



# **TEST ADMINISTRATION MANUAL**

## **Spring Administration Online and Accommodated Forms**

**GRADE 3: ENGLISH LANGUAGE ARTS AND MATHEMATICS**

**GRADE 4: ENGLISH LANGUAGE ARTS AND MATHEMATICS**

**GRADE 5: ENGLISH LANGUAGE ARTS, MATHEMATICS,  
AND SCIENCE**

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# Contact Information

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



**Oklahoma State Department of Education**

[www.sde.ok.gov](http://www.sde.ok.gov)

**Office of Assessments**

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**State Special Education Office**

405-521-3351

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



**Cognia Oklahoma Service Desk**

[oktechsupport@cognia.org](mailto:oktechsupport@cognia.org)

Phone: (866) 629-0220

**Oklahoma Help & Support Site:**

[oklahoma.onlinehelp.cognia.org](http://oklahoma.onlinehelp.cognia.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 3–5 Testing Dates**

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**Oklahoma School Testing Program  
Administration Dates  
2021–2022 School Year  
English Language Arts, Mathematics,  
and Science  
Online Testing Window  
April 20–May 17, 2022  
Paper Testing\* Window  
April 20–May 3, 2022**

\*under special circumstances only



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# Oklahoma School Testing Program

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## Introduction

Cognia is pleased to serve as the vendor for the Oklahoma School Testing Program (OSTP) for Grades 3–8. The OSTP will assess student performance relative to the Oklahoma Academic Standards (OAS). It is important that the guidelines within this *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 Cognia. 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:** All students on an Individualized Education Program (IEP) or Section 504 Plan are required to participate in state assessments. The IEP or Section 504 Plan team annually determines how students with disabilities will participate in state assessments: with or without accommodations or an alternate assessment. Assessment accommodations are determined based on a student's need and must be outlined in their IEP/504 Plan.
- 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.
- D. **Suspended Students:** Administrative code no longer requires or permits districts to drop students who are suspended. Instead, suspended students will remain **enrolled** in the district and will be expected to participate in state assessments.



# 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 questions 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 book. 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 questions as part of a valid documented accommodation for an IEP, Section 504, or EL student. The TA should read from a separate test book that matches the form being administered. The Nondisclosure (NDA) statement has now been incorporated into the Test Administrator Security Form. It is required that all Test Administrators sign this electronic form.*

## Smart Technology Devices Policy

Due to test security purposes, test questions and answers may 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 questions within or outside of the testing location are prohibited.

The presence of student cell phones or other communication devices may result in a breach of 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 in all testing and security procedures prior to testing to ensure standardization across administrations. This training is provided via the online Test Administrator/Test Proctor Modules; certificates indicating successful completion of the module must be retained at the district level as the record of training.

## Before Day of Testing:

- ☐ Complete the online Test Administrator/Test Proctor Module with at least a score of 80% on the quiz within the module. Provide your Building Test Coordinator (BTC) with a digital or printed copy of your training certificate. Contact the Building Test Coordinator (BTC) or District Test Coordinator (DTC) with any test-related issues or questions.
  - ***Note: Training Modules are available on the Oklahoma Help & Support Site: [oklahoma.onlinehelp.cognia.org](http://oklahoma.onlinehelp.cognia.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 this *Test Administration Manual* several days prior to testing.
- ☐ Review both the ***OSTP IEP/504 Accommodations Manual*** and the ***OSTP EL Accommodations Manual*** for guidance and procedural requirements.



**Before Start of Online Testing:**

- ☐ Secure additional materials needed for testing (e.g., pencils, scratch paper, and/or unmarked grid paper).
- ☐ If your district chooses, a paper copy of the Writer's Checklist (for ELA writing section) may be provided for students to use during testing.
- ☐ 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 watches, etc.).
- ☐ Ensure all desks are cleared and that each student has pencils with erasers.
- ☐ Confirm that enough Test Proctors are present for the test administration site.
  - Buildings may use Roving Proctors when simultaneous test sessions are occurring. The Roving Proctor must rotate between test sessions every 15–20 minutes and cannot be assigned to more than five testing sessions at any given time. The Roving Proctor's duties include:
    - assisting Test Administrators
    - monitoring test sessions and escorting students
    - keeping the hallways quiet during testing
- ☐ Place a "TESTING: DO NOT DISTURB" sign on all doors to the classroom to minimize interruptions.

**Before Start of Paper 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).
- ☐ 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 watches, etc.).
- ☐ Ensure all desks are cleared and that each student has two sharpened No. 2 pencils with erasers.
- ☐ Confirm that enough Test Proctors are present for the test administration site.
  - Buildings may use Roving Proctors when simultaneous test sessions are occurring. The Roving Proctor must rotate between test sessions every 15–20 minutes and cannot be assigned to more than five testing sessions at any given time. The Roving Proctor's duties include:
    - assisting Test Administrators
    - monitoring test sessions and escorting students
    - keeping the hallways quiet during testing
- ☐ Place a "TESTING: DO NOT DISTURB" sign on all doors to the classroom to minimize interruptions.
- ☐ Complete the Classroom Security Form with *Student Name*, *Unique Test Book ID Number*, and *Form Number*. This form is provided to the TA by the BTC.
- ☐ 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), Student Testing Number (STN)/State Student ID (SSID), and demographic information must be bubbled on the answer document.

**During Online Testing:**

- ☐ TAs and TPs must remain in the testing session at all times to maintain and oversee security of tests.
- ☐ 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.
- ☐ Notify the BTC of any possible test invalidations, irregularities, or violations.
- ☐ Actively monitor students to ensure that students are working productively and maintaining test security.
- ☐ Record any observations in a log. A Test Proctor Observation Log sheet is available at the Oklahoma Help & Support Site on the forms page, [oklahoma.onlinehelp.cognia.org/forms](https://oklahoma.onlinehelp.cognia.org/forms).



**During Paper Testing (available only as an accommodation):**

- ☐ 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, irregularities, or violations.
- ☐ Actively monitor students to ensure that students are working productively and maintaining test security.
- ☐ Record any observations in a log. A Test Proctor Observation Log sheet is available at the Oklahoma Help & Support Site on the forms page, [oklahoma.onlinehelp.cognia.org/forms](https://oklahoma.onlinehelp.cognia.org/forms).

**After Online Testing:**

- ☐ Collect all test materials (login tickets, reference sheets, scratch paper, and/or unmarked grid paper) from students after each testing session.
- ☐ Move students who need additional time to the predetermined location.
- ☐ Electronically sign the Test Administrator Security Form.
- ☐ Return all test materials, including your observation log, to your BTC.

**After Paper Testing:**

- ☐ Collect all test materials (booklets, answer documents, and scratch paper) from students after each testing session.
- ☐ Move students who need additional time to the predetermined location.
- ☐ Electronically sign the Test Administrator Security Form.
- ☐ Return all test materials, including your observation log, to your BTC.
- ☐ Verify test booklet ID numbers to Student Names on the Classroom Security Form.
- ☐ Ensure students who are enrolled but do not participate in OSTP have a combined answer document returned for accountability purposes. The appropriate bubble(s) MUST be filled in on the back of each answer document.

**For Paper Testing****In the presence of Test Proctor:**

- Inspect each scorable answer document/test book 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 books, place the original student response in the inside front cover of scorable answer document/test book or,
- For Large-Print and Braille, the student responses must be transcribed into the standard scorable answer documents/test book 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 test books do not need to be alphabetized.
- Do not use paper clips, rubber bands, or any other fasteners that might damage the edges of the scorable test books or combined answer documents.
- Ensure that sticky notes were not placed on any scorable materials. If sticky notes were placed on a test book 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 a student and cannot be related to the Test Administrator or any student in the testing session. A TP is required for every testing session. **For an accommodated test session utilizing a human reader, the TP must be employed by the school district.**

It is the responsibility of the DTC, BTCs, and TAs to inform TPs of their duties during the test administration. Prior to testing, the TA must confirm that enough TPs are present for the test administration site. The main job of the Test Proctor is to observe that testing procedures are followed and to report any potential invalidations, irregularities, or violations in testing to the TA and BTC. For online test administration sites, one TP is required for 1–100 students. For online test administration sites with more than 100 students, additional TPs are required.

Buildings may use Roving Proctors when simultaneous test sessions are occurring, in lieu of using a TP for every testing session. The Roving Proctor must rotate between test sessions every 15–20 minutes and cannot be assigned to more than five testing sessions at any given time. The Roving Proctor's duties include assisting Test Administrators, monitoring test sessions and escorting students, and keeping the hallways quiet during testing. The Roving Proctor must always be available to TAs and to the BTC during testing. The Roving Proctor must meet the same training requirements and credentials as a TP.

## Before Day of Testing:

- ☐ Complete the online Test Administrator/Test Proctor Module or the Test Proctor Module with at least a score of 80% on the quiz within the module. Provide your BTC with a digital or printed copy of your training certificate.
  - **Note: Training Modules are available on the Oklahoma Help & Support Site: [oklahoma.onlinehelp.cognia.org](http://oklahoma.onlinehelp.cognia.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 watches, etc.).
- ☐ Ensure all desks are cleared and that each student has the appropriate testing materials (e.g. testing tickets, pencils, scratch paper).
- ☐ Assist in maintaining the security of all test materials.

## During Testing:

- ☐ Observe that the directions have been read from a script provided in this *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. A Test Proctor Observation Log sheet is available at the Oklahoma Help & Support Site on the forms page, [oklahoma.onlinehelp.cognia.org/forms](http://oklahoma.onlinehelp.cognia.org/forms).
- ☐ If test irregularities occur, the Test Proctor should inform the Test Administrator as silently and unobtrusively as possible. In addition, the Test Proctor may assist the Test Administrator with finding solutions as needed. Such irregularities may include, but are not limited to, the following examples:
  - Marking answers without reading test questions
  - Talking to another student (or other similarly distracting behaviors)
  - Becoming ill and having to leave the room
  - Testing environment disruptions (e.g., technical issues, fire/tornado alarm sounded, loss of power)



- Looking at another student's test book/answer document or computer screen
  - This is an example of cheating and would result in invalidation. See [Appendix D](#) for details.

