



TEST ADMINISTRATION MANUAL

**Spring Administration
Online, Paper/Pencil, and Accommodated Forms**

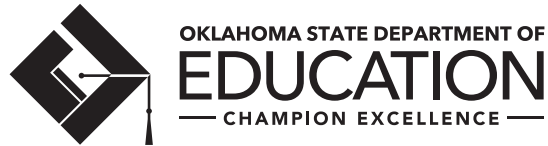
**GRADE 6: ENGLISH LANGUAGE ARTS AND MATHEMATICS
GRADE 7: ENGLISH LANGUAGE ARTS AND MATHEMATICS
GRADE 8: ENGLISH LANGUAGE ARTS, MATHEMATICS,
AND SCIENCE**

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Contact Information

For information regarding Oklahoma School Testing Program (OSTP) policies and procedures, contact the Office of Assessments at Oklahoma State Department of Education.



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Questions regarding the OSTP test materials, online or paper/pencil testing, and receipt and pickup of materials should be made by the District Test Coordinator and directed to the Measured Progress Oklahoma Service Desk.



Measured Progress Oklahoma Service Desk

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Phone: (866) 629-0220

Help & Support Site:

oklahoma.onlinehelp.measuredprogress.org/

No person is to read or view the contents of a test book or an online test at any time, except the student taking the test at the time of testing.

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Grades 6–8 Testing Dates

Oklahoma School Testing Program Administration Dates

**2017–2018 School Year
English Language Arts,
Mathematics, and Science**

**Paper/Pencil Assessment Window
April 2–20, 2018**

**Online Assessment Window
April 2–27, 2018**

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The Oklahoma School Testing Program

Introduction

Measured Progress is pleased to serve as the vendor for the Oklahoma School Testing Program (OSTP), for Grades 3–8. The OSTP will assess student proficiency relative to the Oklahoma Academic Standards (OAS). It is important that the guidelines within the *Test Administration Manual* are adhered to as schools administer the assessment program.

The Success of the OSTP

Administration of the OSTP is an important professional responsibility. Usefulness of the test results depends on the accuracy of each student's performance. Experience shows that student performance is highly dependent upon the student's motivation and attitude toward the test, the preparedness of the Test Administrator, the physical arrangements for testing, and adherence to clearly provided instructions.

Closely read this manual. All steps for distributing and administering the test materials are essential to the successful standardization of the OSTP. Test Administrators must understand the detailed processes and the roles and responsibilities required of themselves and others for a successful test administration.

Testing All Students

Oklahoma law states that tests shall be administered to every student enrolled in a tested grade in the public schools of Oklahoma. Every student will be administered all the designated state tests, with or without accommodations, or each student must be administered alternate tests by the student's district and the results reported to the State Department of Education (SDE).

If a student is not tested due to absence, alternate testing, or any other reason, the student demographic information must still be provided to Measured Progress. This will allow every student who is enrolled in assessed grade levels and contents to be accounted for during testing.

For accountability, Federal/State law requires that no less than 95% of students enrolled must be tested.

- A. **IEP/504:** Students requiring special accommodations shall have on file an appropriate statement in his or her Individualized Education Program (IEP) or Section 504 Plan requiring administration of the OSTP or an alternate assessment accepted by the State Special Education Office.
- B. **Absent Students:** Students who are absent during their assigned test administration should be given the tests upon their return to school. **Please provide every absent student an opportunity to make up tests within the state's testing window.** Federal law requires that no less than 95% of students enrolled in each student subgroup be tested.
- C. **Emergency Medical Exemptions:** In the case of a significant medical emergency which would prevent a student from participating in the OSTP, an exemption request may be electronically submitted through the SDE Single Sign-on Testing Status Application. This request must be approved by a review committee at the SDE.

Test Security—Legal Requirements

All personnel involved in testing share the responsibility for ensuring that all materials and student responses are handled in a secure and confidential manner and in accordance with security mandates and other general procedures. **Test materials should never be left out in unattended areas, reproduced in any manner, or leave the school building without written consent from the SDE.** Violation of regulations can result in revocation of a person’s teaching, counseling, or administrative certificate, and/or other certifications.

Nondisclosure of Test Contents

It is prohibited to use secure items as instructional tools for student “practice” – either verbatim or in re-worded forms.

Test contents are not to be viewed prior to the testing session by anyone. Once a test session has begun, no one other than the student being tested is allowed to view the test contents on the computer screen or in the test booklet. For security purposes, all paper test books are wafer sealed. Students are not to disclose test contents to anyone.

The one exception to this rule is a Test Administrator (TA) who is reading aloud test items as part of a valid documented accommodation for an IEP, Section 504, or an ELL student. The TA should read from a separate test booklet that matches the form being administered. The test booklet serial number should be recorded on a Nondisclosure Agreement (NDA) Form, and both the Test Administrator and Test Proctor must sign the NDA form.

Smart Technology Devices Policy

Due to testing security purposes, test items and answers may be not be recorded, reproduced, or transmitted in any way, within or outside of the testing environment. Cell phones and any other devices that have the capability of recording, reproducing, or transmitting test items within or outside of the testing location are prohibited.

The presence of student cell phones or other communication devices may result in a breach in test security. It is important that school administrators and staff establish and communicate this policy to parents and students.

Responsibilities of the Test Administrator

The Test Administrator (TA) must be a certified employee of the school district and cannot be related to the Test Proctor or any student in the test session. The TA must be trained by either the Building Test Coordinator (BTC) or the District Test Coordinator (DTC) in all testing and security procedures prior to testing to ensure standardization across administrations.

Before Day of Testing:

- Attend training provided by the BTC or DTC for proper testing procedures and test security (be sure to fill out a sign-in sheet when attending training). Contact the BTC or DTC with any test-related issues or questions.
 - **Note: Training Modules and PowerPoints are also available on the Oklahoma Help and Support page <http://oklahoma.onlinehelp.measuredprogress.org/>**
- Review **Test Security and Validity Rules**. Oklahoma Administrative Code 210:10-13-4
- Remove or cover bulletin boards or posters in the testing site that contain visual aids.
- Preview the *Test Administration Manual* several days prior to testing.
- Review both the ***OSTP IEP/504 Accommodations Manual*** and the ***OSTP ELL Accommodations Manual*** for guidance and procedural requirements.

Before Start of Testing:

- Inventory test materials received from the BTC.
- Secure additional materials needed for testing (e.g., No. 2 pencils, scratch paper, and/or unmarked grid paper for mathematics tests).
- Ensure all proper policies are followed for students who require special accommodations.
- Ensure electronic communication devices are not present while in the test administration site (e.g., cell phones, cameras, smart glasses, etc.)
- Ensure all desks are cleared and that each student has two sharpened No. 2 pencils with erasers.

- Approved calculators may be used by Grades 6–8 Mathematics and Science students. Ensure that the memory has been cleared and/or programs have been disabled. (See Appendix C: Calculator Policy.)
- Confirm a Test Proctor (one needed for every 25–35 students) is present for the test administration site.
- Place a “TESTING: DO NOT DISTURB” sign on the door to the classroom to minimize interruptions.

Paper based testing:

- Complete the Classroom Security Form with *Student Name, Unique Test Book ID Number, and Form Number*.
- Student labels should be applied to the appropriate answer documents. If you did not receive a student label, the student’s Name, Date of Birth (DOB), and State Student ID number (SSID) and demographic information must be bubbled on the answer document.

During Testing:

- TAs and TPs must remain in the testing session at all times to maintain and oversee security of tests.
- Notify the BTC of any possible test invalidations or violations.
- Actively monitor students to ensure that students are working productively and maintaining test security.
- Record any observations in a log.

Computer based testing:

- Ensure that students are able to log in to their scheduled test and that they understand how to navigate through the test.
- Notify the BTC of any technical issues as soon as they occur.

After Testing:

- Collect all test materials (booklets, answer documents or login tickets, and scratch paper) from students after each testing session.
- Ensure that the calculator memory has been cleared. (See Appendix C: Calculator Policy)
- Move students who need additional time to the predetermined location.
- Sign the Test Administrator/Proctor Test Security Form.
- Return all test materials to your BTC.

Paper based testing:

- Verify test booklet ID numbers to Student Names on the Classroom Security Form.
- Ensure students who do not participate in OSTP due to certain circumstances have a multiple-choice answer combined answer document returned for accountability purposes. The appropriate bubble(s) MUST be filled in on the back of each answer document.

□ Separate scorable and nonscorable test materials.

- **Scorable test materials include:**

- OSTP integrated test booklets (Grade 8 ELA Book 1, Section 1)
- OSTP used combined answer documents
- Any booklets/documents transcribed from Braille, Large-Print, R1 Accommodation (mark answers in test booklet), or R3 Accommodation (typed response)

- **Nonscorable test materials include:**

- OSTP unused integrated test booklets (Grade 8 ELA Book 1, Section 1)
- OSTP unused combined answer documents
- OSTP used and unused test booklets
- OSTP used and unused Braille and Large-Print test booklets
- Student Test Tickets
- Scratch and/or unmarked grid paper

In the presence of a Test Proctor:

- Inspect each scorable answer document/test booklet to confirm:
 - it has a student ID label or the demographic information is bubbled properly,
 - it has no stray marks that would hinder the machine scoring,
 - and it is in good condition, free of eraser bits, rough drafts, scratch paper, or additional writing pages.
- Transcribe student responses from accommodated tests to standard scorable answer documents/test booklets, place the original student response in the inside front cover of scorable answer document/test booklet or,
- For Large-Print and Braille, the student responses must be transcribed into the standard scorable answer documents/test booklet provided in the kits. Return the original Large-Print and Braille test documents with the nonscorable materials.
- Count the number of used standard answer documents you are returning separately for each grade. As you count, arrange the answer documents so that the student name grids on the front covers are facing up (the booklets do not need to be alphabetized).
- Do not use paperclips, rubber bands, or any other fasteners that might damage the edges of the scorable integrated test booklets or combined answer documents.
- Ensure that sticky notes were not placed on any scorable materials. If sticky notes were placed on an integrated test booklet or combined answer document, please remove them.

