



TEST ADMINISTRATION MANUAL

**Spring Administration
Online and Accommodated Forms**

**COLLEGE- AND CAREER-READINESS ASSESSMENTS:
SCIENCE AND UNITED STATES HISTORY CONTENT**

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Contact Information

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



**OKLAHOMA
Education**

Oklahoma State Department of Education

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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

Phone: (866) 629-0220

Cognia Oklahoma Help & Support Site:

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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Testing Dates

**College- and Career-Readiness Assessments:
Science and U.S. History Content
Administration Dates**

**Online Testing Window
April 1–25, 2024**

**Paper Testing* Window
April 1–12, 2024**

*under special circumstances only

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The Oklahoma School Testing Program

Introduction

Cognia is pleased to serve as the vendor for the Oklahoma School Testing Program (OSTP) College- and Career-Readiness Assessment (CCRA): Grade 11 Science and U.S. History Content. The OSTP will assess student proficiency 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 that would prevent a student from participating in the OSTP, an exemption request may be electronically submitted through the SDE Single Sign-on Accountability Reporting 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, be 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 screen or in the test booklet. For security purposes, all paper test books are wafer-sealed. Students are not to disclose test contents to anyone.

The one exception to this rule is a Test Administrator (TA) who is reading aloud test questions as part of a valid documented accommodation for an IEP, Section 504, or EL student. The TA should read from a separate test booklet that matches the form being administered, or read over the student’s shoulder. 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. Any Test Administrator (TA) who is reading aloud test items should also have a Test Proctor (TP) in the room to ensure test security.

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 (TP) 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 a minimum 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 in Canvas, as shown on the Cognia help and support site: oklahoma.onlinehelp.cognia.org/lostp-tatp-and-tp-module-trainings***
- Review Test Security and Validity Rules at rules.ok.gov/code. 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).
- Print copies (one per student) of the periodic table reference sheet, if desired.
- 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, smartwatches, etc.).
- Ensure all desks are cleared and that each student has pencils with erasers.
- Approved calculators may be used on the Science Content Assessment. Ensure that the memory has been cleared and/or programs have been disabled. (See [Appendix C: Calculator Policy](#).)
- 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 testing location to minimize interruptions.

Before Start of Paper Testing:

- Inventory test materials received from the BTC.
- Secure additional materials needed for testing (e.g., number 2 pencils, scratch paper, and/or unmarked grid paper).
- Ensure that all proper policies are followed for students who require special accommodations.
- Ensure that electronic communication devices are not present while in the test administration site (e.g., cell phones, cameras, smartwatches, etc.).
- Ensure that all desks are cleared and that each student has two sharpened number 2 pencils with erasers.
- Approved calculators may be used. Ensure that the memory has been cleared and/or programs have been disabled. (See [Appendix C: Calculator Policy](#).)
- 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 testing location 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), and demographic information must be bubbled on the answer document.

During Online Testing:

- TAs must remain in the testing session at all times to maintain and oversee security of tests. TPs/Roving Proctors must be actively observing testing sessions. If test items are being read aloud, a TA and TP are required in the room at all times to ensure test security.
- 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 Cognia Oklahoma Help & Support Site on the forms page, oklahoma.onlinehelp.cognia.org/forms. Please be sure the TPOL is filled out completely.

During Paper Testing (accommodations only):

- 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 Cognia Oklahoma Help & Support Site on the forms page, oklahoma.onlinehelp.cognia.org/forms.

After Online Testing:

- Collect all test materials (login tickets, periodic table if printed, and scratch paper) from students after each testing session.
- Ensure that the calculator memory has been cleared. (See [Appendix C: Calculator Policy](#).)
- Move students who need additional time to the predetermined location.
- Electronically sign the Test Administrator Security Form.
- Return all test materials, including your completed observation log, to your BTC.

After Paper Testing:

- Collect all test materials (booklets, answer documents, and scratch paper) from students after each testing session.
- Ensure that the calculator memory has been cleared. (See [Appendix C: Calculator Policy](#).)
- Move students who need additional time to the predetermined location.
- Electronically sign the Test Administrator Security Form.
- Return all test materials, including your completed observation log, to your BTC.
- Verify test booklet ID numbers against Student Names on the Classroom Security Form.

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

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

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 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 in Canvas, as shown on the Cognia help and support site: oklahoma.onlinehelp.cognia.org/lostp-tatp-and-tp-module-trainings**
- Review Test Security and Validity Rules at rules.ok.gov/code. 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, smartwatches, etc.).
- Ensure all desks are cleared and that each student has the appropriate testing materials (e.g. testing tickets, scratch paper, calculator).
- 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 Cognia Oklahoma Help & Support Site on the forms page, oklahoma.onlinehelp.cognia.org/forms/.
- If test irregularities occur, the TP should inform the TA as silently and unobtrusively as possible. In addition, the TP may assist the TA with finding solutions as needed. Such irregularities may include, but are not limited to, the following examples:
 - 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 booklet/answer document or 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 TA checking test booklets for random marks.
- Observe TA transcribing responses from accommodated tests to standard scorable documents/test booklets.
- Help organize test materials for return to the BTC.
- Return the completed 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 table lists approximate times required to complete each section of the assessment. These approximations are to be used solely for scheduling purposes.