[Appendix D](#) contains a list of possible student actions/Test Administrator actions. These student actions are to be used as examples and should not be considered an exhaustive list.

- ☐ 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 once the test session has begun. 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 TAs checking test books for random marks.
- ☐ Observe TA transcribe responses from accommodated tests to standard scorable documents/test books.
- ☐ Help organize test materials for return to the BTC.
- ☐ Return the Test Proctor Observation Log to the BTC.



# 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.

Any student not finished in the scheduled time may be given additional time; it is not available as a separate testing session at another time. It is highly recommended to only extend the testing session to double the maximum recommended times in the charts below.

Test sections **MUST** be administered in sequential order with the exception of Grade 5 English Language Arts Book 2, Section 3. Section 3 (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. Mixed group testing is allowed for make-up sessions.

Students who finish early may be dismissed from the session or may read or sit quietly until the end of the test session. Paper versions of the test are available for those students with appropriate accommodations and will follow the same time estimates.

OSTP Grades 3, 4, and 5 Mathematics	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Total:	Approximately 20 minutes
Administering Section 1 of the Mathematics Online Test	Approximately 40 minutes
Administering Section 2 of the Mathematics Online Test	Approximately 40 minutes
Total testing time (Suggested Maximum Time: 200 minutes)	Approximately 100 minutes

OSTP Grade 5 Science	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 10 minutes
Administering Section 1 of the G5 Science Online Test	45–55 minutes
Administering Section 2 of the G5 Science Online Test	45–55 minutes
Total testing time (Suggested Maximum Time: 250 minutes)	105–125 minutes



## OSTP Grades 3 and 4 English Language Arts (ELA)

Administering Section 1	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering the English Language Arts Test	50–60 minutes
Total:	70–80 minutes
Administering Section 2	
Distributing login information/logging on	Approximately 10 minutes
Administering the English Language Arts Test	50–60 minutes
Total:	60–70 minutes
Total testing time (Suggested Maximum Time: 300 minutes)	Approximately 150 minutes

## OSTP Grade 5 English Language Arts (ELA)

Grade 5 English Language Arts Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Total:	Approximately 20 minutes
Administering Section 1 of the Grade 5 English Language Arts Online Test	Approximately 40 minutes
Administering Section 2 of the Grade 5 English Language Arts Online Test	Approximately 40 minutes
Total testing time (Suggested Maximum Time: 200 minutes)	Approximately 100 minutes
Grade 5 English Language Arts Writing Test Time Schedule	
Distributing login information	Approximately 20 minutes
Administering Section 3 Writing	Approximately 55 minutes
Total Section 3 testing time (Suggested Maximum Time: 150 minutes)	Approximately 75 minutes



# Online Testing

## Before Online Testing

Directions are provided via recording or may be read aloud by the TA.

## Playing the Test Administration Directions Video/Audio

A video of the test administration directions being read aloud in English is available for all grades and content areas. Administrators may choose to play these directions for students in lieu of having the TA read the test administration directions aloud. For online testing, the video will offer audio of the test administration script being read aloud, along with a visual representation of what the students will see as they follow through the directions. For paper testing, an audio-only recording of the test administration directions being read aloud is provided. All of the pre-recorded test administration directions will be posted on the *Test Administration Manual* Audio & Video page, [oklahoma.onlinehelp.cognia.org/test-administration-manual-audio-and-video-files](http://oklahoma.onlinehelp.cognia.org/test-administration-manual-audio-and-video-files).

## Reading Directions Aloud

Read aloud the **bold type** material that is preceded by the word “Say.” *Italicized* material is information for the TA 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.**

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

## Ensure You Have the Required Test Materials

a paper or electronic copy of this <i>Test Administration Manual</i> (TAs may use state-approved devices for reading and referencing manuals. Approved: Desktop Computer, Laptop Computer, Tablet, iPad. <b>Not Approved: Any Cell Phone Device.</b> )	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 all classroom doors	pencils, scratch paper, and/or unmarked grid paper, and writer’s checklist (if printed was used)
a Test Proctor Observation Log	approved calculators with memory cleared for students with an approved IEP/504 accommodation (See <a href="#">Appendix C: Calculator Policy</a> .)
one computer or tablet for each student	all students 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.

Sample Questions have been standardized by grade span within each 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 3, 4 & 5 taking the Mathematics Assessment can be grouped into one location. The approved grade span groupings are 3–5. English Language Arts Section 3 for Grade 5 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.

If a student must leave the room for a short period during the test session, the student should click on the Pause/Exit button, which appears at the bottom of each screen. The student will have 20 minutes to resume his or her test. If the time exceeds 20 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, and a Proctor Password will be required to re-access the test. Only the DTC has access to the Proctor Password. The TA must contact either the BTC or DTC to obtain the Proctor Password. Any questions the student answered before the pause will be locked and the student will not be able to return to those questions.

**Note: the Proctor Password is considered secure material and may only be entered by the TA, BTC or DTC. The password should never be shared with students.**

**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, have food or snacks brought to them, or take a lunch break.**



# Grades 3–5 English Language Arts

## Sections 1 and 2—Online Testing

**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 their Student Test Login Tickets to enter the test. All scratch paper and Student Test Login Tickets should be collected before students leave the testing session. At this time, **provide the Session Access Code for Session 1.** [Only provide one Access Code at any one time.]*

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

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

*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, or the date of birth is incorrect, please raise your hand now.**

*Pause. Make sure students check the name and date of birth on their tickets.*

Say: **If you do not see the student login page, then click the test icon on your screen.**  
*(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 can be running with the testing program.*

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

*Work with students who need extra help opening the program.*

Say: **Carefully type your 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 Number/State Student 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 “Session 1” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code 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 English Language Arts Directions. Pause; wait for students to raise their hands.**

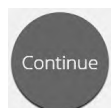
*Note: If a student is assigned any accommodations, they will be presented with an Options page prior to the session directions. Please refer to the Test Administrators Technology Guide for more information.*

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. Some of this material may not be familiar to you, but it is still important that you do your best. 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. 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 all four answer choices. Be sure that you have seen all answer choices before making your selection.**

*(Read for grades 3 and 4 ELA operational testing only:)* **You will answer constructed-response questions by typing your answer into the space provided on your screen.**

**Select the “Continue” button.**



Say: **The first questions are samples to give you an opportunity to try out the tools that you can use. 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.**

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



**These buttons will help you move through 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. “Pause/Exit” 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 or exit the test. The “Back” button is shaded based on the first and the last question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now.**

**Now you will see that the “Back” button can be used. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.**



**The star located in the upper left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.**

**Another way to move through the test is by using the Test Map. You can find 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.**

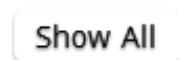
**The Test Map shows you all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; questions you have marked for review will have a yellow star next to them; questions that have not been visited are gray. Notice that question A is marked with a star. 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.**



Say: Click on “A.” You are now back to Sample Question A. Click on the star to remove the mark.



Look at the four options in this question. 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.



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.

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test.



The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The “white” space can be resized by dragging the bottom right-hand corner.



The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now. When you click it, a selection box will appear.



Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question. Now click on the blue pencil and circle a word in the question. 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 sketch tool.



The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.



Click on the yellow highlighter from the box and highlight a word in the passage or question. You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click “Clear All.” Click the “X” in the upper right corner of the box to close the highlighter tool.

## Grades 3–5 English Language Arts Directions with Sample Questions

Say: The English Language Arts Online Test screen is divided in half with a line going down the middle of the screen. The reading passages will appear on the left-hand side of the screen, and the questions you have to answer will appear on the right-hand side. You will see a scroll bar that you may have to use to view all of the reading passage text.

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.



The arrow shown to the right of the passage(s), pointing right, can be used to expand the passage(s) to a full screen view. To exit full screen view, click the left pointing arrow at the right of the screen.

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

Find Sample Question A. Look at the directions at the top of the screen; follow along as I read them aloud.



## Sample Questions for Grades 3–5 English Language Arts

Say: **Read the sentence.**

The two trees leaves are turning brown. What change, if any, should be made to trees in the sentence? (A) tree's, (B) trees', (C) treeses, (D) no change.

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

Say: **The correct answer is “(B) trees’.” 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.**

**Now find the sample passage, “The American Buffalo.”**

**Read the instructions to yourself as I read them aloud.**

**You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.**

**Read the passage to yourself.** *(Pause while students read the passage.)*

Say: **Now click tab 2.**

**Read the instructions to yourself as I read them aloud.**

**Read this passage, which goes with the previous passage. Then answer the questions that follow.**

**Read the passage to yourself.** *(Pause while students read the passage.)*

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

**The author of “The American Buffalo” most likely wrote this passage (A) to inform the reader with details, (B) to persuade the reader with facts, (C) to entertain the reader with a story, (D) to share a personal experience with the reader.**

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

Say: **The correct answer is “(A) to inform the reader with details.” 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.)*



## General Directions (continued)

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

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

**When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question 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, shows you the number of completed questions, unanswered questions, and questions marked with a star. 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.**

**The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section click “Turn In.”**

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

Say: **Remember to 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.”)*

**If you are not finished with the test at the end of the test session, you may be given additional time.**

Say: **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 the section, I will provide the Access Code for the next 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 the final section, you will once again be taken to the Summary Page. The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section click “Turn In.” Are there any questions?** *(Answer all questions related to completing the test, but do not give students content instruction.)*

Say: **Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

**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. Do not comment on student writing.*

*As students begin to finish the current section, provide 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.*



## 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 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, **provide the Session Access Code for Session 2.***

Say: **Today you will take Session 2 of the online English Language Arts test. It is important that you do your best on this test. You have been given a Student Test Login Ticket and test materials. Only use the scratch paper that has been provided. Your test materials, including your Student Test Login Ticket, will be collected at the end of this testing session.**

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

*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, or the date of birth is incorrect, please raise your hand now.**

*Pause. Make sure students check the name and date of birth on their tickets.*

Say: **If you do not see the student login page, then click the test icon on your screen.**  
(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 can be running with the testing program.*

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

*Work with students who need extra help opening the program.*

Say: **Carefully type your 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 Number/State Student 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 “Session 2” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code 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 English Language Arts Directions.**