This is extremely important since any damage will interfere with proper machine scanning.

Responsibilities of the Test Proctor

The Test Proctor (TP) is an adult (18 +) other than the Test Administrator (TA) who monitors the test administration. This adult must be approved by the building principal and can be a member of the faculty or community, but does not have to possess an Oklahoma Teaching Certificate. The TP cannot be related to the TA or any student in the testing session. A TP is required for every testing session. For large groups, one is needed for every 25–35 students. It is the responsibility of DTCs, BTCs, and TAs to inform TPs of their duties during the test administration. For a paper/pencil read aloud, the TP must be employed by the school district. **There must be a Test Proctor in a testing session at all times.**

The main job of the Test Proctor is to observe that testing procedures are followed and report any irregularities in the testing procedure.

Before Day of Testing:

- Attend training provided by the BTC or DTC for proper testing procedures and test security (be sure to fill out a sign-in sheet when attending training). Contact the BTC or DTC with any test-related issues or questions.
 - **Note: Training Modules and PowerPoints are also available on the Oklahoma Help and Support page <http://oklahoma.onlinehelp.measuredprogress.org/>**
- Review **Test Security and Validity Rules**. Oklahoma Administrative Code 210:10-13-4

Before Start of Testing:

- Arrive at least fifteen minutes before the first test is administered.
- Observe that all posters and visual aids have been covered or removed within the testing site.
- Ensure electronic communication devices are not present while in the test administration site (e.g., cell phones, cameras, smart glasses, etc.)
- Ensure all desks are cleared and that each student has two sharpened No. 2 pencils with erasers.
- Assist in maintaining the security of all test materials.

During Testing:

- TPs may help with distributing test materials to students under the guidance of the TA.
- Observe that the directions have been read from a script provided in the *Test Administration Manual*.
 - **NOTE:** All directions are to be given at the **beginning** of the session for each test. Students are allowed to ask questions **after** directions are given and **before** the signal is given for students to begin. Such questions are allowed to ensure that clarification of test directions is accomplished.
- Closely monitor the test administration and record observations in a log.
- If test “irregularities” occur, the TP should inform the TA as silently and unobtrusively as possible. In addition, the TP may assist the TA with finding solutions as needed. Such “irregularities” may include, but are not limited to, the following examples of student behaviors:
 - Marking answers without reading test questions.
 - Talking to another student (or other similarly disturbing behaviors).
 - Becoming ill and having to leave the room.
 - Looking at another student’s test booklet/answer document or computer screen.
- TAs and TPs must remain in the testing session at all times to maintain and oversee security of tests by:
 - Ensuring that **no person** reads or views the contents of a test at any time except the student taking the test at the time of testing.
 - Verifying that test materials are locked in a storage area at all times when not in use for official test administration purposes.
 - Reporting breaches of test security regulations to the TA and the BTC.
- The TP is to refrain from talking to the TA and/or students while students are reading and responding to test items. During this time, it is preferable that the TP sit quietly and observe as unobtrusively as possible.

After Testing:

- Help collect and organize test materials for return to the BTC.
- Report any unusual circumstances or breaches of test security regulations to the TA, BTC, and/or the building principal.
- Observe and assist TA checking test booklets for random marks.
- Observe TA transcribe responses from accommodated tests to standard scorable documents/test booklets.
- Help organize test materials for return to the BTC.
- Sign the Test Administrator/Proctor Test Security Form. Signing this form verifies that all OSTP regulations were followed during the test sessions monitored.

OSTP Testing Schedule

Testing Schedule Information

UNDER NO CIRCUMSTANCES SHOULD YOU BEGIN A TEST UNLESS THERE IS ENOUGH TIME TO COMPLETE IT. The following tables list approximate times required to complete each section of the assessments. These approximations are to be used solely for scheduling purposes.

The tests are not timed; students should be given additional time if needed. It is highly recommended to only extend the testing session by double the maximum times recommended in the charts below. The additional time is available as an immediate extension of the current testing session; it is not available as a separate testing session at another time.

Test sections must be administered in sequential order with the exception of Grade 8 English Language Arts Book 1, Section 1. Section 1 (the writing prompt) can be administered either before or after the multiple-choice sections. Students who are absent during testing must still test in sequential order during a make-up session upon their return.

Students who finish early may read or sit quietly until the end of the test session.

Paper/Pencil versions of the test are available for those students with accommodations and will follow the same time estimates.

OSTP GRADES 6, 7, AND 8 MATHEMATICS	
Directions	Approximately 20 minutes
Section 1— Multiple-Choice	Approximately 40 minutes
Section 2— Multiple-Choice	Approximately 40 minutes
Total	Approximately 100 minutes <i>(Suggested Maximum Time: 200 minutes)</i>

OSTP GRADES 6 AND 7 ENGLISH LANGUAGE ARTS (ELA)	
Directions	Approximately 30 minutes
Section 1— Multiple-Choice	Approximately 50–60 minutes
Section 2— Multiple-Choice	Approximately 70–80 minutes
Total	Approximately 150–170 minutes <i>(Suggested Maximum Time: 300–340 minutes)</i>

OSTP GRADE 8 SCIENCE	
Directions	Approximately 10 minutes
Section 1— Multiple-Choice	Approximately 50–60 minutes
Section 2— Multiple-Choice	Approximately 50–60 minutes
Total	Approximately 110–130 minutes <i>(Suggested Maximum Time: 220–260 minutes)</i>

OSTP GRADE 8 ENGLISH LANGUAGE ARTS (ELA)	
Directions	Approximately 20 minutes
Section 1— Writing Prompt	Approximately 55 minutes
Directions	Approximately 20 minutes
Section 2— Multiple-Choice	Approximately 40 minutes
Section 3— Multiple-Choice	Approximately 40 minutes
Total	Approximately 175 minutes <i>(Suggested Maximum Time: 350 minutes)</i>

Online Testing

Before Online Testing

As a Test Administrator (TA) for online tests, you are required to follow the same security procedures as when administering paper/pencil test.

Ensure you have the required test materials.

a paper or electronic copy of the <i>Test Administration Manual</i> (TAs may use state-approved devices for reading and referencing manuals. Approved: Desktop Computer, Laptop Computer, Tablet, iPad. Not Approved: Any Cell Phone Device.)	one Student Login ticket for each student (Make sure all test materials, including student login tickets, are stored in a secure location prior to testing.)
a "Testing: Do Not Disturb" sign for the door	scratch paper and/or unmarked grid paper
a Test Administrator/Proctor Sign-in Sheet (See the Help and Support Site for an example.)	approved calculators (See Appendix C.)
one computer for each student	all students are scheduled for a test

During Online Testing

Make sure that a Test Proctor is present before beginning the directions for the assessment; the Test Proctor must be present the entire testing session.

To ensure a standardized administration that produces accurate achievement results, all Test Administrators must follow the same steps when administering the tests. Begin a testing session only once all students are present.

Read aloud the **bold type** material that is preceded by the word "Say." Brackets [] indicate text that should be read for specific tests. Read only the text within the brackets that applies to the test being administered. Italicized material is information for you that should not be read aloud to the students.

Read the directions to the students **exactly** as they are written, using a natural tone and manner. If you make a mistake while reading, stop and say, "No, that is wrong. Listen again." Then read the directions again. **Never deviate from the directions as written. Deviating in any way from the printed directions is a testing violation.**

Sample Questions have been standardized by grade span and content area to allow for mixed grouping. Students may be combined by grade spans for test administration of a single content. For example, students in grades 4 & 5 taking the Mathematics Assessment can be grouped into one location. The approved grade span groupings are 4–5 and 6–8 for multiple-choice sections. English Language Arts Section 1 for Grades 5 and 8 should be given at a separate time due to the writing prompt.

Be sure students understand the directions, how to mark answers, and the use of tools to mark answers, and the use of tools. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

If a student must leave the room for a short period during the test session, the student should click on the Pause Test button, which appears at the bottom of each screen. The student will have 15 minutes to resume his or her test. If the time exceeds 15 minutes while paused, or no student activity is detected for 60 minutes during the test, the student will be unable to get back into the test. A Proctor Password is required to unlock the test. The BTC must contact their DTC for that password.

Note: During testing, only one student at a time should be allowed to leave the room. While in a "Pause" mode, students should not visit with other students, go to their lockers unassisted, or take a lunch break.

Grade 8 ELA Section 1—Online Testing

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Test Administrators may pass out pencils, Student Test Login Tickets and scratch paper before testing for all students to use. Students will need Login ID and Password information printed on the Student Test Login Ticket to enter the test. All scratch paper and Student Test Login Tickets should be collected before students leave the testing session. At this time, write the Session Access Code for Section 1 on the board. [Only place one Access Code on the board at any one time.]*

Say: **Today you will take the online Grade 8 English Language Arts Test – Section 1. It is important that you do your best on this test. You have been given a Student Test Login Ticket, scratch paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper and Student Test Login Ticket will be collected at the end of this testing session.**

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must not be present in the testing environment.

Hold up a Student Test Login Ticket and point to the “student name and date of birth.”

Doe, Jane M DOB: 1/1/2001 Demo Form Username: 62325277 Password: 2FA5B3AE
--

Say: **Look at your Student Test Login Ticket. Your name and date of birth should appear on the first and second lines. If you have a ticket for someone other than yourself, please raise your hand now.**

Pause. Make sure students check the name on their tickets.

Say: **Double-click the test icon on your desktop. Once the program opens, you will see a student login page. (Note that for iPad and Chromebook users, the icon may be slightly different.)**



Wait for everyone to have the student login page displaying on their screens. Remember, no other programs should be running with the OSTP testing program.

Raise your hand if you do not see the login page.

Work with students who need extra help opening the program.

Say: **Carefully type the student Username and Password in the login screen exactly as it appears on the ticket. Then click the “Sign In” button. Keep your login ticket on your desk. It will be collected at the end of this test.**

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.