Any student not finished in the scheduled time may be given additional time as an immediate extension of the current testing session; 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. Students who are absent during testing must still test in sequential order during a make-up session upon their return.

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

A paper version of the test is available for those students with appropriate accommodations and will follow the same time estimates.

CCRA Grade 11 Science Content Online Test Time Schedule

Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 20 minutes
Administering Section 1 of the G11 Science Online Test	Approximately 65–85 minutes
Administering Section 2 of the G11 Science Online Test	Approximately 65–85 minutes
Total testing time (Suggested Maximum Time: 390 minutes)	Approximately 155–195 minutes

CCRA Grade 11 U.S. History Content Online Test Time Schedule

Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering Section 1 of the U.S. History Online Test	Approximately 50 minutes
Administering Section 2 of the U.S. History Online Test	Approximately 50 minutes
Total testing time (Suggested Maximum Time: 240 minutes)	Approximately 120 minutes

Online Testing

Before Online Testing

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. Not Approved: Any Cell Phone Device.)	one Student Login ticket for each student (Make sure all test materials, including student login tickets, are stored in a secure location prior to testing.)
a “Testing: Do Not Disturb” sign posted on all entrances to the test session	pencils, scratch paper and/or unmarked grid paper, and printed periodic table (if a printed one was used)
a Test Proctor Observation Log	approved calculators with memory cleared (See Appendix C: Calculator Policy.)
one computer or tablet for each student	all students scheduled to test

During Online Testing

Make sure that a Test Proctor is actively monitoring before beginning the directions for the assessment; the Test Proctor must be monitoring during 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.

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 “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.

Grade 11 Science Content—Online Testing

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Test Administrators may pass out pencils, Student Test Login Tickets, scratch paper and/or unmarked grid paper, and printed periodic table (if preferred) 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 1. [Only provide one Access Code at any one time.]*

Say: **Today you will take the online Science Content 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 smartwatches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, smartwatches, 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:1/1/2002 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 that 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, 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.

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.

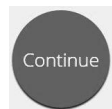
Say: **Click on the “Session 1” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code as I read it out loud. [Read the Session Access Code out loud.] Now click on the Submit button. Please raise your hand if you are not viewing Science Content Directions.**

Pause; wait for students to raise their hands.

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

Today you will be tested in Science Content. 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 item will have specific directions explaining how to answer that question.

Select the “Continue” button.



The first questions are samples to give you an opportunity to try out the tools that are available. 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.

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



These are your navigation buttons. “Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the page. “Pause/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 will be grayed out if you are on the first 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 now available. 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.

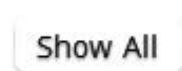
Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

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

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



Look at the four options in this question. Next to each letter is an icon 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 help you focus on one or more lines of text when reading. The “white” space can be resized by dragging the bottom right 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.



Clicking on the reference tool brings up a movable periodic table. You can move the table by clicking and dragging it to the new location. The table can be resized by clicking and dragging the bottom right corner. Click the “X” in the upper right corner to close the periodic table tool. *(Read if provided:)* A paper copy of the periodic table has also been provided to you.



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

Sample Questions for Grade 11 Science Content

Say: The Science Content Test uses a vertical split screen format. The cluster passage will appear on the left side of the screen, and the questions will appear on the right 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 or the questions.

Question 55 ▾ ☆



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.

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

Use the information to answer the following question.

Read the sample to yourself as I read it aloud. A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned. Take a moment to look at the diagram. *(Pause)*

Say: After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?* To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data. Take a moment to look at the second diagram. *(Pause)*

Say: Now look at Sample Question A. Read the sample to yourself as I read it aloud. A student makes a claim about how the heat energy shown in the diagram “Matter and Energy Flow in a Grassland Ecosystem” helps explain the amounts of biomass shown in the diagram “Pyramid of Biomass.” Claim: As heat energy is released by consumers, less heat is available to organisms at the next level. Therefore, the higher pyramid levels contain less biomass.