*Pause; wait for students to raise their hands.*



*Note: If a student is assigned any accommodations, they will be presented with an Options page prior to the session directions. Refer to the Test Administrators Technology Guide for more information.*

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. Some of this material may not be familiar to you, but it is still important that you do your best. 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. 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 all four answer choices. Be sure that you have seen all answer choices before making your selection.**

*(Read for grades 3 and 4 ELA operational testing only:)* **You will answer constructed-response questions by typing your answer into the space provided on your screen.**

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

**When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question 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, shows the number of completed questions, unanswered questions, and questions marked with a star. 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.**

**The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section 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: **If you are not finished with the test at the end of the test session, you may be given additional time. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

**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. Do not comment on student writing.*

*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.*



# Grade 5 English Language Arts Section 3—Online Testing

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Test Administrators may pass out pencils, Student Test Login Tickets, printed writer's checklist (if preferred), and scratch paper and/or unmarked grid paper before testing for all students to use. Students will need 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, provide the Session Access Code for Session 3. [Only provide one Access Code at any one time.]*

Say: **Today you will take Session 3 of the online Grade 5 English Language Arts Test. It is important that you do your best on this test. You have been given a Student Test Login Ticket, and test materials. Only use the scratch paper that has been provided. Your test materials, including your Student Test Login Ticket, will be collected at the end of this testing session.**

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

*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, or the date of birth is incorrect, please raise your hand now.**

*Pause. Make sure students check the name and date of birth on their tickets.*

Say: **If you do not see the student login page, then click the test icon on your screen.**  
*(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 can be running with the testing program.*

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

*Work with students who need extra help opening the program.*

Say: **Carefully type your 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 Number/State Student 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 “Session 3” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code for Session 3 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 Session 3.**

*Pause; wait for students to raise their hands.*

*Note: If a student is assigned any accommodations, they will be presented with an Options page prior to the session directions. Refer to the Test Administrators Technology Guide for more information.*



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 read two passages, then respond to 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.**

**You may use your scratch paper to PLAN your composition. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Be sure to type your composition in the space provided.**

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

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

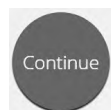
- **address the prompt;**
- **develop your ideas thoroughly;**
- **organize your ideas;**
- **stay focused on your purpose for writing;**
- **make your writing thoughtful and interesting; and**
- **use correct spelling, capitalization, punctuation, grammar, usage, and sentence structure.**

**DO NOT CLICK THE “TURN IN” BUTTON until you are completely finished with your writing. Once you click “Turn In,” 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.**



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



**These buttons will help you move through 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. “Pause/Exit” 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 or exit the test. The “Back” and “Next” buttons will be visible but grayed out depending on first and last question.**

**Keep in mind that only the responses typed in the space provided will be scored.**

**Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test.**




**The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The “white” space can be resized by dragging the bottom right-hand corner.**



**The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now. When you click it, a selection box will appear.**



Say:  Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question. Now click on the blue pencil and circle a word in the question. 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 sketch tool.



The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.



Click on the yellow highlighter from the box and highlight a word in the passage or question. You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click “Clear All.” Click the “X” in the upper right corner of the box to close the highlighter tool.



The reference tool will access the Writer’s Checklist. Now click on the Writer’s Checklist. Take a moment to review the checklist. Click the “X” in the upper right corner to close the tool. *(Read if provided:)* A paper copy of this checklist has also been provided to you.

If you are not finished with the test at the end of the test session, you may be given additional time.

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. You need to be actively typing in the text box in order to be considered “active” in the system. Just moving the mouse or using the tools is not considered activity.

The English Language Arts Online Test screen is divided in half with a line going down the middle of the screen. The reading passages will appear on the left-hand side of the screen, and the questions you have to answer will appear on the right-hand side. You will see a scroll bar that you may have to use to view all of the reading passage text.

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.



The arrow shown to the right of the passage(s), pointing right, can be used to expand the passage(s) to a full screen view. To exit full screen view, click the left pointing arrow at the right of the screen.

**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 3 Writing. 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. Do not comment on student 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.*



# Grades 3–5 Mathematics—Online Testing

**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 their 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, **provide the Session Access Code for Session 1.** [Only provide one Access Code at any one time.]*

Say: **Today you will take an online Mathematics test. It is important that you do your best on this test. You have been given a Student Test Login Ticket and test materials. Only use the scratch paper that has been provided. Your test materials, including your Student Test Login Ticket, will be collected at the end of this testing session.**

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

*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, or the date of birth is incorrect, please raise your hand now.**

*Pause. Make sure students check the name and date of birth on their tickets.*

Say: **If you do not see the student login page, then click the test icon on your screen.**  
*(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 can be running with the testing program.*

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

*Work with students who need extra help opening the program.*

Say: **Carefully type your 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 Number/State Student 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 “Session 1” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code 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 Mathematics Directions. Pause; wait for students to raise their hands.**

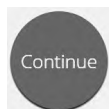
*Note: If a student is assigned any accommodations, they will be presented with an Options page prior to the session directions. Please refer to the Test Administrators Technology Guide for more information.*



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

Today you will be tested in Mathematics. Some of this material may not be familiar to you, but it is still important that you do your best. 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. 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 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.

Select the “Continue” button.



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.

Look at the buttons on the bottom right of the screen.



These buttons will help you move through 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. “Pause/Exit” 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 or exit the test. The “Back” button is grayed out based on the first and the last question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now.

Now you will see that a “Back” button is there. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.



The star located in the upper left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.

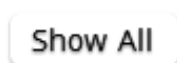
Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

The Test Map shows you all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; questions you have marked for review will have a yellow star next to them; questions that have not been visited are gray. Notice that question A is marked with a star. 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 star to remove the bookmark.



Look at the four options in this question. 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.



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.



Say: **Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test.**



The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The “white” space can be resized by dragging the bottom right-hand corner.



The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now. When you click it, a selection box will appear.



Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question. Now click on the blue pencil and circle a word in the question. 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 sketch tool.



The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.



Click on the yellow highlighter from the box and highlight a word in the passage or question. You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click “Clear All.” Click the “X” in the upper right corner of the box to close the highlighter tool.

### Grades 3–5 Mathematics Directions with Sample Questions

Say: **You may see some questions that have a passage appearing on the left-hand side of the screen, and then 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 the questions.**



The arrow shown to the right of the passage, pointing right, can be used to expand the passage to a full screen view. To exit full screen view, click the left pointing arrow at the right of the screen.

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 3–5 Mathematics

Say: Look at the sample passage on the left-hand side of the screen. Read the instructions and passage to yourself as I read them aloud.

Use the information to answer the following two questions.

Casey and her brother, Sam, keep track of their scores while playing their favorite video game. Sam's highest score is 5,400. Casey's scores for her last six games are shown.

Study the information on your own. *(Pause while students study the information.)*

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

Casey wants to list her scores from greatest to least. Which list shows Casey's scores from greatest to least?

Read the answer choices and click on the correct answer. *(Pause.)*

Say: The correct answer is "(D) 6,250; 6,020; 6,005; 5,735; 5,630; 5,275." 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: Now look at Sample Question B. Read the sample to yourself as I read it aloud.

Sam's goal for next week is to score 1,000 more than his highest score. What is his goal?  
(A) 5,500; (B) 6,400; (C) 6,500; (D) 7,250.

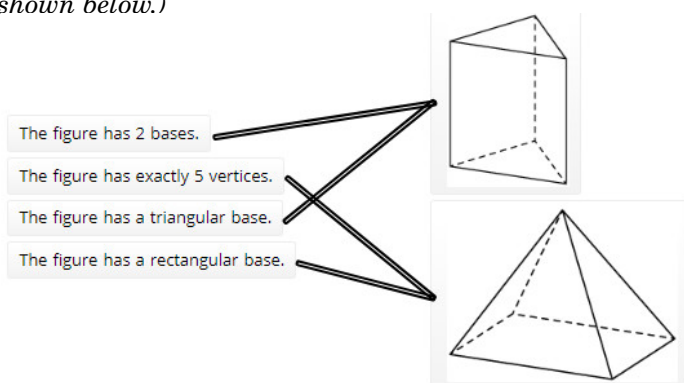
Click on the correct answer. *(Pause.)*

Say: The correct answer is "(B) 6,400." If you want to change your answer, click on the correct answer choice.

Now continue to Sample Question C. Read the sample to yourself as I read it aloud.

Match each sentence on the left to the figure it describes on the right. Each figure will have two sentences matched to it. Click one sentence on the left and then click the figure it describes on the right. To remove a line, hold the pointer over the line until it turns red, and then click it.

Study the sentences and figures in the boxes. Follow the instructions to match the sentences with the correct answers. During the test, when answering questions like this, make sure you match all choices with an answer to receive full credit. *(Pause for replies. The correct answer is shown below.)*



Say: The figure has 2 bases matches with the top figure. The figure has exactly 5 vertices matches with the bottom figure. The figure has a triangular base matches with the top figure. The figure has a rectangular base matches with the bottom figure.