Work with any students who may need extra help logging into the program.

Say: **Click on the “ELA Section 1” button. At the bottom of this screen, you will see a Session Access Code field. Type in the Session Access Code for Section 1 that I have placed on the board as I read it out loud. (Read the Session Access Code out loud.) Now click on the Submit button. Please raise your hand if you are not viewing Directions for English Language Arts Section 1.**

Pause; wait for students to raise their hands.

**If a student is assigned any accommodations, they will be presented with an Options page prior to the section directions.*

Say: **Look at the directions on your computer screen. Follow along as I read them aloud.**

Today you will be tested in English Language Arts. For this test, you will answer a writing prompt. It is important that you do your best. If you are not sure of the writing prompt, you should still attempt to answer it.

Use the answer provided to respond to the prompt.

When scorers evaluate your writing, they will look for evidence that you can:

- **address the prompt;**
- **develop your ideas thoroughly;**
- **organize your ideas;**
- **stay focused on your purpose for writing;**
- **make your writing thoughtful and interesting; and**
- **use correct spelling, capitalization, punctuation, grammar, usage, and sentence structure.**

Writing Task Planning

- **Only your writing in the answer space will be scored. Using the Writer’s Checklist tool, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.**

Say: **Do not click the submit button until you are completely finished with your writing. Once you click submit you will not be able to return to your response.**

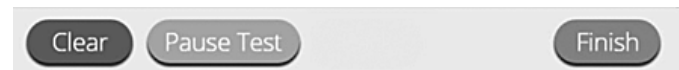
Are there any questions on the directions?

Pause; answer any questions students may have.

Say: **If there are no other questions, click on the “Continue” button.**



Say: **Look at the buttons on the bottom right of the screen.**



These are your navigation buttons. “Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the page. “Pause Test” will log you out and require you to log back in before continuing the test. If you click this button, you will be asked if you are sure you want to pause the test.

Say: **Keep in mind that only the responses captured in the answer space will be scored.**

Say: **In the bottom left corner is your toolbox. You will see several tools available to use on this test.**

abc The guideline tool provides a small window the student can move up or down the page to cover some of the words to help them with reading. The student can also resize it to add more “white” space or more “gray” space.



The highlighter and sketch tool will open a highlighter, several colored pencils, and an eraser. Use this item to highlight parts of the text or question you want to stand out. Do not use it to write your answers. Click on this tool now.



Click on the yellow highlighter and highlight a word in the item. Now click on the blue pencil and circle a word in the item. You can erase the marks you just made by clicking on the eraser and then clicking on the mark. Click the “X” in the upper right corner of the tool to close the highlighter and sketch tool.



The reference tool will access the Writer’s Checklist.

Say: **You may have as much time as you need to complete this test. This is not a timed test. If you are not finished with the section when time is called, you will be given additional time as an immediate extension of this testing session.**

If you are using scratch paper as a tool to plan your response to the prompt, keep in mind that the online test will log you out after 60 minutes of inactivity. Please be sure to move about in the OSTP Online System to prevent this from occurring. Students need to be actively typing an essay response in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

Say: **The English Language Arts Online Test uses a vertical split screen format. Passages will appear on the left-hand side of the screen, and the questions will appear on the right-hand side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the passage text as well as for some of the questions.**

Say: **As you move through the test, the prompt will ask you to compare two related passages. Read passage number 1 and then click tab 2 at the top of the screen to read the second passage. This will allow you to switch between the two passages.**

Are there any questions? Answer any questions the students may have.

Say: **When you are finished, click the “Finish” button to be taken to the Summary Page. You can click on “Return to test” to go back to review your response, if you would like. When you are satisfied with your response, click “Turn In.” This will end Section 1 Writing. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

Say: **You may now begin.**

While students are working, walk around the room to see that they are following directions and that they are not looking at another student’s test. Do not give help with reading any part of the test or with their writing.

If, at the end of the approximate testing time, you notice that any students need more time, have them continue in the room or another room with a Test Administrator and Test Proctor present.

When testing has completed, collect all Student Test Login Tickets and any scratch paper before students leave.

ELA*, Mathematics, and Science—Online Testing

*ELA Grade 8 – Directions for sections 2 and 3.

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Test Administrators may pass out pencils, Student Test Login Tickets, and scratch and/or unmarked grid paper before testing for all students to use. Students will need Login ID and Password information printed on the Student Test Login Ticket to enter the test. All scratch paper and Student Test Login Tickets should be collected before students leave the testing session. At this time, write the Session Access Code for Section [#] on the board. [Only place one Access Code on the board at any one time.]*

Say: **Today you will take the online [grade level, course name] test. It is important that you do your best on this test. You have been given a Student Test Login Ticket, scratch paper, [unmarked grid paper] and a pencil. Only use the scratch paper that has been provided. Your scratch paper and Student Test Login Ticket will be collected at the end of this testing session.**

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must not be present in the testing environment.

Hold up a Student Test Login Ticket and point to the “student name and date of birth.”

Doe, Jane M DOB: 1/1/2001 Demo Form Username: 62325277 Password: 2FA5B3AE
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Say: **Look at your Student Test Login Ticket. Your name and date of birth should appear on the first and second lines. If you have a ticket for someone other than yourself, please raise your hand now.**

Pause. Make sure students check the name on their tickets.

Say: **Double-click the test icon on your desktop. Once the program opens, you will see a student login page. (Note that for iPad and Chromebook users, the icon may be slightly different.)**



Wait for everyone to have the student login page displaying on their screens. Remember, no other programs should be running with the OSTP testing program.

Raise your hand if you do not see the login page.

Work with students who need extra help opening the program.

Say: **Carefully type the student Username and Password in the login screen exactly as it appears on the ticket. Then click the “Sign In” button. Keep your login ticket on your desk. It will be collected at the end of this test.**

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.

Work with any students who may need extra help logging into the program.

Say: **Click on the “Section [#]” button. At the bottom of this screen, you will see a Session Access Code field. Type in the Session Access Code that I have placed on the board as I read it out loud. [Read the Session Access Code out loud.] Now click on the Submit button. Please raise your hand if you are not viewing [grade level, course name] Directions. Pause; wait for students to raise their hands.**

**If a student is assigned any accommodations, they will be presented with an Options page prior to the section directions.*

Look at the directions on your computer screen. Follow along as I read them aloud.

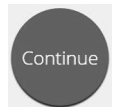
Say: *(Read for ELA ONLY)* **Today you will be tested in [course name]. Some of this material may not be familiar to you, but it is still important that you do your best answering the questions. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time for each question. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see the question with all four answer choices. Be sure that you have seen all answer choices before making your selection.**

(Read for Mathematics and Science ONLY) **Today you will be tested in [course name]. Some of this material may not be familiar to you, but it is still important that you do your best answering the questions. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time for each question. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see the question with all four answer choices. Be sure that you have seen all answer choices before making your selection. Each technology-enhanced question will have specific directions explaining how to answer that question.**

Say: **The first questions are samples to give you an opportunity to try out the tools on the operational test.**

To select your answers using your mouse, position the pointer over an answer and click once. For those of you using a touch screen, position your finger over the answer and tap the screen once. If you click or touch the area around the answer to the right of the actual letter, you will select that answer.

Select the “Continue” button.



Say: **Look at the buttons on the bottom right of the screen.**



These are your navigation buttons. “Pause Test” will log you out and require you to log back in before continuing the test. If you click this button, you will be asked if you are sure you want to pause the test. “Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the page. Clicking the “Next” button will take you to the next question. Click the “Next” button now.

You will see that a Back Button has been added to the options. Clicking the “Back” button will take you to the previous item. Click the “Back” button now.



You can bookmark any item to go back to later by clicking on the star next to the item number in the upper left of the screen, next to the question number. Click on this star now.

Another way to navigate through the form is by using the Test Map. You can access the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map is a visual representation of all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. (Notice that question A is bookmarked.) Clicking on a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map.

Click on A. You are now back to Sample Question A.

Click on the bookmark star to remove the bookmark.



Look at the four options in this selected-response item. Next to each letter is a drawing that looks like an eye. Clicking on this “eye” will hide the option. Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Show All

You can also use the “Hide All” or “Show All” button above the options to hide all options or show all options if some have been hidden.

In the bottom left corner is your toolbox. You will see several tools available to use on this test.



The guideline tool provides a small window the student can move up or down the page to cover some of the words to help them with reading. The student can also resize it to add more “white” space or more “gray” space.



The highlighter and sketch tool will open a highlighter, several colored pencils, and an eraser. Use this item to highlight parts of the text or question you want to stand out. Do not use it to write your answers. Click on this tool now.



Click on the yellow highlighter and highlight a word in the item. Now click on the blue pencil and circle a word in the item. You can erase the marks you just made by clicking on the eraser and then clicking on the mark. Click the “X” in the upper right corner of the tool to close the highlighter and sketch tool.

Click here, or go to page 14 to continue directions and read Sample Questions for ELA.

Click here, or go to page 15 to continue directions and read Sample Questions for Mathematics.

Click here, or go to page 16 to continue directions and read Sample Questions for Science.

6–8 ELA Directions with Sample Questions

Say: **The English Language Arts Online Test uses a vertical split screen format. Passages will appear on the left-hand side of the screen, and the questions will appear on the right-hand side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the passage text and some of the questions.**

Say: **As you move through the test, some questions will ask you to compare two related passages. Read passage number 1 and then click tab 2 at the top of the screen to read the second passage. This will allow you to switch between the two passages.**

A passage may contain words that are footnoted. You may click on the footnote or scroll to the end of the passage to find these references.

As you take the Grade [#] ELA Online Test, you may find you have been asked to read part of a selection you have read previously, either in class or on your own. When you answer the questions that follow the selection, it is important that your answer be based solely on the part of the selection that appears on this test.

Say: **Look at the directions at the top of the screen; follow along as I read them aloud.**

Say: **Read the selection. Then answer the questions that follow.**

Sample Questions for Grades 6–8 English Language Arts

Say: **Now find the sample selection, “The Okmulgee Pecan Festival.” Read the selection to yourself.**

Pause while students read the selection.