Which statement best analyzes the student’s claim? (A) The claim is supported; organisms store heat energy in food to produce biomass, and the available heat energy decreases at the higher levels. (B) The claim is supported; the amount of biomass stored at higher levels is very small, and small amounts of biomass show that energy and matter are lost from a system. (C) The claim is rejected; heat energy flows in all directions among the levels, and this allows food energy to be stored within biomass at all levels. (D) The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass. Click on the correct answer. *(Pause for replies.)*

Say: The correct answer is “(D) The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass.” If you want to change your answer, simply click on another answer choice. Now, try using the tools to ensure you are comfortable using them. *(Give students time to use the tools.)*

Say: Click “Next” to look at Sample Question B. Three claims about energy flow in the ecosystem are listed. Some of the claims are supported by the information in the diagrams, while other claims are not supported. Identify whether each claim is “supported” or “not supported” based on the reasoning provided. Use the drop-down menu next to each claim to select your responses. To select an answer, click the menu and then click the desired answer. *(Pause for replies.)*

Sample Questions for Grade 11 Science Content

Say: **I will read the correct answers starting at the top claim and continuing down. The first claim is Not Supported: the food web shows a single dashed arrow from the Sun to the plants; the second claim is Supported: the food web shows arrows between the organisms and heat; the third claim is Supported: the arrows trace all energy back to the use of the sunlight by plants.** *(Give students time to use the tools.)*

Say: **You must answer this question before moving forward. Click “Next” to look at Sample Question C.**

Based on the diagrams, which mathematical expression correctly compares the amounts of energy in different parts of the ecosystem? (A) producer energy is greater than herbivore energy, (B) carnivore energy is greater than herbivore energy, (C) carnivore energy is equal to herbivore energy, (D) producer energy is equal to herbivore energy. Click on the correct answer. *(Pause for replies.)*

Say: **The correct answer is “(A) producer energy is greater than herbivore energy.” If you want to change your answer, simply click on another 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 that 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 bookmarked questions. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test.

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. 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: **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.

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 the 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, scratch and/or unmarked grid paper, and a printed periodic table (if preferred) before testing for all students to use. Students will need the Student Test Login Ticket to enter the test. All scratch paper, periodic tables, 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 Content 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 smartwatches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, smartwatches, 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>Doe, Jane M DOB: 1/1/2002 Demo Form Username: 62325277 Password: 2FA5B3AE</p>

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 that 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, 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 in to the program.

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: **Click on the “Session 2” button. At the bottom of this screen, you will see a Session Access Code field. 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 Content Session 2 Directions.**

Pause; wait for students to raise their hands.

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

Today you will be tested in Science Content. 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 item will have specific directions explaining how to answer that question.

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 bookmarked questions. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test.

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.

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 11 U.S. History Content—Online Testing

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Test Administrators may pass out pencils, Student Test Login Tickets, and scratch paper 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 1.** [Only provide one Access Code at any one time.]*

Say: **Today you will take the online United States History Content 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 smartwatches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, smartwatches, 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: 1/1/2002 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 that 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, 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.

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.

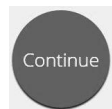
Say: **Click on the “Session 1” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code as I read it out loud. [Read the Session Access Code out loud.] Now click on the Submit button. Please raise your hand if you are not viewing U.S. History Content Directions.**

Pause; wait for students to raise their hands.

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

Today you will be tested in U.S. History Content. 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 item will have specific directions explaining how to answer that question.

Select the “Continue” button.



The first questions are samples to give you an opportunity to try out the tools that are available. 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 are your navigation buttons. “Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the page. “Pause/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 will be grayed out if you are on the first 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 now available. 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.

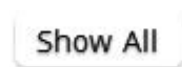
Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

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

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



Look at the four options in this question. Next to each letter is an icon 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 help you focus on one or more lines of text when reading. The “white” space can be resized by dragging the bottom right 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 from the box 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.

Sample Questions for Grade 11 U.S. History Content

Say: The U.S. History Test includes some questions that use a vertical split screen format. Passages will appear on the left side of the screen, and the questions will appear on the right-hand side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the passage text or the questions.



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 move through the test, some questions will ask you to compare multiple related passages. You will read the first passage on tab number 1 and then click tab 2 at the top of the screen to read the second passage. The tabs will allow you to switch between the two passages.

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

Some economists criticize the New Deal as the beginning of (A) deficit spending, (B) a national depression, (C) a command economy, (D) trickle-down economics.

Click on the correct answer. *(Pause for students to select their response.)*

Say: The correct answer is “(A) deficit spending.”

If you want to change your answer, simply click on another 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.

“Europe’s requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political [decline] of a very grave character.” —Secretary of State George Marshall, 1947

What was the main goal of the “help” mentioned by Secretary Marshall? (A) to repay loans made to the Soviet Union, (B) to stop the spread of communism in Europe, (C) to take over western European governments, (D) to aid the Soviet Union in rebuilding its military strength.

Click on the correct answer. *(Pause for students to select their response.)*

Say: The correct answer is “(B) to stop the spread of communism in Europe.”

If you want to change your answer, simply click on another 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 that 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 bookmarked questions. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test.