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



## General Directions (continued)

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

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

**When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question 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, shows you the number of completed questions, unanswered questions, and questions marked with a star. 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.**

**The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section click “Turn In.”**

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

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.**

*(If the students are continuing on to the next section immediately, go to the section “Directions when continuing on to the next section immediately.”)*

**If you are not finished with the test at the end of the test session, you may be given additional time.**

**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 the section, I will provide the Access Code for the next 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 the final section, you will once again be taken to the Summary Page. The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section click “Turn In.” Are there any questions?** *(Answer all questions related to completing the test, but do not give students content instruction.)*

Say: **Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

**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, provide 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.*



## 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 their 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, **provide the final Session Access Code.***

Say: **Today you will take Session 2 of the online Mathematics test. It is important that you do your best on this test. You have been given a Student Test Login Ticket and test materials. Only use the scratch paper that has been provided. Your test materials, including your Student Test Login Ticket, will be collected at the end of this testing session.**

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

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

<p><b>Doe, Jane M</b>          DOB: 1/1/2001          Demo Form          Username: 62325277          Password: 2FA5B3AE</p>
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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, or the date of birth is incorrect, please raise your hand now.**

*Pause. Make sure students check the name and date of birth on their tickets.*

Say: **If you do not see the student login page, then click the test icon on your screen.**  
*(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 can be running with the testing program.*

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

*Work with students who need extra help opening the program.*

Say: **Carefully type your 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 Number/State Student 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 “Session 2” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code 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 Mathematics Directions.**

*Pause; wait for students to raise their hands.*



*Note: If a student is assigned any accommodations, they will be presented with an Options page prior to the session directions. Refer to the Test Administrators Technology Guide for more information.*

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

**Today you will be tested in Mathematics. Some of this material may not be familiar to you, but it is still important that you do your best. 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. 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 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.**

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

**When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question 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, shows the number of completed questions, unanswered questions, and questions marked with a star. 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.**

**The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section 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: **If you are not finished with the test at the end of the test session, you may be given additional time. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

**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 give help with any part of the test. If students ask for feedback, do not provide any.*

*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.*



# Grade 5 Science—Online Testing

**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 their 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, **provide the Session Access Code for Session 1.** [Only provide one Access Code at any one time.]*

Say: **Today you will take an online Science test. It is important that you do your best on this test. You have been given a Student Test Login Ticket and test materials. Only use the scratch paper that has been provided. Your test materials, including your Student Test Login Ticket, will be collected at the end of this testing session.**

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

*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, or the date of birth is incorrect, please raise your hand now.**

*Pause. Make sure students check the name and date of birth on their tickets.*

Say: **If you do not see the student login page, then click the test icon on your screen.**  
*(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 can be running with the testing program.*

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

*Work with students who need extra help opening the program.*

Say: **Carefully type your 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 Number/State Student 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.*



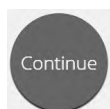
Say: **Click on the “Session 1” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code as I read it out loud. [Read the Session Access Code out loud.] Now click on the Submit button. Please raise your hand if you are not viewing Science Directions. Pause; wait for students to raise their hands.**

*Note: If a student is assigned any accommodations, they will be presented with an Options page prior to the session directions. Please refer to the Test Administrators Technology Guide for more information.*

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

**Today you will be tested in Science. Some of this material may not be familiar to you, but it is still important that you do your best. 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. 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 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.**

**Select the “Continue” button.**



Say: **The first questions are samples to give you an opportunity to try out the tools that you can use. 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.**

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



**These buttons will help you move through your 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. “Pause/Exit” 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 or exit the test. The “Back” button is grayed out based on the first and the last question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now.**

**You will see that the “Back” button is there. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.**

**Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test.**



**The star located in the upper left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.**

**Another way to move through the test is by using the Test Map. You can find 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.**

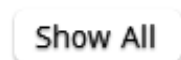
**The Test Map shows you all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; questions you have marked for review will have a yellow star next to them; questions that have not been visited are gray. Notice that question A is marked with a star. 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.**



Say: Click on “A.” You are now back to Sample Question A. Click on the star to remove the mark.



Look at the four options in this question. 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.



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.

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test.



The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The “white” space can be resized by dragging the bottom right-hand corner.



The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now. When you click it, a selection box will appear.



Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question. Now click on the blue pencil and circle a word in the question. 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 sketch tool.



The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.



Click on the yellow highlighter from the box and highlight a word in the passage or question. You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click “Clear All.” Click the “X” in the upper right corner of the box to close the highlighter tool.

## Grade 5 Science Directions with Sample Questions

Say: The Science Online Test screen is divided in half with a line going down the middle of the screen. The science passages will appear on the left-hand side of the screen, and the questions you have to answer will appear on the right-hand side. You will see a scroll bar that you may have to use to view all of the science passage text.



The arrow shown to the right of the passage, pointing right, can be used to expand the passage to a full screen view. To exit full screen view, click the left pointing arrow at the right of the screen.

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

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



## Sample Questions for Grade 5 Science

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

Read the sample to yourself as I read it out loud.

The drawing shows some plants and animals that live in the Black Kettle National Grassland in southwestern Oklahoma.

Some students wanted to make a model to show how matter moves through this grassland. The students had learned that the movement of matter allows plants and animals in the grassland to get nutrients or food. If the plants and animals do not get the nutrients or food they need, they cannot survive.

By making the model, the students could predict how well plants and animals would survive if events such as fire or drought happened in the ecosystem.

Now look at Sample Question A.

Read the sample to yourself as I read it aloud.

What can the students add to their model to show that matter also moves between organisms and the environment?

(A) rocks, because they are a common part of soil, (B) Sun, because it allows plants to make their own food, (C) wind, because it moves air and dust around the grassland, (D) decomposers, because they break down dead plants and animals.

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

Say: The correct answer is “(D) decomposers, because they break down dead plants and animals.” 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.

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

Which set of events should the students’ model also include to show how matter moves in the ecosystem?

(A) Plants take up air and water to make food. → Animals eat plants. → Animals breathe out air. (B) Plants release food as waste. → Animals break down wastes from plants. → Animals breathe out air. (C) Animals take in air and water to make food. → Other animals eat these animals. → Animals release waste. (D) Animals release waste into air. → Animals breathe in water in air. → Water is taken up by animals to make food.

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

Say: The correct answer is “(A) Plants take up air and water to make food. → Animals eat plants. → Animals breathe out air.” If you want to change your answer, click on the correct answer choice.

*(continued on next page)*



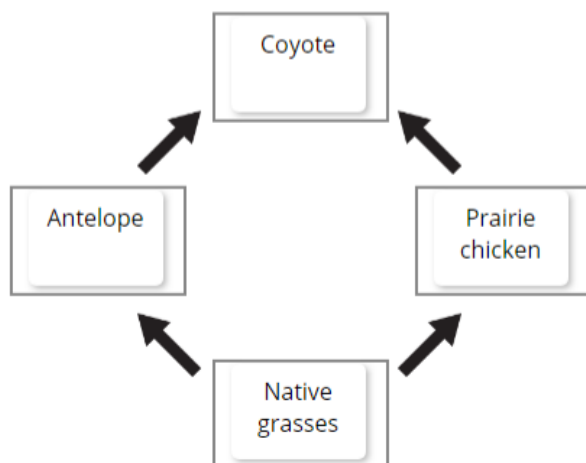
## Sample Questions for Grade 5 Science (continued)

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

The students also learned what some of the organisms eat. Prairie chickens eat native grasses and coyotes eat prairie chickens. Native grasses are eaten by antelope and antelope are eaten by coyotes.

Drag the organisms into the food web to show how matter moves among the organisms. To drag an organism, click and hold the organism, and then drag it to the desired space. To change an organism, click and hold it, and then drag it back to the original location.

Study the words in the boxes. Follow the instructions to arrange the words in the correct spaces. During the test, when answering questions like this, make sure you fill all spaces with an answer to receive full credit. *(Pause for replies. The correct answer is shown below.)*



Say: The box on top says coyote. The box on the left says antelope. The box on the right says prairie chicken. The box on the bottom says native grasses.

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



## General Directions (continued)

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

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

**When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question 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, shows you the number of completed questions, unanswered questions, and questions marked with a star. 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.**

**The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section click “Turn In.”**

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

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.**

*(If the students are continuing on to the next section immediately, go to the section “Directions when continuing on to the next section immediately.”)*

**If you are not finished with the test at the end of the test session, you may be given additional time.**

**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 the section, I will provide the Access Code for the next 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 the final section, you will once again be taken to the Summary Page. The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section click “Turn In.” Are there any questions?** *(Answer all questions related to completing the test, but do not give students content instruction.)*

Say: **Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

**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 give help with any part of the test, including vocabulary.*

*As students begin to finish the current section, provide 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.*



## 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 their 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, **provide the final Session Access Code.***

Say: **Today you will take Session 2 of the online Science test. It is important that you do your best on this test. You have been given a Student Test Login Ticket and test materials. Only use the scratch paper that has been provided. Your test materials, including your Student Test Login Ticket, will be collected at the end of this testing session.**

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

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

<b>Doe, Jane M</b> 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, or the date of birth is incorrect, please raise your hand now.**

*Pause. Make sure students check the name and date of birth on their tickets.*

Say: **If you do not see the student login page, then click the test icon on your screen.**  
*(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 can be running with the testing program.*

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

*Work with students who need extra help opening the program.*

Say: **Carefully type your 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 Number/State Student 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 “Session 2” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code 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 Science Directions.**

*Pause; wait for students to raise their hands.*

*Note: If a student is assigned any accommodations, they will be presented with an Options page prior to the session directions. Refer to the Test Administrators Technology Guide for more information.*



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

**Today you will be tested in Science. Some of this material may not be familiar to you, but it is still important that you do your best. 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. 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 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.**

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

**When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question 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, shows the number of completed questions, unanswered questions, and questions marked with a star. 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.**

**The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map. Once you have completed the section 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: **If you are not finished with the test at the end of the test session, you may be given additional time. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

**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 give help with any part of the test, including vocabulary.*

*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.*



# Paper Testing


## Before Paper Testing

**Please note:** Only IEP, 504, or EL students with a valid documented accommodation for paper testing should be administered this form for Grades 3, 4, and 5 state summative assessments. Please see the Paper & Pencil Test Formats section of the Accommodations Manual for further guidance:

**OSTP IEP/504 Accommodations Manual** **OSTP EL Accommodations Manual**

## Ensure You Have the Required Test Materials


a paper or electronic copy of this <i>Test Administration Manual</i> (TAs may use state approved devices for reading and referencing manuals. Approved: Desktop Computer, Laptop Computer, Tablet, iPad. <b>Not Approved: Any Cell Phone Device.</b> )	one combined answer document (not applicable for grade 3) (Make sure all test materials are stored in a secure location prior to testing.)
a "Testing: Do Not Disturb" sign for all doors	a test book for each student
a Classroom Security Form	scratch paper and/or unmarked grid paper
approved calculators with memory cleared for students with an approved IEP/504 accommodation (See <a href="#">Appendix C: Calculator Policy</a> )	No. 2 pencils and erasers
all students are scheduled for a test	a Test Proctor Observation Log

 **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.

## 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, Student Testing Number (STN)/State Student ID (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, Student Testing Number (STN)/State Student ID (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)
- Student Testing Number (STN)/State Student ID (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 Did Not Attempt (DNA), No Longer Enrolled (NLE), or Oklahoma Alternate Assessment Program (OAAP), 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.