Read Sample Question A to yourself as I read it aloud.

What change, if any, should be made to the word are in line 4? (A) been, (B) were, (C) is, or (D) no change.

Click on the correct answer. *(Pause for replies.)*

Say: **The correct answer is “C,” is. If you want to change your answer, simply click on the correct answer choice. Now, try using the tools to ensure you are comfortable using them.**

Give students time to use the tools.

Say: **You must answer this question before moving forward. Click on the Next button in the bottom right corner of your screen.**

Say: **Now look at Sample Question B. Read the sample to yourself as I read it aloud.**

Which of these would be the best source for facts about Okmulgee, Oklahoma? (A) an atlas, (B) a cookbook, (C) an almanac, or (D) a dictionary.

Click on the correct answer. *(Pause for replies.)*

Say: **The correct answer is “C” an almanac. If you want to change your answer, click on the correct answer choice.**

Are there any questions? *(Answer all questions about how to click on the correct answer, but do not give students content instruction.)*

Click here, or go to the top of page 17 to finish reading directions.

6–8 Mathematics Directions with Sample Questions

Say:  Clicking on the calculator tool brings up a movable calculator. You can move the calculator by clicking and dragging it to the new location. You can use your mouse to choose numbers and functions. Click the “X” in the upper right corner to close the calculator tool.



Clicking on the reference tool brings up a movable formula sheet. You can move the formula sheet by clicking and dragging it to the new location. Click the “X” in the upper right corner to close the formula sheet tool.

Say: Sometimes there will be a chart, a table, or a graph that you will have to look at carefully to answer a question.

Sample Questions for Grades 6–8 Mathematics

Say: Now look at Sample Question A. Read the sample to yourself as I read it aloud.

Carly has \$10. She used this equation to determine how many tickets, n , she can buy. *(Pause.)* Look at the equation; two times n equals 10. How many tickets can Carly buy? (A) five tickets, (B) eight tickets, (C) twelve tickets, or (D) twenty tickets.

Click on the correct answer. *(Pause for replies.)*

Say: The correct answer is “A,” five tickets. If you want to change your answer, simply click on the correct answer choice. Now, try using the tools to ensure you are comfortable using them.

Give students time to use the tools.

Say: You must answer this question before moving forward. Click on the Next button in the bottom right corner of your screen.

Say: Now look at Sample Question B. Read the sample to yourself as I read it aloud.

Two lines intersect in the diagram shown below. *(Pause.)* Look at the diagram on the screen. What is the value of x ? (A) 37, (B) 53, (C) 127, (D) 217

Click on the correct answer. *(Pause for replies.)*

Say: The correct answer is “C,” 127. If you want to change your answer, click on the correct answer choice.

Say: Now look at Sample Question C. Read the sample to yourself as I read it aloud.

Say: Match each number in the left column with the equivalent number in the right column. *(Pause.)*


Say: To connect numbers, click a number in the left column and then a number in the right column, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. Each number in the left column matches to only one number in the right column. *Give students time to use the tools.*

Say: The correct answers are , starting with the first fraction in the left column; $\frac{3}{4}$ matches to $\frac{9}{12}$, $3.\overline{33}$ matches to $\frac{10}{3}$, 0.25 matches to $\frac{1}{4}$, $\frac{2}{10}$ matches to $\frac{1}{5}$, and 0.375 matches to $\frac{3}{8}$.

Are there any questions? *(Answer all questions about how to click on the correct answer, but do not give students content instruction.)*

Click here, or go to the top of page 17 to finish reading directions.

Grade 8 Science Directions with Sample Questions

- Say:  Clicking on the calculator tool brings up a movable calculator. You can move the calculator by clicking and dragging it to the new location. You can use your mouse to choose numbers and functions. Click the “X” in the upper right corner to close the calculator tool.
- Say: The Science Online Test uses a vertical split screen format. The cluster stimulus will appear on the left-hand side of the screen, and the questions will appear on the right-hand side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the stimulus text as well as for some of the questions.
- Say: Sometimes there will be a chart, a table, or a graph that you will have to look at carefully to answer a question.
- Say: Look at the directions at the top of the screen; follow along as I read them aloud.

Sample Questions for Grade 8 Science

Say: Study the information. Then answer the following three questions.

Say: Find the Science sample selection on “Sound Investigation”. Read the selection to yourself.
(Pause to allow students time to read the selection.)

Say: Read Sample Question A to yourself as I read it aloud.

How will the sound wave graph change if the student blows with more force on a bottle to make the sound louder? (A) W values will decrease, (B) X will change positions, (C) Y distance will increase, or (D) Z distance will decrease.

Click on the correct answer. *(Pause for replies.)*

Say: The correct answer is “C,” Y distance will increase. If you want to change your answer, simply click on the correct answer choice. Now, try using the tools to ensure you are comfortable using them.

Give students time to use the tools.

Say: You must answer this question before moving forward. Click on the Next button in the bottom right corner of your screen.

Say: Now look at Sample Question B. Read the sample to yourself as I read it aloud.

Which statement best explains why the students’ model changes even though air is blown in the exact same way into bottles 1, 2, and 3? (A) W increases as the amount of air in each bottle increases, (B) X has a different position in each of the bottles, (C) Y increases as the size of the bottle changes, or (D) Z decreases as the vibration rate of air particles in each bottle increases.

Click on the correct answer. *(Pause for replies.)*

Say: The correct answer is “D,” Z decreases as the vibration rate of air particles in each bottle increases. If you want to change your answer, click on the correct answer choice.

Say: Now look at Sample Question C. Read the sample to yourself as I read it aloud.

Based on the students’ graph, determine the sound wave graph that best represents the sounds made by bottles 1, 2, and 3 in the students’ investigation. To match the bottle number on the left with the graph on the right that best represents its sound wave, click the bottle number and then the graph, and the line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click the line. Each bottle matches only one graph.

Say: **The correct answers are: bottle number 1 matches to the third sound wave graph; bottle number 2 matches to the second sound wave graph and bottle number 3 matches to the fourth sound wave graph.**

Are there any questions? (*Answer all questions about how to click on the correct answer, but do not give students content instruction.*)

Finish reading directions below.

General Directions (continued)

Say: **This completes the sample questions.**

Say: **Follow the directions that appear throughout the test and read and answer each problem. If you are not sure about an answer, you may mark the question for later review. Remember, questions left unanswered are scored as incorrect.**

When you come to the last item in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last item in this section, click the “Finish” button to submit the test. You will be taken to the Summary Page.

The Summary Page, like the test map, visually identifies the number of completed questions, unanswered questions, and bookmarked questions. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test.

When you have answered all of the questions, click “Turn In.”

Say: **Are there any questions?** (*Answer all questions related to completing the test, but do not give students content instruction.*)

Say: **You may have as much time as you need to complete this test. This is not a timed test. If you are not finished with the test when time is called, you will be given additional time as an immediate extension of this testing session.**

Remember, choose the best answer for each question. If you are not sure about an answer, do the best you can, but don’t spend too much time on any one question. (*If the students are continuing on to the next section immediately, go to the section “Directions when continuing on to the next section immediately”*). Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

You may now begin.

Directions when continuing on to the next section immediately

Say: **As you finish and turn in Section [#], I will post the Access Code for Section [#]. You will be able to click the Online Assessment icon on your desktop, enter your Login ID, Password, and this Access Code and continue to work until you come to the end of the test.**

At the end of Section [#], you will once again be taken to the Summary Page. When you have answered all of the questions, click “Turn In.” Are there any questions? (*Answer all questions related to completing the test, but do not give students content instruction.*) **Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

Say: **You may now begin.**

While the students are working, walk around the room to see that they are marking their answers according to the instructions. Do not look at or give help on specific test questions.

As students begin to finish the current section, post the next Access Code.

If, at the end of the approximate testing time, you notice that any students need more time, have them continue in the room with a Test Administrator and Test Proctor present. You may have students pause their tests as other students are leaving the room.

Directions when completing next section in a separate session (same day or consecutive days)

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. Test Administrators may pass out pencils, Student Test Login Tickets, and scratch and/or unmarked grid paper before testing for all students to use. Students will need Login ID and Password information printed on the Student Test Login Ticket to enter the test. All scratch paper and Student Test Login Tickets should be collected before students leave the testing session. At this time, **write the Session Access Code for Section (2 – mathematics & science)(3 – ELA) on the board.** [Only place one Access Code on the board at any one time.]

Say: **Today you will take the online [grade level, course name] Section [#] test. It is important that you do your best on this test. You have been given a Student Test Login Ticket, scratch paper [unmarked grid paper], and a pencil. Only use the scratch paper that has been provided. Your scratch paper and Student Test Login Ticket will be collected at the end of this testing session.**

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must not be present in the testing environment.

Hold up a Student Test Login Ticket and point to the “student name and date of birth.”

Doe, Jane M DOB:1/1/2001 Demo Form Username: 62325277 Password: 2FA5B3AE

Say: **Look at your Student Test Login Ticket. Your name and date of birth should appear on the first and second lines. If you have a ticket for someone other than yourself, please raise your hand now.**

Pause. Make sure students check the name on their tickets.

Say: **Double-click the test icon on your desktop. Once the program opens, you will see a student login page.** (Note that for iPad and Chromebook users, the icon may be slightly different.)



Wait for everyone to have the student login page displaying on their screens. Remember, no other programs should be running with the OSTP testing program.

Raise your hand if you do not see the login page.

Work with students who need extra help opening the program.

Say: **Carefully type the student Username and Password in the login screen exactly as it appears on the ticket. Then click the “Sign In” button. Keep your login ticket on your desk. It will be collected at the end of this test.**

If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.

Work with any students who may need extra help logging into the program.

Say: **Click on the “Section [#]” button. At the bottom of this screen, you will see a Session Access Code**

field. Type in the Session Access Code that I have placed on the board as I read it out loud. [Read the Session Access Code out loud.] Now click on the Submit button. Please raise your hand if you are not viewing [grade level, course name] Directions.

