED)

#### **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 Barbara Smith 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 in the district after October 1, 2008.

#### **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.

#### **\*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.

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

## APPENDIX E

### COMPLETING THE “TEACHER USE ONLY” BOX (CONTINUED)

#### \*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.

#### \*Student NOT Tested

An answer document **MUST** be submitted for any student who was scheduled to take the *Geometry*, *Algebra I*, or *Biology End-of-Course Examination* or received a label but **did not take ANY portion of the test**. Fill in the circle for the reason (mark **ONLY** one) the student did not take any portion of the test on page 2 of the student answer document. All student labels sent to schools must be used on answer documents. If the reason the student did not test is not listed on page 2, the District Test Coordinator must contact Dr. Potter’s office at the ADE at 501-682-4558 for further instructions.

TEACHER USE ONLY	
<b>9</b>	<p><b>*Student NOT Tested</b></p> <p>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>Geometry End-of-Course Examination</i> but <b>did not take ANY portion of the test</b>. Instructions for completing page 1 are provided in the <i>Test Administration Manual</i>. <b>Fill in the circle for the reason (mark ONLY one) the student did not take ANY portion of the test.</b></p> <ul 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 a Geometry course</li> <li>Ⓧ Withdrew from school or course</li> <li>Ⓨ Student has already taken the <i>Geometry End-of-Course Examination</i></li> <li>Ⓩ SRT</li> </ul>

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

**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 District Test Coordinator must notify Dr. Potter’s office at the ADE of all students refusing to take all portions of the test.

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

## APPENDIX F

### 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 dates listed on page 4 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 End-of-Course Examinations  
for Algebra I, Geometry, and Biology  
April 2009

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 no later than Monday, April 20, 2009. 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 Rptng ID Number	SS ID	Gender	Ethnicity*	ESI Codes	LEP	Free/Reduced Lunch	Gifted/Talented
Daley, Charles P	11	03-19-90	1234567890	987654321	M	3		Y	Y	N
Fitzgerald, Scott	11	04-09-91	2345678901	876543210	M	2	AU	N	N	N
Herzog, Brenda K	11	05-31-90	3456789012	765432109	F	5		N	N	N
Liverpool, Angela	11	07-15-90	4567891098	654321098	F	2	OHI	Y	Y	Y
Xuing, Yo	11	09-01-90	5678901234	543210987	M	1		N	N	N

\*Ethnicity Codes: 1 = Asian/Pacific Islander, 2 = African American, 3 = Hispanic, 4 = Native American, 5 = Caucasian

1. District LEA and District Name
2. School LEA and School Name
3. Subject
4. *Table*

Student Name: Last Name, First Name, Middle Initial

Grade

Date of Birth

State Rptng ID Number—10-digit State Reporting Identification Number

SS ID—Social Security Number or Federally-Assigned Identification Number

Gender: F = Female; M = Male

Ethnicity:    1—Asian/Pacific Islander                      2—African American                      3—Hispanic  
                  4—Native American                                      5—Caucasian

ESI Codes:

AU—autism

OHI—other health impairment

DB—deaf-blindness

SED—serious emotional disturbance

HI—hearing impairment

SLD—specific learning disability

MR—mental retardation (both TMR and EMR)

SLI—speech or language impairment

MD—multiple disabilities

TBI—traumatic brain injury

OI—orthopedic impairment

VI—visual impairment

Blank—no ESI code reported

LEP: Y = Yes, the student is a Limited English Proficient student; N = No, the student is not a Limited English Proficient Student

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

Gifted/Talented: Y = Yes, the student is identified as Gifted and Talented; N = No, the student is not identified as Gifted and Talented

## APPENDIX G

The forms listed below are provided on the following pages of this manual:

- Affidavit Waiver Form for Providing an Approved Accommodation
- Additional Material Order Form
- Secure Material Transfer Form
- Administration Feedback Form



# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## End-of-Course Examinations for Geometry, Algebra I, and Biology Affidavit Waiver Form for Providing an Approved Accommodation April 2009

I provided an approved testing accommodation for:

\_\_\_\_\_ Student's Name \_\_\_\_\_ Answer Document Number

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

of the \_\_\_\_\_ April 2009 End-of-Course Examination for test booklet  
Geometry/Algebra I/Biology

form \_\_\_\_\_ (enter the letter from the upper right corner of the test booklet cover). 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*



# End-of-Course Examinations Additional Material Order Form April 2009

District Name: \_\_\_\_\_ LEA #:   -

District Contact: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Please indicate the materials needed by entering the quantities below, and fax a copy of this form to:  
**Questar Assessment, Arkansas Customer Service – FAX: 866-688-0419**

Quantity **Manuals**

- \_\_\_\_\_ *District & School Test Coordinators' Manual*
- \_\_\_\_\_ Test Administration Manual – Geometry
- \_\_\_\_\_ Test Administration Manual – Algebra I
- \_\_\_\_\_ Test Administration Manual – Biology