# STUDENT INFORMATION SECTION

FOR SCHOOL PERSONNEL ONLY

<b>M</b>	<input type="radio"/> IEP <input type="radio"/> 504								
<b>N</b>	<b>IEP OR 504 ACCOMMODATION</b> <table border="1"> <tr> <td></td> <td>ELA</td> <td>MA</td> <td>SC</td> </tr> <tr> <td>With Accommodations:</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> <p>(Not selecting above bubble "with accommodations" for a content area is indicating "no accommodations" were provided for this student.)</p>		ELA	MA	SC	With Accommodations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>P</b>	<b>EL ACCOMMODATION</b> <table border="1"> <tr> <td></td> <td>ELA</td> <td>MA</td> <td>SC</td> </tr> <tr> <td>With Accommodations:</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> <p>(Not selecting above bubble "with accommodations" for a content area is indicating "no accommodations" were provided for this student.)</p>		ELA	MA	SC	With Accommodations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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With Accommodations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						

<b>Q</b>	<b>IF THIS STUDENT WAS NOT TESTED, INDICATE THE REASON.</b> Selections are subject to change based upon SDE review and validation.																
	<table border="1"> <tr> <td></td> <td>ELA</td> <td>MA</td> <td>SC</td> </tr> <tr> <td>Did Not Attempt (DNA)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>No Longer Enrolled (NLE)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Oklahoma Alternate Assessment Program (OAAP)</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>		ELA	MA	SC	Did Not Attempt (DNA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	No Longer Enrolled (NLE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Oklahoma Alternate Assessment Program (OAAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Oklahoma Alternate Assessment Program (OAAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
	ELA = English Language Arts      MA = Math SC = Science																

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<b>S</b>	<b>SDE APPROVAL REQUIRED</b> SDE approval is required for the following testing status codes. Go to the Testing Status Application in Single Sign On to request one or more of these codes. Emergency Exempt Invalidation (Breach)
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<b>T</b>	Please note: Student demographic information for OSTP/CCRA assessments is verified through the Accountability Reporting application in Single Sign On.
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<b>V</b>	<b>VOID-DO NOT SCORE</b> <input type="radio"/> Void this answer document.
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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
<b>Teacher's Name</b> <b>School Name</b> <b>District Name</b> <b>County Name</b> <b>(Required)</b>	Names must be printed in the appropriate spaces. All students must use the name of their official home school.	<b>A–D</b>
<b>IEP Braille</b>	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.	<b>E</b>
<b>Gender</b>	<b>If the student does not have a label:</b> Fill in the correct bubble to identify the gender of the student testing.	<b>F</b>
<b>Student's Last Name</b> <b>First Name,</b> <b>Middle Initial</b> <b>(Required)</b>	<b>If the student does not have a label:</b> Letters must be printed, one per box. Under each box, the bubble with the same letter must be filled in.	<b>G</b>
<b>State Student I.D. Number (STN)</b> <b>(Required)</b>	<b>If the student does not have a label:</b> 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.	<b>H</b>
<b>Date of Birth (Required)</b>	<b>If the student does not have a label:</b> 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.)	<b>I</b>
<b>Date Test Taken (Required)</b>	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. Box K can be found on page 3 of the answer document.	<b>K</b>
<b>IEP</b>	This applies to any student for whom there is verification on file of an Individual Education Program prior to testing.	<b>M</b>
<b>504</b>	This applies to any student for whom there is verification on file of a Section 504 Plan prior to testing.	
<b>IEP or 504 Accommodation</b>	If the student used an accommodation, bubble "with accommodations" for each applicable subject. The accommodation(s) must be specified in the student plan on file.	<b>N</b>
<b>EL</b>	An English Learner (EL) 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 a language proficiency assessment as "proficient" to exit EL status.	<b>O</b>
<b>EL Accommodation</b>	If the student used an accommodation, bubble "with accommodations" for each applicable subject. The accommodation(s) must be specified in the student plan on file.	<b>P</b>



When you check this . . .		look for this:	and fill or bubble in this box
<b>Did Not Attempt (DNA)</b>		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.	<b>Q</b>
<b>No Longer Enrolled (NLE)</b>		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.	
<b>Oklahoma Alternate Assessment Program (OAAP)</b>		This applies to students who are participating in Oklahoma Alternate Assessment Program (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.	
<b>Local Student I.D. Number (Optional)</b>		Enter the student's local Student I.D. Number in the field provided. This field is optional.	<b>R</b>
<b>VOID-DO NOT SCORE</b>		A paper answer document may only be voided if a student's answer document is damaged and/or not scannable, or if a breach form was administered. A voided answer document will not be scored or counted as an attempt. A Testing Irregularity must be submitted through the Office of Assessment Google Form.	<b>V</b>
<b>SDE Approval Required</b>	<b>Emergency Exempt</b>	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.	<b>S</b>  (Go to the Testing Status Application located on the Single Sign-On to request one or more of these designations.)
	<b>Invalidation (Breach)</b>	Student's test will not be scored. Students may be eligible for a Breach Test form, if available.	
<b>Additional Demographic Information</b>		Please note: Student demographic information for OSTP/CCRA assessments is verified through the Accountability Reporting application in Single Sign-On.	<b>T</b>



## 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 with your testing materials to the BTC.

## Playing the Test Administration Directions Video/Audio

A video of the test administration directions being read aloud in English is available for all grades and content areas. Administrators may choose to play these directions for students in lieu of having the TA read the test administration directions aloud. For online testing, the video will offer audio of the test administration script being read aloud, along with a visual representation of what the students will see as they follow through the directions. For paper testing, an audio-only recording of the test administration directions being read aloud is provided. All of the pre-recorded test administration directions will be posted on the on the *Test Administration Manual* Audio & Video page, [oklahoma.onlinehelp.cognia.org/test-administration-manual-audio-and-video-files](http://oklahoma.onlinehelp.cognia.org/test-administration-manual-audio-and-video-files).

## Reading Directions Aloud

Read aloud the **bold type** material that is preceded by the word “Say.” *Italicized* material is information for the TA 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.**

## 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.

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 and 5 taking the Mathematics Assessment can be grouped into one location. English Language Arts Section 3 for Grade 5 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, have food or snacks brought to them, or take a lunch break.**

Post the teacher’s name, school name, district name, county name, and today’s date for students to copy.

**All students must use the name of their official school of enrollment.** 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.

**If you are administering grade 3, students will answer the questions directly in the test book. There is not a separate answer document for grade 3.**



## HOW TO FILL OUT A BIOGRID FOR GRADE 3 STUDENTS

Say: **Today we will begin the Oklahoma School Testing Program tests.**

**Please look at your test book. It should say Grade 3. Please raise your hand if it does not say Grade 3. (Give help as needed.)**

Say: **Point to the top of the test book. On the appropriate lines at the top of the page, write the name of your teacher (Box A), school (Box B), district (Box C), and county (Box D) using the information provided. 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 complete name, date of birth, or state student ID number on the label is incorrect, give the student a new blank test book/answer document and tell the student to follow the next set of instructions. If there are no issues with labels, go directly to the instructions for the test being administered.)**

*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.]**

### ***For All Students Without Labels***

Important Note: If students are using labels and their name, Student Testing Number/State Student ID number, and date of birth is correct, skip directly to the instructions for the test they are taking.

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 test book. (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 in their middle initial. If no middle initial, leave blank.)**

Say: **Box H labeled "State Student I.D. Number." will be filled in by school personnel.**

**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, "zero, five" in the circles for the day, and "two, zero, zero, zero" in the circles for the year.**

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

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



# Grade 3 English Language Arts—Paper Testing

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Be sure that desks are cleared and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. Mechanical pencils are not allowed. All scratch paper should be collected before students leave the testing session. Provide today's date.*

Say: **Today you will take the Grade 3 English Language Arts test. It is important that you do your best on this test. You have been given a test book and test materials. Only use the scratch paper that has been provided. Your test materials, including your test book, will be collected at the end of the testing session.**

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

**Let's prepare your test book before looking at the sample questions.**

K		DATE TEST TAKEN (Required)	
Month	Day		
Jan	<input type="radio"/>	<input type="radio"/>	
Feb	<input type="radio"/>	<input type="radio"/>	
Mar	<input type="radio"/>	<input type="radio"/>	
Apr	<input type="radio"/>	<input type="radio"/>	
May	<input type="radio"/>	<input type="radio"/>	
Jun	<input type="radio"/>	<input type="radio"/>	
Jul	<input type="radio"/>	<input type="radio"/>	
Aug	<input type="radio"/>	<input type="radio"/>	
Sep	<input type="radio"/>	<input type="radio"/>	
Oct	<input type="radio"/>	<input type="radio"/>	
Nov	<input type="radio"/>	<input type="radio"/>	
Dec	<input type="radio"/>	<input type="radio"/>	

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

Say: **Pull the tab in the direction indicated on the seal and open your test book to page 4.**

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



## Sample Questions for Grade 3 ELA

Say: **Choose the best answer for the question. Fill in the circle for the answer you have chosen.**

**Now look at Sample Question A.** *(Point to Sample Question A.)*

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

**Read the sentence.**

**The two trees leaves are turning brown. What change, if any, should be made to trees in the sentence? (A) tree's, (B) trees', (C) treeses, (D) no change.**

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

Say: **The correct answer is “(B) trees’.” Now look at the options listed under Sample Question A.** *(Point to the options listed under Sample Question A in the test book.)*

Say: **The circle for the letter “B” is filled in because “B” is the letter for the correct answer.**

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

Say: **Now find the sample passage, “The American Buffalo.”** *(Point to the sample passage. Make sure everyone has found the sample passage.)*

Say: **Read the instructions to yourself as I read them aloud.**

**You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.**

**Read the passage to yourself.** *(Pause while students read the passage.)*

Say: **Now find the second sample passage, “Seeing Buffalo.”** *(Point to the sample passage. Make sure everyone has found the sample passage.)*