Pause; wait for students to raise their hands.

**If a student is assigned any accommodations, they will be presented with an Options page prior to the section directions.*

Say: Look at the directions on your computer screen. Follow along as I read them aloud.

Say: (Read for ELA ONLY) Today you will be tested in [course name]. Some of this material may not be familiar to you, but it is still important that you do your best answering the questions. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time for each question. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see the question with all four answer choices. Be sure that you have seen all answer choices before making your selection.

(Read for Mathematics and Science ONLY) Today you will be tested in [course name]. Some of this material may not be familiar to you, but it is still important that you do your best answering the questions. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time for each question. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see the question with all four answer choices. Be sure that you have seen all answer choices before making your selection. Each technology-enhanced question will have specific directions, explaining how to answer that question.

Say: Follow the directions that appear throughout the test and read and answer each question. If you are not sure about an answer, you may mark the question for later review. Remember, questions left unanswered are scored as incorrect.

Say: When you come to the last item in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last item in this section, click the “Finish” button to submit the test. You will be taken to the Summary Page.

The Summary Page, like the test map, visually identifies the number of completed questions, unanswered questions, and bookmarked questions. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test.

When you have answered all of the questions, click “Turn In.” Are there any questions? *(Answer all questions about how to click on the correct answer, but do not give students content instruction.)*

Say: You may have as much time as you need to complete this test. This is not a timed test. If you are not finished with the section when time is called, you will be given additional time as an immediate extension of this testing session. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

Say: You may now begin.

While the students are working, walk around the room to see that they are marking their answers according to the instructions. Do not look at or give help on specific test questions.

If, at the end of the approximate testing time, you notice that any students need more time, have them continue in the room with a Test Administrator and Test Proctor present. You may have students Pause their tests as other students are leaving the room.

Paper/Pencil Testing

Before Paper/Pencil Testing

Please note: Only IEP, 504, or ELL students with a valid documented accommodation for paper/pencil testing should be administered this form for Grades 6–8 state summative assessments.

Ensure you have the required test materials.

a paper or electronic copy of the <i>Test Administration Manual</i> (TAs may use state approved devices for reading and referencing manuals.) Approved: Desktop Computer, Laptop Computer, Tablet, iPad, Not approved: Any Cell Phone Device	one combined answer document (not applicable for Gr. 3) (Make sure all test materials, including student login tickets, are stored in a secure location prior to testing.)
a “Testing: Do Not Disturb” sign for the door	a test booklet for each student
a Test Administrator/Proctor Test Security Sign-in Sheet (See the Help and Support Site for an example.)	scratch paper and/or unmarked grid paper
a Classroom Security Form	approved calculators (See Appendix C.)
	No. 2 pencils and eraser

Apply a Student Label or Complete Student Demographic Information

For students who have received labels with all the correct information:

- Apply the student labels to the answer documents.



For students who have received labels with incorrect information:

- USE THE LABEL:** If the student’s complete name, State Student ID Number (SSID), and date of birth (DOB) on the label are correct, even if other demographic information is incorrect. **DO NOT BUBBLE** in corrections or missing information. Corrections to student data must be made in the district Student Information System.
- DO NOT USE THE LABEL:** If the student’s complete name, State Student ID Number (SSID), or date of birth (DOB) are INCORRECT.

The demographic details listed on the student label are:

- Student Name (Last Name, First Name, and Middle Initial)
- State Student ID Number (SSID)
- Date of Birth (DOB)
- Grade
- District and School Code
- School Name

Student Last, First MI	DOB: 99/99/9999
SSID: 123456789	
	
School Name	Gr: xx District-School Code

For students who have NOT received labels: Demographic information must be hand-entered if a student does not have a student label. The Test Administrator can complete this step for a student or have the student complete it. The Student Demographic Page is located on the front cover of the scorable combined answer document. Use the sample and the explanations on the following pages to check all data. A number 2 pencil must be used. Ink or colored pencils are NOT allowed.

For students who will not be tested: If you have a precoded label for a student who will not be tested due to absence, no longer enrolled, or alternate testing, adhere the label on a blank combined answer document and mark the reason the student will not be tested in box Q on the Student Information Section.

For students taking a Spanish assessment in math and/or science: If the student is completing either of these assessments using the Spanish test book, please fill in the circle in box J next to each content that is completed in Spanish.

STUDENT INFORMATION SECTION

FOR SCHOOL PERSONNEL ONLY

M	<input type="radio"/> IEP <input type="radio"/> 504
N	IEP OR 504 ACCOMMODATION
	ELA MA SC With Accommodations: <input type="radio"/> <input type="radio"/> <input type="radio"/>
<i>(Not selecting above bubble "with accommodations" for a content area is indicating "no accommodations" were applied for this student.)</i>	

R	LOCAL STUDENT I.D. NUMBER (Optional)									
	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9

O	<input type="radio"/> ELL
P	ELL ACCOMMODATION
	ELA MA SC With Accommodations: <input type="radio"/> <input type="radio"/> <input type="radio"/>
<i>(Not selecting above bubble "with accommodations" for a content area is indicating "no accommodations" were applied for this student.)</i>	

S	SDE APPROVAL REQUIRED
SDE approval is required for the following Not Tested Codes. Go to SDE's Testing Status Application to request one or more of these codes: Emergency Exempt Other Placement Breach	

Q	IF THIS STUDENT WAS NOT TESTED, INDICATE THE REASON. (Mark one per subject, where applicable.)			
	ELA MA SC			
	Absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	No Longer Enrolled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	State Alternate Testing (OAAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T	Please note: Demographic information will be pulled from the WAVE.
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ELA = English Language Arts MA = Math
 SC = Science



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STATIC BARCODE 16 DIGITS

8

1 2 3 4 5 6 7 8 9 0

Instructions for Completing Student Demographic Information

When you check this . . .	look for this:	and fill or bubble in this box
Teacher's Name School Name District Name County Name (Required)	Names must be printed in the appropriate spaces. All students must use the name of their official home school.	A–D
IEP Braille	Fill in the bubble for IEP Braille if student is taking Braille. Braille is an accommodation afforded to some students. The Test Administrator must transcribe Braille responses to the standard scorable answer document/test book that was provided in the Braille kit and be sure to complete the student demographic information on the standard scorable answer document/test book.	E
Gender	If the student does not have a label: Fill in the correct bubble to identify the gender of the student testing.	F
Student's Last Name First Name, Middle Initial (Required)	If the student does not have a label: Letters must be printed, one per box. Under each box, the bubble with the same letter must be filled in.	G
State Student I.D. Number (Required)	If the student does not have a label: Numbers must be printed, one per box, above the numbered bubbles. Under each box, the bubble with the same number must be filled in. This field is required.	H
Date of Birth (Required)	If the student does not have a label: Numbers must be printed, one per box, above the numbered bubbles. Under the box, bubbles corresponding to the date of birth must be filled in. (If the "day" is not a two-digit number, the number should be preceded by a zero.)	I
Spanish Assessment Taken	Fill in this bubble next to the math and science content if the assessment was taken in Spanish	J
Date Test Taken (Required)	Fill in the correct bubbles to indicate the date of the day the test is taken. If the test is given over two consecutive days, record the first day of test taking.	K
IEP	This applies to any student for whom there is verification on file of an Individual Education Program prior to testing.	M
504	This applies to any student for whom there is verification on file of a Section 504 Plan prior to testing.	
IEP or 504 Accommodation	If the student used an accommodation, bubble "with accommodation" for each applicable subject. The accommodation(s) must be specified in the student plan on file.	N
ELL	An English Language Learner (ELL) is a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom as determined by a language assessment instrument. A student is required to pass an assessment as "proficient" to exit ELL status.	O

When you check this . . .	look for this:	and fill or bubble in this box
ELL Accommodation	If the student used an accommodation, bubble “with accommodation” for each applicable subject. The accommodation(s) must be specified in the student plan on file.	P
Absent	This applies to students who are absent on the day of testing and are not able to take the test prior to the end of the testing window. If these students do not have a precode label, they must have completed demographic information. The school should make every effort to provide make-up days for these students within the state testing window.	Q
No Longer Enrolled	This applies to students who are no longer enrolled on the day of testing. If these students do not have a precode label, they must have completed demographic information.	
State Alternate Testing (OAAP)	This applies to students who are participating in State Alternate Testing (OAAP). The OAAP Portfolio is an assessment developed for a small population of students with significant cognitive disabilities for whom the Individualized Education Program (IEP) team has determined to be unable to participate in the general assessment, even with accommodations.	
Local Student I.D. Number (Optional)	Enter the student’s local Student I.D. Number in the field provided. This field is optional.	R
SDE Approval Required		
Emergency Exempt	This designation covers situations where a medical emergency absolutely prevents the student from being available of participating in testing during the state’s testing window.	S
Other Placement (court ordered)	This applies if a student has been placed by state or court order in a facility within your district. These students will receive an Individual Parent/Student Report of their scores and will appear on class/school lists. However, their scores will not be summarized and reported with the class, school, or district. Instead, they will be placed within a “virtual district” at the state level, and the state will be accountable.	(Go to the Testing Status Application located on the Single Sign-On to request one of these designations.)
Breach	Student’s test will not be scored. Students may be eligible for a Breach Test form, if available.	
Additional Demographic Information	Please note: Demographic Information will be pulled from the WAVE.	T

Use the Classroom Security Form to Assign Test Book ID Numbers to Students

Write the name of the student along with the assigned test book ID and form number of each standard, Large-Print, and Braille test book on the Classroom Security Form. Make a copy of the Classroom Security Form after testing and return both with your testing materials to the BTC.

During Paper Testing

Make sure that a Test Proctor is present before beginning the directions for the assessment; the Test Proctor must be present the entire testing session.

To ensure a standardized administration that produces accurate achievement results, all Test Administrators must follow the same steps when administering the tests. Begin a testing session only once all students are present.