Quantity **Answer Documents and Test Booklets**

- For:  Geometry  Algebra I  Biology
- \_\_\_\_\_ Test Booklet
  - \_\_\_\_\_ Answer Document
  - \_\_\_\_\_ Large Print Test Booklet
  - \_\_\_\_\_ Braille Test Booklet

Quantity **Ancillary Materials**

- \_\_\_\_\_ School/Course Header Sheet
- \_\_\_\_\_ Classroom/Group Information Sheet
- \_\_\_\_\_ Biology Affidavits (set)
- \_\_\_\_\_ Geometry and Algebra I Affidavits (set)
- \_\_\_\_\_ Parent Notification Pamphlets (pack of 25)
- \_\_\_\_\_ Rulers (Geometry and Algebra I only)
- \_\_\_\_\_ Large Print Ruler (Geometry and Algebra I only)
- \_\_\_\_\_ Braille Ruler (Geometry and Algebra I only)
- \_\_\_\_\_ Line Placement Template
- \_\_\_\_\_ Paper Bands
- \_\_\_\_\_ Student Labels
- \_\_\_\_\_ Course            School Name
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ Preliminary Demographic Verification Roster
- \_\_\_\_\_ Course            School Name
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

\_\_\_\_\_ Test Booklet Security Forms

<u>Course</u>	<u>School Name</u>
_____	_____
_____	_____
_____	_____

Quantity **District Return Materials**

- \_\_\_\_\_ Geometry and Algebra I Answer Document Return Instructions
- \_\_\_\_\_ Biology Answer Document Return Instructions
- \_\_\_\_\_ Geometry and Algebra I Answer Document Return Verification Form
- \_\_\_\_\_ Biology Answer Document Return Verification Form
- \_\_\_\_\_ Geometry Answer Document Transmittal Form
- \_\_\_\_\_ Algebra I Answer Document Transmittal Form
- \_\_\_\_\_ Biology Answer Document Transmittal Form
- \_\_\_\_\_ Geometry and Algebra I Answer Document Return Labels (Pink)
- \_\_\_\_\_ Biology Answer Document Return Labels (Yellow)
- \_\_\_\_\_ Geometry and Algebra I Answer Document UPS Labels
- \_\_\_\_\_ Biology Answer Document UPS Labels
- \_\_\_\_\_ Geometry and Algebra I Test Booklet Return Instructions
- \_\_\_\_\_ Biology Test Booklet Return Instructions
- \_\_\_\_\_ Geometry and Algebra I Test Booklet Return Verification Form
- \_\_\_\_\_ Biology Test Booklet Return Verification Form
- \_\_\_\_\_ Geometry and Algebra I Test Booklet Return Labels (Gray)
- \_\_\_\_\_ Biology Test Booklet Return Labels (Blue)
- \_\_\_\_\_ Geometry and Algebra I Test Booklet UPS Labels
- \_\_\_\_\_ Biology Test Booklet UPS Labels

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





Arkansas  
Comprehensive Testing, Assessment,  
and Accountability Program

# SECURE MATERIAL TRANSFER FORM

Examination:

District LEA #:

Name of District Transferring:

No. of Documents Transferred:

Security ID Number(s) Transferred:

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Signature of Sender:

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Date:

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Examination:

District LEA #:

Name of District Receiving:

No. of Documents Received:

Security ID Number(s) Received:

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Signature of Receiver:

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Date:

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**Instructions:** Each district involved in the transfer of secure materials shall retain a copy of this form. A copy shall be faxed to ADE at (501) 682-4886 and to Questar at (866) 688-0419, ATTN: Katie Asp. Each district must also staple a copy of this Secure Material Transfer Form to the appropriate school's Test Booklet Security Form(s) **AND** must note the transfer on *Affidavit - District Level Security Form*.



# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

## End-of-Course Examinations Administration Feedback Form April 2009

Please make a copy of this page and use it to report any problems that occurred during the April 2009 administration of the End-of-Course Examinations.

District Name: \_\_\_\_\_ LEA #: -

Person Responding: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### FEEDBACK/COMMENTS

Materials Receipt: \_\_\_\_\_

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Testing Materials/Manuals: \_\_\_\_\_

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Return of Materials: \_\_\_\_\_

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Other Issues: \_\_\_\_\_

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This form may be mailed/faxed to:

Katie Asp  
Questar Assessment, Inc.  
5550 Upper 147<sup>th</sup> Street West  
Apple Valley, MN 55124  
FAX: 866-688-0419

If you have any questions, please call Questar at 800-643-8547, and ask for Katie Asp.





# ACTAAP

**Arkansas Comprehensive Testing, Assessment, and Accountability Program**

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