Say: **Read the instructions to yourself as I read them aloud.**

**Read this passage, which goes with the previous passage. Then answer the questions that follow.**

**Read the passage to yourself.** *(Pause while students read the passage.)*

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

**The author of “The American Buffalo” most likely wrote this passage (A) to inform the reader with details, (B) to persuade the reader with facts, (C) to entertain the reader with a story, (D) to share a personal experience with the reader.**

**Mark your answer in your test book. Be sure to fill in the circle completely and make your mark heavy and dark. 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 filled in the circle for “(A) to inform the reader with details.”**

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



## General Directions (continued)

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

**This page begins the English Language Arts Test. Read the passages and answer the questions that follow. Keep working until you see the word STOP.**

**You will answer both multiple-choice and constructed-response questions. Bubble in the correct answer for the multiple-choice questions in your test book. You will answer your constructed-response questions on the lines provided in your test book.**

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

**If you finish early, you may check your work in this section only. Do not go on to the next section. You may not change any of your answers once you have closed your test book.**

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

Say: **If you are not finished with the test at the end of the test session, you may be given additional time.**

**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, 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.**

**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.*

## 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. Have the students open their test booklets to the next section and 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.*

*Any students who have not completed the test should be given additional time. These students may be relocated to another testing environment and allowed to continue under the supervision of a Test Administrator and Test Proctor.*

*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 and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. Mechanical pencils are not allowed. All scratch paper should be collected before students leave the testing session. Provide today's date.*

Say: **I am going to give you your test book. 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.**

**Today you will take Section 2 of the Grade 3 English Language Arts test. It is important that you do your best on this test. You have been given a test book and test materials. Only use the scratch paper that has been provided. Your test materials, including your test book, will be collected at the end of the testing session.**

**Cell phones or other electronic devices, including smart watches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Turn to Section 2 in your test book.** (Make sure students are on the correct page to begin Section 2.)

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.**

**If you finish early, you may check your work in Section 2 only. Do not go back to Section 1.**

**Only write constructed responses on the lines provided in your test book.**

**If you are not finished with the test at the end of the test session, you may be given additional time.**

**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.**

**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.*



# Grade 3 Mathematics—Paper Testing

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Be sure that desks are cleared and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. Mechanical pencils are not allowed. All scratch paper should be collected before students leave the testing session. Provide today's date.*

Say: **Today you will take the Grade 3 Mathematics test. It is important that you do your best on this test. You have been given a test book and test materials. Only use the scratch paper that has been provided. Your test materials, including your test book, will be collected at the end of the testing session.**

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

**Let's prepare your test book before looking at the sample questions.**

K		DATE TEST TAKEN (Required)	
Month	Day		
Jan	<input type="radio"/>	<input type="radio"/>	
Feb	<input type="radio"/>	<input type="radio"/>	
Mar	<input type="radio"/>	<input type="radio"/>	
Apr	<input type="radio"/>	<input type="radio"/>	
May	<input type="radio"/>	<input type="radio"/>	
Jun	<input type="radio"/>	<input type="radio"/>	
Jul	<input type="radio"/>	<input type="radio"/>	
Aug	<input type="radio"/>	<input type="radio"/>	
Sep	<input type="radio"/>	<input type="radio"/>	
Oct	<input type="radio"/>	<input type="radio"/>	
Nov	<input type="radio"/>	<input type="radio"/>	
Dec	<input type="radio"/>	<input type="radio"/>	

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

Say: **Pull the tab in the direction indicated on the seal and open your test book to page 4.**

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



## Sample Questions for Grade 3 Mathematics

Say: Read each question and choose the best answer for the question. Fill in the circle for the answer you have chosen.

Now look at the sample passage. Read the instructions and passage to yourself as I read them aloud.

Use the information to answer the following two questions.

Casey and her brother, Sam, keep track of their scores while playing their favorite video game. Sam's highest score is 5,400. Casey's scores for her last six games are shown.

Study the information on your own. *(Pause while students study the information.)*

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

Casey wants to list her scores from greatest to least. Which list shows Casey's scores from greatest to least?

Read the answer choices. Which is the correct answer? *(Pause.)*

Say: The correct answer is "(D) 6,250; 6,020; 6,005; 5,735; 5,630; 5,275." The circle for the letter "D" should be filled in.

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

Sam's goal for next week is to score 1,000 more than his highest score. What is his goal?  
(A) 5,500; (B) 6,400; (C) 6,500; (D) 7,250.

Mark your answer in your test book. Be sure to fill in the circle completely and make your mark heavy and dark. 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: The correct answer is "(B) 6,400."

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



## General Directions (continued)

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

**This page begins the Mathematics Test. Read the questions that follow. Keep working until you come to the word STOP.**

**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.**

**If you finish early, you may check your work in Section 1 only. Do not go on to Section 2. You may not change any of your answers once you have closed your test book.**

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

Say: **If you are not finished with the test at the end of the test session, you may be given additional time.**

**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, 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.**

**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.*

*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.*

## 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. Have the students open their test booklets to the next section and 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 any part of the test. If students ask for feedback, do not provide any.*

*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 and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. Mechanical pencils are not allowed. All scratch paper should be collected before students leave the testing session. Provide today's date.*

Say: **I am going to give you your test book. 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.**

**Today you will take Section 2 of the Grade 3 Mathematics test. It is important that you do your best on this test. You have been given a test book and test materials. Only use the scratch paper that has been provided. Your test materials, including your test book, will be collected at the end of the testing session.**

**Cell phones or other electronic devices, including smart watches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Turn to Section 2 in your test book.** (Make sure students are on the correct page to begin Section 2.)

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.**

**If you finish early, you may check your work in Section 2 only. Do not go back to Section 1.**

**If you are not finished with the test at the end of the test session, you may be given additional time.**

**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.**

**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. If students ask for feedback, do not provide any.*

*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.*



## HOW TO FILL OUT A BIOGRID FOR GRADE 4 & 5 STUDENTS

- Say: **Please look at your test book and combined answer document. Both the test book and answer document should say Grade [#]. Please raise your hand if both do not say Grade [#].** *(Give help as needed.)*
- Say: **Please write your name on the front cover of your test book.** *(If administrators have already written student names on the test books:)* **Please make sure your name is on the front cover of your test book. Now look at your combined answer document.**
- Say: *Point to the top of the combined answer document. On the appropriate lines at the top of the page, 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 complete name, date of birth, or state student ID number on the label is incorrect, give the student a new blank test book/answer document and tell the student to follow the next set of instructions. If there are no issues with labels, go directly to the instructions for the test being administered.)*
- 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 or missing labels:* **If you have a student label with your name printed on it, please wait quietly while other students fill in their information.]**

### ***For All Students Without Labels***

Important Note: If students are using labels and their name, Student Testing Number/State Student ID number, and date of birth is correct, skip directly to the instructions for the test they are taking.

- 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 fill in the circles for 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 fill in the circles for 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 fill in the circle for their middle initial. If no middle initial, leave blank.)*
- Say: **Box H labeled “State Student I.D. Number” will be filled in by school personnel.**



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, “zero, five” in the circles for the day, and “two, zero, zero, zero” in the circles for the year.**

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

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



# Grades 4 and 5 English Language Arts

## Sections 1 & 2—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, test books, combined answer documents, scratch paper and/or unmarked grid paper before testing for all students to use. Mechanical pencils are not allowed. All test books, answer documents, scratch paper, and/or unmarked grid paper should be collected before students leave the testing session. Provide today's date.*

*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. Click here, or go to page 40 to read the directions for completing the Biogrid.*

Say: **Today you will take an English Language Arts Test. It is important that you do your best on this test. You have been given a test book and test materials. Only use the scratch paper that has been provided. Your test materials, test book, and combined answer document will be collected at the end of the testing session.**

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

**Let's prepare your combined answer document before looking at the sample questions. Open your combined answer document to the English Language Arts 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"/>	<input type="radio"/> 0	<input type="radio"/> 0
Feb	<input type="radio"/>	<input type="radio"/> 1	<input type="radio"/> 1
Mar	<input type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 2
Apr	<input type="radio"/>	<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 provided.** *(Read the date out loud.) Note: if sections are taken on consecutive days, record the first date the assessment is given.*

Say: **Slide the end of your pencil under the seal and open your test book to page 2.**

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



## Sample Questions for Grades 4 and 5 English Language Arts

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

*(Read for non-Large-Print.) Find the question number in the answer document that matches the question number in the test booklet. Then mark your answer in the answer document.*

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

**Now look at Sample Question A.** *(Point to Sample Question A.)*

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

**Read the sentence.**

**The two trees leaves are turning brown. What change, if any, should be made to trees in the sentence? (A) tree's, (B) trees', (C) treeeses, (D) no change.**

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

Say: **The correct answer is “(B) trees’.”**

*(Read for non-Large-Print.) Now find Sample Question A in the English Language Arts section of your answer document. The circle for the letter “B” is filled in because “B” is the letter for the correct answer. (Point to the Samples box within the English Language Arts section of the combined answer document.)*

*(Read for Large-Print.) Circle the letter “B” in your test book. (Pause)*

Say: **Now find the sample passage, “The American Buffalo.”** *(Point to the sample passage. Make sure everyone has found the sample passage.)*

Say: **Read the instructions to yourself as I read them aloud.**

**You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.**

**Read the passage to yourself.** *(Pause while students read the passage.)*

Say: **Now find the second sample passage, “Seeing Buffalo.”** *(Point to the sample passage. Make sure everyone has found the sample passage.)*

Say: **Read the instructions to yourself as I read them aloud.**

**Read this passage, which goes with the previous passage. Then answer the questions that follow.**

**Read the passage to yourself.** *(Pause while students read the passage.)*

Say: **Now look at Sample Question B.**

**Read the sample to yourself as I read it aloud.**

**The author of “The American Buffalo” most likely wrote this passage (F) to inform the reader with details, (G) to persuade the reader with facts, (H) to entertain the reader with a story, (J) to share a personal experience with the reader.**

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

*(continued on next page)*



## Sample Questions for Grades 4 and 5 English Language Arts

Say: *(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.

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

Say: You should have filled in the circle for “(F) to inform the reader with details.”