Read aloud the **bold type** material that is preceded by the word “Say.” Brackets [] indicate text that should be read for specific tests. Read only the text within the brackets that applies to the test being administered. Italicized material is information for you that should not be read aloud to the students.

Read the directions to the students **exactly** as they are written, using a natural tone and manner. If you make a mistake while reading, stop and say, “No, that is wrong. Listen again.” Then read the directions again. **Never deviate from the directions as written. Deviating in any way from the printed directions is a testing violation.**

Sample Questions have been standardized by grade span and content area to allow for mixed-grouping administrations. Students may be combined by grade spans for test administration of a single content. For example, students in grades 4 & 5 taking the Mathematics Assessment can be grouped into one location. The approved grade span groupings are 4–5 and 6–8 for the multiple-choice sections. English Language Arts Section 1 for Grades 5 and 8 should be given at a separate time due to the writing prompt.

Be sure students understand the directions and how to respond. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Remind students to handle all materials with care and to avoid making extra marks. The test books/combined answer documents should never be folded, clipped, or torn.

If a student must leave the room for a short period during the test session, the student should turn his or her test book over and place the answer document under the test book on the desk.

Note: During testing, only one student at a time should be allowed to leave the room. Students should not visit with other students, go to their lockers unassisted, or take a lunch break.

Write the teacher’s name, school name, district name, county name, and today’s date on a board for students to copy. **All students must use the name of their official home school.** Lead students through filling in lines A through D on the front of their combined answer document with the “For All Students” directions below. If students do not have a label, continue reading the “For All Students Without Labels” directions. The demographic page will need to be filled out on the back of the combined answer document if no label is present.

For All Students

Say: **Today we will begin the Oklahoma School Testing Program tests. Please look at your test book and combined answer document. Both the test book and combined answer document should say Grade [#]. Please raise your hand if both do not say Grade [#].** *(Give help as needed.)*

Say: *If students are receiving the test book for the first time: Please write your name on the front cover of your test book; if students have already written their name on the test book: Please make sure your name is on the front cover of your test book. Now look at your combined answer document. On the appropriate lines at the top of the page (Point.), write the name of your teacher (Box A), school (Box B), district (Box C), and county (Box D), using the information on the board. Are there any questions? (Answer any questions. While students fill in the information, walk around the room to see that they are following instructions. Give help as needed.)*

Say: **If you have a label with a name printed on it, make sure it is your name on the label. If it is not your name, raise your hand.** *(If the student’s Name, Date of Birth (DOB), or State Student ID (SSID) printed on the label is incorrect, give the student a new blank combined answer document and tell the student to follow the next set of instructions.)*

If students all have labels, skip directly to the general instructions for the test.

If any student does not have a label, read the following.

Say: *[Only read this line if there are students with incorrect labels: **If you have a student label with your name printed on it, please wait quietly while other students fill in their information.**] (Continue reading the “For All Students Without Labels” directions.)*

For All Students Without Labels

Say: **You will need to fill in the information on the Student Demographic Page using a Number 2 pencil. Do not mark in any sections except the ones I tell you to.**

Find Box F labeled “Gender.” (Point.) Fill in the circle next to “Female” or “Male.” (If a student refuses to fill in this information, allow the student to leave it blank.)

Find the box labeled “Student Name” (Box G) on the combined answer document. (Point to this section.) In the spaces labeled “Last,” carefully print your last name, putting one letter in each space. If your name does not fit, print as many letters as there are spaces. (Pause to allow students time to print their last names.)

Say: **Fill in the appropriate circle below each letter of your last name. For example, if your last name were “Lee,” you would fill in circle “L” in the first column, “E” in the second column, and “E” in the third column. If you make a mistake erase as much of the mark as you can before filling in the correct circle.**

Are there any questions? *(Answer any questions. Pause to allow students time to bubble their last names,)*

Say: **In the section labeled “First,” print your first name. Then fill in the appropriate circle below each letter, just as you did for your last name. (Pause to allow students time to print and bubble their first name.)**

Say: **In the column labeled “MI,” write the first letter of your middle name. Then fill in the circle with the same letter. (Pause to allow students time to print and bubble their middle initial.)**

Say: *(Students may skip this step if the ID is being filled out by school personnel.)* **Next, find Box H labeled “State Student I.D. Number.” (Point.) Write your state testing number and then fill in the appropriate circle below each digit.**

Say: **Now find the box labeled “Date of Birth” (Box I). (Point.) Record the month, day, and year you were born. First print the date in the spaces and then fill in the circle that has the same numbers as you wrote in the space. For example, if you were born on June 5, 2000, you would fill in the circle for June for the month, “05” in the circles for the day, and “2000” in the circles for the year.**

Say: **Are there any questions?** *(Answer any questions.)*

When students have finished, continue with directions for administering the test.

Grade 8 ELA Book 1, Section 1—Paper Testing

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared; Test Administrators may pass out No. 2 pencils with erasers, integrated test books, and scratch paper before testing for all students to use. All test books and scratch paper should be collected before students leave the testing session. Write today's date on the board.*

Say: **Today you will take the Grade 8 English Language Arts Test – Book 1, Section 1. It is important that you do your best on this test. You have been given a test book, scratch paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper and test book will be collected at the end of this testing session.**

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must not be present in the testing environment.

Say: **Let's prepare your integrated test book before beginning the test.**

Say: **Please pay close attention to box K. (Point to this.)**

K	DATE TEST TAKEN (Required)	
	Month	Day
Jan	<input type="radio"/> 0	<input type="radio"/> 0
Feb	<input type="radio"/> 1	<input type="radio"/> 1
Mar	<input type="radio"/> 2	<input type="radio"/> 2
Apr	<input type="radio"/> 3	<input type="radio"/> 3
May	<input type="radio"/>	<input type="radio"/> 4
Jun	<input type="radio"/>	<input type="radio"/> 5
Jul	<input type="radio"/>	<input type="radio"/> 6
Aug	<input type="radio"/>	<input type="radio"/> 7
Sep	<input type="radio"/>	<input type="radio"/> 8
Oct	<input type="radio"/>	<input type="radio"/> 9
Nov	<input type="radio"/>	
Dec	<input type="radio"/>	

Say: **Find Box K labeled “Date Test Taken.” (Point.) Fill in the month and day I wrote on the board. (Read the date out loud.)**

Say: **Slide the end of your pencil under the seal to open your test book.**

Say: **Look at the directions in your test booklet on page 3. Follow along as I read them aloud.**

Say: **Today you will read two passages then write an essay on an assigned topic which relates to both passages. Your writing will be based on experiences, events, or information from both passages. Your writing will be scored on how fully you develop the topic and on how well you organize and express your ideas. Your composition will be scored by trained readers. As you work, keep in mind these three stages of the writing process:**

- **Planning.** Take time to organize your writing by listing, outlining, or organizing your ideas in the space provided.
- **Writing.** Write about the topic in a clear and logical manner on the five lined pages following the Planning Pages. You do not need to use all the pages, but make sure your composition is as complete and detailed as possible. Be sure to write your response in your own words, paraphrasing or summarizing information. Include a beginning, middle, and an ending.

- **Editing/Revising.** Take time to reread what you have written and decide if you need to add more details or change the organization of your composition. At the same time, look for and correct any errors in grammar, punctuation, capitalization, and spelling. You may use the Writer’s Checklist on the previous page to help you revise your writing.

Say: **Turn to page 10 to see the Planning Pages. Look at the directions below the Writing topic and follow along as I read them aloud.**

In the space below, you may PLAN your composition. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Do not write your final draft on these pages. Any writing on these pages will not be scored. Write your composition on the lined pages that follow.

This is not a timed test, so if you are not finished with the writing task when time is called, you will be given additional time as an immediate extension of this testing session.

If you finish early, close your test book. You may read or sit quietly until everyone has completed the test. You may not reopen your test book after it has been closed. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

Now, turn back to page 4. You may now begin.

While students are working, walk around the room to see that they are following directions and that they are not looking at another student’s test. Do not give help with reading any part of the test or with their writing.

If, at the end of the approximate testing time, you notice that any students need more time, have them continue in the room or another room with a Test Administrator and Test Proctor present.

When testing has completed, collect all test books and scratch paper before students leave.

For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a No. 2 pencil while in the presence of a Test Proctor. Please see Appendix B for directions for transcribing.

ELA*, Mathematics, and Science—Paper Testing

*ELA Grade 8 – Directions for Book 2, Sections 2 and 3.

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared; Test Administrators may pass out No. 2 pencils with erasers, test books, combined answer documents, scratch paper and/or unmarked grid paper before testing for all students to use. All test books, answer documents, scratch paper, and/or unmarked grid paper should be collected before students leave the testing session. **Write today’s date on the board.***

If this test is the first content area being administered, the Biogrid located on the front of the combined answer document needs to be completed before proceeding to the directions. (Refer to page 24.)

Say: **Today you will take the [grade level, course name] Test – Section [#]. It is important that you do your best on this test. You have been given a test book, combined answer document, scratch paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper, test book, and combined answer document will be collected at the end of the testing session.**

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must not be present in the testing environment.

Say: **Let’s prepare your combined answer document before looking at the sample questions. Open your combined answer document to the [course name] Section.** *(Demonstrate using a student’s combined answer document—borrow one from a student. Make sure that all students have the correct page showing.)*

K	DATE TEST TAKEN (Required)	
	Month	Day
Jan	<input type="radio"/> 0	<input type="radio"/> 0
Feb	<input type="radio"/> 1	<input type="radio"/> 1
Mar	<input type="radio"/> 2	<input type="radio"/> 2
Apr	<input type="radio"/> 3	<input type="radio"/> 3
May	<input type="radio"/>	<input type="radio"/> 4
Jun	<input type="radio"/>	<input type="radio"/> 5
Jul	<input type="radio"/>	<input type="radio"/> 6
Aug	<input type="radio"/>	<input type="radio"/> 7
Sep	<input type="radio"/>	<input type="radio"/> 8
Oct	<input type="radio"/>	<input type="radio"/> 9
Nov	<input type="radio"/>	
Dec	<input type="radio"/>	

Say: *(Do not read for Grade 8 ELA if Book 1, Section 1 was administered first.)* **Find Box K labeled “Date Test Taken.” (Point.) Fill in the month and day I wrote on the board. (Read the date out loud.)** *Note: if sections are taken on consecutive instructional days, record the first date the assessment is given.*

Say: **Pull the tab in the direction indicated on the seal to open your test book.**

Say: **Now turn your attention to the Sample Questions in your Test Book. Look at the directions at the top of the page; follow along as I read them aloud.**

Click here, or go to page 32 to continue directions and read Sample Questions for Mathematics.