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

## General Directions (continued)

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

*(Read for grade 4 testing only:)* This page begins the English Language Arts Test. Read the passages and answer the questions that follow. In this session, you will answer both multiple-choice and constructed-response questions. Bubble in the correct answer for the multiple-choice questions in your answer document. You will answer your constructed-response questions on the lines provided in your answer document.

*(Read for grade 5:)* This page begins the English Language Arts Test. Read the passages and answer the questions that follow. In this session, you will answer multiple-choice questions. Bubble in the correct answer for the multiple-choice questions in your answer document.

As you are taking the English Language Arts Test, you may find you have been asked to read part of a passage you have read previously, either in a class or on your own. When you answer the questions that follow the test passage, it is important that your answers be based only on the passage as it appears in the test book.

You may underline, make notes, or work problems in your test book, or use the scratch paper and/or unmarked grid 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.

Answer all of the questions on this page and the pages that follow until you come to the end of the section, where you will see the word STOP.

If you finish this section early, you may go back and check your work in this section only. Do not go on to the next section. You may not change any of your answers after you have closed your test book. When you have finished, put your pencil down. Close your test book and answer document so that the front covers are on top. Read or sit quietly until everyone has completed the test. You may not change any of your answers once you have closed your test book.

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

Say: If you are not finished with the test at the end of the test session, you may be given additional time.

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.

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, answer documents, 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.*

## 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. Have the students open their test booklets and answer documents to the next section and 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, answer documents, 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 and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. Mechanical pencils are not allowed. All scratch paper should be collected before students leave the testing session. **Provide today's date.***

Say: *(While passing out materials)* **Do not open your materials until I tell you what to do.** *(Distribute the materials. Check to see that each student gets the right materials.)*

Say: **Make sure your name is on the test book and answer document you received. If it is not, please raise your hand.** *(Pause)*

*(Continue once you have confirmed everyone has the correct materials.)*

Say: **Today you will take Section 2 of the English Language Arts Test. It is important that you do your best on this test. You have been given a test book, answer document and test materials. Only use the scratch paper and/or unmarked grid paper that has been provided. Your test materials, including your test book and answer document, will be collected at the end of this testing session.**

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

**Open your Test Book to Section 2.** *(Make sure students are on the correct page to begin Section 2.)*



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.**

**If you are not finished with the test at the end of the test session, you may be given additional time.**

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

*(Read for grade 4 operational testing only.)* **Only write constructed responses on the lines provided in your answer document.**

**When you have finished, put your pencil down. Close your test book and answer document so that the front covers are on top. You may read or sit quietly until everyone has completed the test.**

**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, answer documents, scratch paper, and/or unmarked grid paper before students leave. Return these to the Building Test Coordinator.*

*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.*



# Grade 5 English Language Arts Book 2, Section 3—Paper Testing

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Be sure that desks are cleared and see that each student has two sharpened No. 2 pencils with erasers, integrated test books, and scratch paper. Mechanical pencils are not allowed. All scratch paper should be collected before students leave the testing session. **Provide today's date.***

Say: Today you will take Section 3 of the Grade 5 English Language Arts Test, in Book 2. It is important that you do your best on this test. You have been given a test book and test materials. Only use the scratch paper that has been provided. Your test materials, including your test book, will be collected at the end of this testing session.

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

Let's prepare your test book before beginning the test.

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

Find Box K labeled “Date Test Taken.” (Point) Fill in the month and day I provided. (Read the date out loud.)

Say: Pull the tab in the direction indicated on the seal and open your test book to page 3.

Look at the directions. Follow along as I read them aloud.

Today you will be tested in English Language Arts. For this test, you will read two passages, then respond to 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.

You may use your planning page for planning. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Be sure to write your answer on the five lined pages provided in your answer document.

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

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.

*(Read for Operational)* 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.

*(Read for Breach.)* Turn to page 8 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.

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.

Now, turn back to page 4. You may 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, answer documents, 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.*



# Grades 4 and 5 Mathematics—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, test books, combined answer documents, scratch paper and/or unmarked grid paper before testing for all students to use. Mechanical pencils are not allowed. All test books, answer documents, scratch paper, and/or unmarked grid paper should be collected before students leave the testing session. Provide today's date.*

*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. Click here, or go to page 40 to read the directions for completing the Biogrid.*

Say: **Today you will take a Mathematics Test. It is important that you do your best on this test. You have been given a test book, combined answer document and test materials. Only use the scratch paper that has been provided. Your test materials, test book, and combined answer document will be collected at the end of the testing session.**

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

**Let's prepare your combined answer document before looking at the sample questions. Open your combined answer document to the Mathematics Section.** *(Demonstrate using a student's test book—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"/>	<input type="radio"/> 0	<input type="radio"/> 0
Feb	<input type="radio"/>	<input type="radio"/> 1	<input type="radio"/> 1
Mar	<input type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 2
Apr	<input type="radio"/>	<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 provided.** *(Read the date out loud.)* *Note: if sections are taken on consecutive days, record the first date the assessment is given.*

Say: **Slide the end of your pencil under the seal and open your test book to page 2.**

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



## Sample Questions for Grades 4 and 5 Mathematics

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

*(Read for non-Large-Print.) Find the question number in the answer document that matches the question number in the test booklet. Then mark your answer in the answer document.*

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

Say: **Now look at the sample passage. Read the instructions and passage to yourself as I read them aloud.**

**Use the information to answer the following two questions.**

**Casey and her brother, Sam, keep track of their scores while playing their favorite video game. Sam's highest score is 5,400. Casey's scores for her last six games are shown.**

**Study the information on your own.** *(Pause while students study the information.)*

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

**Casey wants to list her scores from greatest to least. Which list shows Casey's scores from greatest to least?**

**Read the answer choices. Which is the correct answer?** *(Pause.)*

Say: **The correct answer is “(D) 6,250; 6,020; 6,005; 5,735; 5,630; 5,275.”**

*(Read for non-Large-Print.) Now find Sample Question A in the Mathematics section of your answer document. The circle for the letter “D” is filled in because “D” is the letter for the correct answer. (Point to the Samples box within the Mathematics section of the combined answer document.)*

*(Read for Large-Print.) Circle the letter “D” in your test book. (Pause.)*

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

**Sam's goal for next week is to score 1,000 more than his highest score. What is his goal? (F) 5,500; (G) 6,400; (H) 6,500; (J) 7,250.**

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

*(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.*

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

Say: **The correct answer is “(G) 6,400.”**

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



## General Directions (continued)

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

**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.**

**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 the section, where you will see the word STOP.**

**If you finish this section early, you may go back and check your work in this section only. Do not go on to the next section. You may not change any of your answers after you have closed your test book. When you have finished, put your pencil down. Close your test book and answer document so that the front covers are on top. Read or sit quietly until everyone has completed the test. You may not change any of your answers once you have closed your test book.**

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

Say: **If you are not finished with the test at the end of the test session, you may be given additional time.**

**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.**

**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 any part of the test. If students ask for feedback, do not provide any.*

*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, answer documents, 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.*

## 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. Have the students open their test booklets and answer documents to the next section and 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 any part of the test. If students ask for feedback, do not provide any.*

*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, answer documents, 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. Mechanical pencils are not allowed. All test books, answer documents, scratch paper, and/or unmarked grid paper should be collected before students leave the testing session. **Provide today's date.***

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

Say: **Make sure your name is on the test book and answer document you received. If it is not, please raise your hand.** *(Pause)*

*(Continue once you have confirmed everyone has the correct materials.)*

Say: **Today you will take Section 2 of the Mathematics Test. It is important that you do your best on this test. You have been given a test book, answer document and test materials. Only use the scratch paper that has been provided. Your test materials, including your test book and answer document, will be collected at the end of the testing session.**

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

**Open your Test Book to Section 2.** *(Make sure students are on the correct page to begin Section 2.)*

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.**

**If you are not finished with the test at the end of the test session, you may be given additional time.**

**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 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 and answer document so that the front covers are on top. You may read or sit quietly until everyone has completed the test.**

**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 any part of the test. If students ask for feedback, do not provide any.*

*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, answer documents, scratch paper, and/or unmarked grid paper before students leave. Return these to the Building Test Coordinator.*

*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.*



# Grade 5 Science—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, test books, combined answer documents, and scratch paper and/or unmarked grid paper before testing for all students to use. Mechanical pencils are not allowed. All test books, answer documents, and scratch paper and/or unmarked grid paper should be collected before students leave the testing session. **Provide today's date.***

*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. Click here, or go to page 40 to read the directions for completing the Biogrid.*

Say: **Today you will take a Science Test. It is important that you do your best on this test. You have been given a test book, combined answer document and test materials. Only use the scratch paper and/or unmarked grid paper that has been provided. Your test materials, test book, and combined answer document will be collected at the end of the testing session.**

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

**Let's prepare your combined answer document before looking at the sample questions. Open your combined answer document to the Science 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"/>	<input type="radio"/> 0	<input type="radio"/> 0
Feb	<input type="radio"/>	<input type="radio"/> 1	<input type="radio"/> 1
Mar	<input type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 2
Apr	<input type="radio"/>	<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 provided.** *(Read the date out loud.)* *Note: if sections are taken on consecutive days, record the first date the assessment is given.*

Say: **Slide the end of your pencil under the seal and open your test book to page 2.**

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



## Sample Questions for Grade 5 Science

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

*(Read for non-Large-Print.)* Find the question number in the answer document that matches the question number in the test booklet. Then mark your answer in the answer document.