Click here, or go to page 33 to continue directions and read Sample Questions for Science.

Sample Questions for Grades 6–8 English Language Arts

Say: **Read each selection and the questions that follow it. Choose the best answer for each question.**

(Read for non-Large-Print.) **Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the English Language Arts test.**

(Read for Large-Print.) **Then circle the letter for the correct answer in the test book.**

Say: **Now find the sample selection, “The Okmulgee Pecan Festival.”**

Say: **Read the selection to yourself.** *(Pause while students read the selection.)*

Say: **Now look at Sample A.** *(Point to Sample A.)*

Read the sample to yourself as I read it aloud.

What change, if any, should be made to the word are in line 4? (A) been, (B) were, (C) is, or (D) no change.

Which is the correct answer? *(Pause for replies.)*

Say: **The correct answer is “C,” is.**

(Read for non-Large-Print only.) **Now find Sample A on your combined answer document.** *(Point to the Samples section of the combined answer document.)*

Say: **The circle for the letter “C” is marked because “C” is the letter for the correct answer.**

Say: **Now look at Sample B. Read the sample to yourself as I read it aloud.**

Which of these would be the best source for facts about Okmulgee, Oklahoma? (F) an atlas, (G) a cookbook, (H) an almanac, or (J) a dictionary.

(Read for non-Large-Print.) **Mark your answer on the combined answer document. Be sure to fill in the circle completely and make your mark heavy and dark.**

(Read for Large-Print.) **Circle your answer in your test book.**

If you want to change an answer, completely erase the mark you made before making a new mark. Do not turn the page until I tell you to do so. *(Pause.)*

Say: **Which is the correct answer?** *(Pause for replies.)*

Say: **You should have marked the circle for “H” an almanac.**

Are there any questions? *(Answer all questions about how to mark the answer, but do not give students content instruction.)*

Click here, or go to the top of page 34 to finish reading directions.

Sample Questions for Grades 6–8 Mathematics

Say: **Read each question and choose the best answer.**

(Read for non-Large-Print.) **Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.**

(Read for Large-Print.) **Then circle the letter for the correct answer in the test book.**

Say: **Now look at Sample Question A. Read the sample to yourself as I read it aloud.**

Carly has \$10. She used this equation to determine how many tickets, n , she can buy. *(Pause.)* Look at the equation; two times n equals 10. How many tickets can Carly buy? (A) five tickets, (B) eight tickets, (C) twelve tickets, or (D) twenty tickets.

Which is the correct answer? *(Pause for replies.)*

Say: **The correct answer is “A,” five tickets.**

(Read for non-Large-Print only.) **Now open your answer document and find the box marked “Samples.” For Sample A, the circle for the “A” is filled in because “A” is the correct answer.**

(Read for Large-Print.) **The correct answer is “A,” 2. For Sample A, circle “A” because “A” is the correct answer. *(Pause)***

Say: **Now look at Sample Question B. Read the sample to yourself as I read it aloud.**

Two lines intersect in the diagram shown below. *(Pause.)* Look at the diagram below. What is the value of x ? (F) 37, (G) 53, (H) 127, (J) 217.

(Read for non-Large-Print.) **Mark your answer on the combined answer document. Be sure to fill in the circle completely and make your mark heavy and dark.**

(Read for Large-Print.) **Circle your answer in your test booklet.**

If you want to change an answer, completely erase the mark you made before making a new mark. Do not turn the page until I tell you to do so. *(Pause.)*

Say: **Which is the correct answer? *(Pause for replies.)***

Say: **You should have marked the circle for “H” 127.**

Are there any questions? *(Answer all questions about how to mark the answer, but do not give students content instruction.)*

Click here, or go to the top of page 34 to finish reading directions.

Sample Questions for Grade 8 Science

Say: **Read each question and choose the best answer.**

(Read for non-Large-Print.) Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Science Test.

(Read for Large-Print.) Then circle the letter for the correct answer in the test book.

Say: **Now find the Science sample questions. Study the information. Then answer questions A and B. Read the selection to yourself. (Pause while students read the passage)**

Say: **Now look at Sample A. (Point to Sample A.)**

Say: **Read the question to yourself as I read it aloud.**

How will the sound wave graph change if the student blows with more force on a bottle to make the sound louder? (A) W values will decrease, (B) X will change positions, (C) Y distance will increase, or (D) Z distance will decrease.

Which is the correct answer? (Pause for replies.)

Say: **The correct answer is “C,” Y distance will increase.**

(Read for non-Large-Print.) Now find Sample A on your combined answer document. (Point to the Sample section of the combined answer document.)

Say: **Although A is filled in, please ignore that. Please mark the circle for the letter “C” because “C” is the true correct answer to this question.**

Say: **Now look at Sample B. Read the sample to yourself as I read it aloud.**

Which statement best explains why the students’ model changes even though air is blown in the exact same way into bottles 1, 2, and 3? (F) W increases as the amount of air in each bottle increases, (G) X has a different position in each of the bottles, (H) Y increases as the size of the bottle changes, or (J) Z decreases as the vibration rate of air particles in each bottle increases.

(Read for non-Large-Print.) Mark your answer on the combined answer document. Be sure to fill in the circle completely and make your mark heavy and dark.

(Read for Large-Print.) Circle your answer in your test booklet.

If you want to change an answer, completely erase the mark you made before making a new mark. Do not turn the page until I tell you to do so. (Pause.)

Say: **Which is the correct answer? (Pause for replies.)**

Say: **You should have marked “J” Z decreases as the vibration rate of air particles in each bottle increases.**

Are there any questions? (Answer all questions about how to mark the answer, but do not give students content instruction.)

Click here, or go to the top of page 34 to finish reading directions.

General Directions (continued)

Say: **Turn to the next page of the test book.**

(English Language Arts ONLY) **This page begins the English Language Arts Test. Read the selections and answer the questions that follow. As you are taking the English Language Arts Test, you may find you have been asked to read part of a selection you have read previously, either in a class or on your own. When you answer the questions that follow the test selection, it is important that your answers be based only on the selection as it appears in the test book.**

(Mathematics ONLY) **This page begins the Mathematics Test. As you are taking the Mathematics Test, sometimes there will be a chart, a table, or a graph that you will have to look at carefully to answer a question.**

(Science ONLY) **This page begins the Science Test. As you are taking the Science Test, sometimes there will be a chart, a table, or a graph that you will have to look at carefully to answer a question.**

Say: **You may underline, make notes, or work problems in your test book, or use the scratch paper that is provided,**

(Read for non-Large-Print) **but be sure to mark all your answers in the combined answer document.**

(Read for Large-Print) **but be sure to circle all your answers in the test book.**

Say: **Answer all of the questions on this page and the pages that follow until you come to the end of Section [#] where you will see the word STOP.**

You may have as much time as you need to complete this test. This is not a timed test. If you are not finished with the test when time is called, you will be given additional time as an immediate extension of this testing session.

Remember, choose the best answer for each question. If you are not sure about an answer, do the best you can, but don't spend too much time on any one question. Remember, questions left unanswered are scored as incorrect.

If you finish early, you may check your work in this section only. Do not go on to the next section.

When you have finished, put your pencil down. Close your test book so that the front cover is on top. You may read or sit quietly until everyone has completed the test. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

You may now begin.

While students are working, walk around the room to see that they are following directions and that they are not looking at another student's test. Do not give help with reading any part of the test or with their writing.

If, at the end of the approximate testing time, you notice that any students need more time, have them continue in the room or another room with a Test Administrator and Test Proctor present.

When testing has completed, collect all test books, scratch paper, and/or unmarked grid paper before students leave.

For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a No. 2 pencil while in the presence of a Test Proctor. Please see Appendix B for directions for transcribing.

Directions when continuing on to the next section immediately

If students are continuing to the next section immediately following this section, there is no need to review directions again.

While students are working, walk around the room to see that they are following directions and that they are not looking at another student's test. Do not give help with reading any part of the test or with their writing.

If, at the end of the approximate testing time, you notice that any students need more time, have them continue in the room or another room with a Test Administrator and Test Proctor present.

When testing has completed, collect all test books, scratch paper, and/or unmarked grid paper before students leave.

For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a No. 2 pencil while in the presence of a Test Proctor. Please see Appendix B for directions for transcribing.

Directions when completing next section in a separate session (same day or consecutive days)

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared; Test Administrators may pass out No. 2 pencils with erasers, test books, combined answer documents, scratch paper and/or unmarked grid paper before testing for all students to use. All test books, answer documents, scratch paper, and/or unmarked grid paper should be collected before students leave the testing session.*

Say: **Do not open your test book until I tell you what to do.** *(Distribute the test books. Check to see that each student gets the right test book.)*

Say: **Make sure your name is on the test book you received. If it is not, please raise your hand.** *(Pause)*
(Continue once you have confirmed everyone has the correct test book.)

Say: **Today you will take the Grade [#] [content] Test – Section [#]. It is important that you do your best on this test. You have been given a test book, scratch paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper and test book will be collected at the end of this testing session.**

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must not be present in the testing environment.

Say: **Open your Test Book to Section [#].** *(Make sure students are on the correct page to begin Section 2 or 3.)*

Say: **Answer all of the questions on this page and the pages that follow until you come to the end of the test where you will see the word STOP.**

You may have as much time as you need to complete this test. This is not a timed test. If you are not finished with the test when time is called, you will be given additional time as an immediate extension of this testing session.

Say: **Remember, choose the best answer for each question. If you are not sure about an answer, do the best you can, but don't spend too much time on any one question. Remember, questions left unanswered are scored as incorrect.**

If you finish early, you may check your work in this section only. Do not go back to a previous section.

When you have finished, put your pencil down. Close your test book so that the front cover is on top. You may read or sit quietly until everyone has completed the test. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

You may now begin.

While students are working, walk around the room to see that they are following directions and that they are not looking at another student's test. Do not give help with reading any part of the test or with their writing.

If, at the end of the approximate testing time, you notice that any students need more time, have them continue in the room or another room with a Test Administrator and Test Proctor present.

When testing has completed, collect all test books, scratch paper, and/or unmarked grid paper before students leave.

For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a No. 2 pencil while in the presence of a Test Proctor. Please see Appendix B for directions for transcribing.

After Testing

Complete and Sign All Test Security Forms

All security forms will be completed and signed electronically using DocuSign. Please see the instructions posted on the Help and Support site to complete the tasks listed below.

- Complete and sign the Test Administrator/Proctor Test Security Form, assuring that security has been maintained and test procedures have been followed. Ask the Test Proctor(s) to sign the form as well.
- Complete and sign the Nondisclosure Agreement Form for Test Administrators and Test Proctors (required if items were read aloud to any student or transcribed as an approved accommodation).

Return All Test Materials

Return all test materials to your Building Test Coordinator at the close of testing every day.

For Paper/Pencil Testing:



Verify that scorable documents do not contain conditions that interfere with scoring.

Scorable documents include Grade 8 ELA Book 1 and combined answer documents for Grades 6, 7, and 8 (including ELA Book 2).

There are some conditions that interfere with the electronic scoring process. The Test Administrator should check all scorable combined answer documents and integrated test books in the presence of a Test Proctor for the following:

IF YOU FIND THIS . . .	DO THIS:
Rubber bands, scratch paper, tape of any kind, Post-It® Notes, staples, pins, or paper clips	Remove them.
Light marks, incomplete erasures, or stray marks near student response bubbles	Erase marks or make them heavier as needed with a No. 2 pencil.
Inked bubbles completed with colored pencil or highlighter	Student responses must be transcribed to a new combined answer document using a No. 2 pencil.



IMPORTANT: Mechanical pencils are not allowed. A No. 2 pencil MUST be used.

Tests will not scan properly if completed with anything other than a No. 2 pencil.

Appendix A: Special Situations

Student Absence

- Students who are absent on the scheduled testing date for their grade for any reason must be scheduled for a closely monitored make-up test as soon as they return to school. Make-up tests may be administered any time after the scheduled testing date and before the end of the test administration window. Make-up tests must be administered in sequential order, with the exception of Grades 5 and 8 English Language Arts, for which Section 1 (the writing prompt) can be administered either before or after the multiple-choice sections.

Student Becomes Sick During Testing

- If a student becomes ill during a test and is unable to complete the session, he or she must be scheduled for a closely monitored make-up session to complete only the questions not yet answered. Students may not change answers or review responses to any questions that they answered prior to leaving the testing space.

Damaged Test Booklet

- If a test booklet needs to be replaced due to damage (ripped, torn, or biohazard) contact the District Test Coordinator for a replacement booklet and provide the following information:
 - Reason for the replacement
 - Content area and form number of the test booklet
 - Student’s full name and State Student Identification number
 - Test booklet identification number located in the bottom left hand corner of the test booklet.

Contaminated Materials

- If any test materials become contaminated, the following procedures must be followed:
 - **Test Booklets:**
 1. Obtain the test booklet number located on the front bottom left hand corner of the test booklet below the barcode.
 2. Indicate the test booklet number on the electronic Security Checklist as contaminated.
 3. Call the Measured Progress Oklahoma Service Desk and provide them with the test booklet number and reason for the contamination. (i.e., blood or vomit)
 4. Discard the test booklet following the protocol set by your State Department for the disposal of hazardous materials. ***Do Not Return to Measured Progress.***
 - **Combined Answer Documents:**
 1. Obtain the answer document number located on the front bottom right hand corner of the answer document.
 2. Indicate the answer document number on the electronic Security Checklist as contaminated.
 3. If a student completed any work in an answer document, his or her work must be transcribed into a replacement answer document.
 4. Indicate the replacement answer document number on the electronic Security Checklist.
 5. Discard the answer document following the protocol set by your State Department for the disposal of hazardous materials. ***Do Not Return to Measured Progress.***

Appendix B: Transcription of Student Test

Transcribe Combined Answer Documents for Students Taking Large-Print or Braille Versions of the Test

After testing, the Test Administrator should prepare the standard combined answer document that was provided in the Large-Print or Braille kit for each student taking the Large-Print or Braille version of the test. First, apply the student's label to the standard combined answer document. If the student does not have a student label, follow the directions on page 27 of this manual. (For students taking the contracted Braille version, remember to fill in the IEP Braille bubble in Box E.) Then transfer the student's test answers from the Large-Print or Braille test book to the standard combined answer document.

The standard combined answer documents for the Large-Print and Braille tests should then be included with the other student combined answer documents for the class. The original Large-Print and Braille test books and combined answer documents that were used to transcribe from should be returned with the nonscorable test materials.

Transcribe Combined Answer Documents for Accommodated Type Responses

Test administrators are responsible for:

- maintaining the security of all computers used by students who receive an accommodation;
- ensuring that students do not have access to the Internet or any files on the computer hard drive or network during testing as results may be invalidated for students who access the Internet or files during testing;
- ensuring that no response is edited by anyone other than the student and is done only during the test-taking period; and
- deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with an answer booklet. **Student responses are secure and confidential and must not be accessible to unauthorized individuals.**

Information Required for Each Page

You must provide the following information on each page of each student's response. The required information listed below must be handwritten or typed to each page.

- Student Name
- Student State Identification Number
- Answer booklet serial number (the 10-digit number located on the lower right corner)
- Subject
- Question number
- For the ELA Writing Prompt only, page x of y, where x = the current page number and y = the last page number

Formatting Requirements

Formatting:

- Use plain white paper (8 ½" x 11").
- Use a font size between 8-point (minimum) and 12-point (maximum).
- Set margins to be one inch.
- Set line-spacing to be single-spaced.

Page limits:

For responses to open-response and short-answer questions:

- Submit a separate page for each open-response or short-answer question.
- A maximum of one page may be submitted for each response.

For the ELA Writing Prompt:

- A maximum of four pages may be submitted.

The typed response pages must be placed inside the front cover of the student's standard answer booklet without clips, tape, or staples. All information requested on the front cover and back cover of the student's answer booklet must be properly completed by the Test Administrator and Test Proctor.

Appendix C: Calculator Policy



Oklahoma School Testing Program

Calculator Policy

Effective beginning 2017–18 School Year

Purpose

- The items on the Grade 6–8 Math, Grade 8 Science, and CCRA Science Content assessments are designed so that all tasks can be solved without the use of a calculator. However, certain tasks are more difficult if a calculator is not available.
- Before the first day of the test, students using a calculator for any Mathematics and Science assessment should be familiar with the use of the specific calculator that can be utilized. Students should be consistently instructed throughout the school year in the use of calculators; otherwise it may hinder students' performance on the assessment.

Grade-Specific Requirements

Grades 3–5 Mathematics:

Calculators are only allowed as an approved accommodation for students on an IEP or 504 Plan, and only basic four-function calculators with square root and percent keys are allowed.

Grades 6–7 Mathematics:

Basic four-function calculators that include square root and percent keys but do not include +/- keys are allowed, (Calculators with memory keys, including M+ and M-, are acceptable).

Grade 8 Mathematics and Science:

Scientific calculators meeting general requirements are allowed.

Grade 11 CCRA Mathematics and Science:

For part 1, please see the policy of the assessment your district has chosen.

ACT: <http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf>

SAT: <https://collegereadiness.collegeboard.org/sat/taking-the-test/calculator-policy>

For part 2 Science Content

Graphing calculators and/or scientific calculators meeting general requirements are allowed.

General Requirements

- Calculators are permitted but are not required.
- Calculator capabilities described for a specific subject give the maximum capabilities allowed; calculators with less capability are acceptable.
- Students may not share calculators.
- Students may use their own calculators or those provided by the school.
- Calculators that make noise must have the sound feature turned off.
- Calculators that have paper tape must have the tape removed.
- Programs, applications, or documents must be removed or disabled prior to the test session.
- **All calculators must have the memory cleared or reset before and after the test session.**
 - See the manufacturer's website or user guide for clearing procedures.

ExamCalc Online Testing Calculator

For grades 6–8 Math and Science and CCRA Part 2 Science content, each test administered online will be equipped with an ExamCalc within the testing interface. Students may use a handheld calculator meeting their grade-specific requirements, the ExamCalc or both. The calculators provided in ExamCalc are:

Grades 6–7	TI-108 with the +/- key disabled
Grade 8	TI-30XS Multiview
CCRA Science Content	TI-84 Plus

Prohibited Calculators

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones, smart watches, tablets, or other electronic communication devices
- Calculators with a typewriter keypad (QWERTY format)
- Calculators with programs or applications that cannot be removed or disabled (e.g., Polynomial Root-Finders and Simultaneous Equation Solvers)
- Calculators that provide Internet access or Bluetooth

Deleting or Disabling Programs, Applications, and Documents on Graphing Calculators

Texas Instruments

See the instructions for your calculator model at: www.education.ti.com/us/testprep

Casio

To reset the memory on any Casio graphing calculator, use the following steps: [menu], go to system, [exe], [F5] to reset, [F2] for main memory, [F1] for yes, [exit]

For all other calculators, please refer to the manufacturer's website or user guide.

Test Security and Validity

Using a calculator that does not meet the above requirements invalidates the test results and is a violation of test security and test validity. Any violation will be reported to the State Superintendent and may result in revocation of teaching and/or administrative certificates.