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

**Study the information. Then answer the following two sample questions.**

**The drawing shows some plants and animals that live in the Black Kettle National Grassland in southwestern Oklahoma.**

**Some students wanted to make a model to show how matter moves through this grassland. The students had learned that the movement of matter allows plants and animals in the grassland to get nutrients or food. If the plants and animals do not get the nutrients or food they need, they cannot survive.**

**By making the model, the students could predict how well plants and animals would survive if events such as fire or drought happened in the ecosystem.**

**Now look at Sample Question A.** *(Point to Sample Question A.)*

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

**What can the students add to their model to show that matter also moves between organisms and the environment?**

**(A) rocks, because they are a common part of soil, (B) Sun, because it allows plants to make their own food, (C) wind, because it moves air and dust around the grassland, (D) decomposers, because they break down dead plants and animals.**

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

Say: **The correct answer is “(D) decomposers, because they break down dead plants and animals.”**

*(Read for non-Large-Print.)* Now find Sample Question A in the Science section of your answer document. The circle for the letter “D” is filled in because “D” is the letter for the correct answer. *(Point to the Samples box within the Science section of the combined answer document.)*

*(Read for Large-Print.)* Circle the letter “D” in your test book. *(Pause)*

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

**Which set of events should the students’ model also include to show how matter moves in the ecosystem?**

**(F) Plants take up air and water to make food. → Animals eat plants. → Animals breathe out air. (G) Plants release food as waste. → Animals break down wastes from plants. → Animals breathe out air. (H) Animals take in air and water to make food. → Other animals eat these animals. → Animals release waste. (J) Animals release waste into air. → Animals breathe in water in air. → Water is taken up by animals to make food.**

*(Read for non-Large-Print.)* Mark your answer in the answer document. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

*(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.

*(continued on next page)*



## Sample Questions for Grade 5 Science

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

Say: **You should have filled in “(F) Plants take up air and water to make food. → Animals eat plants. → Animals breathe out air.”**

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

## General Directions (continued)

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

**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.**

**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 the section, where you will see the word STOP.**

**If you finish this section early, you may go back and check your work in this section only. Do not go on to the next section. You may not change any of your answers after you have closed your test book. When you have finished, put your pencil down. Close your test book and answer document so that the front covers are on top. Read or sit quietly until everyone has completed the test. You may not change any of your answers once you have closed your test book.**

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

Say: **If you are not finished with the test at the end of the test session, you may be given additional time.**

**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.**

**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.*

*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, answer documents, 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.*



## 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. Have the students open their test booklets and answer documents to the next section and begin.

*After the suggested time or when all students have completed the test, collect the test books and combined answer documents from all students. Also collect the scratch and/or unmarked grid paper and turn it in to the Building Test Coordinator to be destroyed.*

*Any students who have not completed the test should be given additional time. These students may be relocated to another testing environment and allowed to continue under the supervision of a Test Administrator and Test Proctor.*

*If a student took a Large-Print or Braille test, follow the instructions in Appendix B for transcribing the student's answers to a regular test book.*

## 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 and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. Mechanical pencils are not allowed. All scratch paper should be collected before students leave the testing session.*

**Provide today's date.**

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

Say: **Make sure your name is on the test book and answer document you received. If it is not, please raise your hand.** *(Pause)*

*(Continue once you have confirmed everyone has the correct materials.)*

Say: **Today you will take Section 2 of the Science Test. It is important that you do your best on this test. You have been given a test book, answer document and test materials. Only use the scratch paper that has been provided. Your test materials, including your test book and answer document, will be collected at the end of this testing session.**

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

**Open your Test Book to Section 2.** *(Make sure students are on the correct page to begin Section 2.)*

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.**

**If you are not finished with the test at the end of the test session, you may be given additional time.**

**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 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 and answer document so that the front covers are on top. You may read or sit quietly until everyone has completed the test.**

**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 any part of the test.*



*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, answer documents, scratch paper, and/or unmarked grid paper before students leave. Return these to the Building Test Coordinator.*

*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

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## Complete and Sign All Test Security Forms

All Security forms will be completed and submitted electronically. Please see the instructions posted on the Oklahoma Help & Support Site on the forms page, [oklahoma.onlinehelp.cognia.org/forms](https://oklahoma.onlinehelp.cognia.org/forms), to complete the tasks listed below.

- Complete and submit the Electronic Test Administrator Security Form, assuring that security has been maintained and test procedures have been followed.
- The Nondisclosure Agreement (NDA) is incorporated into the Test Administrator Security Form. The requirement to fill out the NDA if questions were read aloud to or by any student or transcribed as an approved accommodation is included in the one form.
- Security form submission evidence and training completion evidence must be retained in a paper or digital format at the district level for at least 5 years.

## Return All Test Materials

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



# Appendix A: Special Situations

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## Student Absent

- Students who are absent on the scheduled testing date for their grade for any reason must be administered a closely monitored make-up test the day 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 3 (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 test space.

## Damaged Test Book

- If a test book needs to be replaced due to damage (ripped, torn, or biohazard) contact the District Test Coordinator for a replacement test book and provide the following information:
  - Reason for the replacement
  - Content area and form number of the test book
  - Student's full name and Student Testing Number (STN)/State Student ID (SSID)
  - Test Book identification number located in the bottom left hand corner of the test book

## Contaminated Materials

- If any test materials become contaminated, the following procedures **must** be followed:
  - **Test Books:**
    1. Obtain the test book number located on the front bottom left hand corner of the test book below the barcode.
    2. Indicate the test book number on the Security Checklist as contaminated.
    3. Call the Cognia Oklahoma Service Desk and provide them with the test book number and reason for the contamination. (i.e., blood or vomit)
    4. Discard the test book following the protocol set by your State Department for the disposal of hazardous materials. ***Do Not Return to Cognia.***
  - **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 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 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 Cognia.***



# Appendix B: Transcription of Student Test

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## 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 36 of this manual. (For students taking the contracted Braille version, remember to fill in the IEP Braille circle 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. The original Large-Print and Braille test books and combined answer documents should be returned with the nonscorable test materials.

## Transcribe Combined Answer Documents for Accommodated 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 the response is done only during the test-taking period;
- 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 document. 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 on each page.

- Student Name
- Student Testing Number (STN)/State Student ID (SSID)
- Answer document 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 document without clips, tape, or staples. All information requested on the front cover and back cover of the student's answer document must be properly completed by the Test Administrator and Test Proctor.



# Appendix C: Calculator Policy

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## OSTP Calculator Policy

Oklahoma School Testing Program (OSTP)

### 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 Math 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 Math

- Calculators are **only** allowed as an approved accommodation for students on an IEP or 504 Plan; only a basic four-function calculator with square root and percent are allowed.

#### Grades 6-7 Math

- Basic four-function calculator with square root and percent **and** does **not** include a +/- key. Calculators with memory keys, including M+ and M-, are acceptable.

#### Grade 8 Math and Science

- Scientific calculators meeting general requirements.

#### Grade 11 CCRA Math & Science

- Part 1: Please see the policy of the assessment your district has chosen (SAT or ACT).
- Part 2: Science Content: Graphing calculators and/or scientific calculators meeting the 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.



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- All calculators must have the memory cleared or reset before and after the test session.
- See the manufacturer website or user guide for clearing procedures.

### ExamCalc Online Testing Calculator

For grades 6-8 Math, Grade 8 Science, and CCRA 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 below.

#### Grades 6-7 Math



TI-108 with the +/- key disabled

#### Grade 8 Math & Science



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 programs or applications that cannot be removed or disabled (e.g., Polynomial Root-Finders and Simultaneous Equation Solvers)
- Calculators that can access the Internet or Bluetooth
- Calculators with QWERTY format letter keys



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

Texas Instrument:

- TI – 83 Plus Family
  - Reset Memory (only option)
- TI – 84 Plus Family
  - Reset Memory (deletes all memory, programs, and applications)
  - Press-to-test (clears memory and disables all programs and applications for testing)
- TI – Nspire
  - Reset Memory (deletes all memory, programs, and applications)
  - Press-to-test (clears memory and disables all programs and applications for testing)

See the instructions for your calculator model at: [www.education.ti.com/us/testprep](http://www.education.ti.com/us/testprep).

Casio:

- FX-CG10
  - Reset Memory (only option)
- FX-9860
  - Reset Memory (only option)
- FX-9860
  - Reset Memory (only option)
- FX-9750
  - Reset Memory (only option)

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 manufacture's website.

### 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.



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# Appendix D: Student/Test Administrator Actions

**Shown below are some possible student/Test Administrator actions that could occur during testing.**

These student actions are intended to be used as examples and should not be considered an exhaustive list.

**Note:** In order to minimize wait time, only DTCs should contact the SDE.

Student Action	Test Administrator Action	SDE Form Required
The student's test has timed out.	The TA will contact the BTC/DTC to obtain the Proctor Password. <b>ONLY</b> the TA, BTC, or DTC may enter the Proctor Password. Under no circumstances should the Proctor Password be given to a student or posted on a board.	Irregularity
The student requires redirection.	Quietly redirect the student, being careful not to disturb other testers.	Irregularity
The student is testing for an excessive length of time and is in danger of missing lunch or it is nearing the end of the school day.	Quietly direct the student to complete the test. The student should not miss lunch or continue testing after the school day has ended. Students cannot break for lunch then return to the test session. Additional time must be an immediate extension of the testing session and cannot exceed double the amount of recommended time per section/session.	Irregularity
The student left school during the testing session and did not complete the section.	Have the student complete the test the day they return to school. If taking a paper test, students are not to go back to previously answered questions.	Irregularity
The student was provided the wrong accommodation.	<ul style="list-style-type: none"> <li>• <b>Unless the student received the ELA read aloud with error(s)</b>, have the student continue testing and log the situation as a Test Irregularity.</li> <li>• <b>If the student received the ELA read aloud but had not been approved for it</b>, contact the BTC/DTC.</li> </ul>	<ul style="list-style-type: none"> <li>• If the accommodation <b>was not ELA Read Aloud</b>, complete an <b>Irregularity</b>.</li> <li>• If the accommodation <b>was ELA Read Aloud</b>, contact BTC/DTC.</li> </ul>
The student took test sections in the wrong order.	Have the student continue testing.	Irregularity
The student had technical issues during online testing.	If possible, have the student continue testing. If the student cannot continue testing, contact your BTC/DTC.	Irregularity
The student was caught cheating during the test.	Quietly direct the student to end the test. After all students have finished the test session, discuss the situation with your BTC/DTC.	Invalidation
The student had a cell phone in the testing environment.	Contact your BTC/DTC.	Contact BTC/DTC.
The student started the ELA writing prompt (section 3) and did not complete it until the next day or days later.	Contact your BTC/DTC.	Invalidation









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