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. 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: **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.

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 the 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 final Session Access Code.***

Say: **Today you will take Session 2 of the online United States History Content 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 smartwatches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, smartwatches, 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>Doe, Jane M DOB: 1/1/2002 Demo Form Username: 62325277 Password: 2FA5B3AE</p>

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 that 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, 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 in to the program.

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: **Click on the “Session 2” button. At the bottom of this screen, you will see a Session Access Code field. 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 U.S. History Session 2 Directions.**

Pause; wait for students to raise their hands.

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

Today you will be tested in U.S. History Content. 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 item will have specific directions explaining how to answer that question.

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.

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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.

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 CCRA Grade 11 Science and U.S. History Content. 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 the <i>Test Administration Manual</i> (TAs may use state approved devices for reading and referencing manuals. Approved: Desktop Computer, Laptop Computer, Tablet, iPad. Not approved: Any Cell Phone Device)	one answer document per content (Make sure all test materials are stored in a secure location prior to testing.)
a "Testing: Do Not Disturb" sign posted on all entrances to the test session	a test booklet for each student
a Test Proctor Observation Log	pencils, scratch paper and/or unmarked grid paper
a Classroom Security Form	approved calculators with memory cleared (See Appendix C: Calculator Policy .)
all students scheduled to test	Number 2 pencils and erasers

 **IMPORTANT: Mechanical pencils are not allowed. A number 2 pencil MUST be used.** Tests will not scan properly if completed with anything other than a number 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), 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), 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)
- Date of Birth (DOB)
- Grade
- District and School Code
- School Name

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

For students who have NOT received labels, or have unusable labels: Demographic information must be hand-entered if a student does not have a student label. The Test Administrator or Building Test Coordinator 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 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 to a blank 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

M IEP
 504

N IEP OR 504 ACCOMMODATION

With Accommodations:

(Not selecting above bubble "with accommodations" for a content area is indicating no accommodations were provided for this student.)

O EL

P EL ACCOMMODATION

With Accommodations:

(Not selecting above bubble "with accommodations" for a content area is indicating no accommodations were provided for this student.)

Q IF THIS STUDENT WAS NOT TESTED, INDICATE THE REASON.
 Selections are subject to change based upon SDE review and validation.

Did Not Attempt (DNA)

No Longer Enrolled (NLE)

Oklahoma Alternate Assessment Program (OAAP)

R LOCAL STUDENT I.D. NUMBER (Optional)

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

S SDE APPROVAL REQUIRED

SDE approval is required for the following testing status codes. Go to the Accountability Reporting application in Single Sign On to request one or more of these codes.

Emergency Exempt
 Invalidation (Breach)

T Please note: Student demographic information for OSTP/CCRA assessments is verified through the Accountability Reporting application in Single Sign On.

V VOID-DO NOT SCORE

Void this answer document.



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STATIC BARCODE 16 DIGITS

Instructions for Completing Student Demographic Information

When you check this . . .	look for this:	and fill or bubble in this box
Teacher's Name School Name District Name County Name (Required)	Names must be printed in the appropriate spaces. All students must use the name of their official home school.	A–D
IEP Braille	Fill in the bubble for IEP Braille if student is taking Braille. Braille is an accommodation afforded to some students. The Test Administrator must transcribe Braille responses to the standard scorable answer document/test book that was provided in the Braille kit and be sure to complete the student demographic information on the standard scorable answer document/test book.	E
Gender	If the student does not have a label: Fill in the bubble to indicate the gender of the student testing.	F
Student's Last Name First Name, Middle Initial (Required)	If the student does not have a label: Letters must be printed, one per box. Under each box, the bubble with the same letter must be filled in.	G
Student Testing Number (STN) (Required)	If the student does not have a label: Numbers must be printed, one per box, above the numbered bubbles. Under each box, the bubble with the same number must be filled in. This field is required.	H
Date of Birth (Required)	If the student does not have a label: Numbers must be printed, one per box, above the numbered bubbles. Under the box, bubbles corresponding to the date of birth must be filled in. (If the "day" is not a two-digit number, the number should be preceded by a zero.)	I
Date Test Taken (Required)	Fill in the correct bubbles to indicate the date of the day the test is taken. If the test is given over two consecutive days, record the first day of test taking. Box K can be found on page 3 of the answer document.	K
IEP	This applies to any student for whom there is verification on file of an Individual Education Program prior to testing.	M
504	This applies to any student for whom there is verification on file of a Section 504 Plan prior to testing.	
IEP or 504 Accommodation	If the student used an accommodation, bubble "with accommodations" for each applicable subject. The accommodation(s) must be specified in the student plan on file.	N
EL	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.	O

PAPER TESTING

When you check this . . .		look for this:	and fill or bubble in this box
EL Accommodation		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.	P
Did Not Attempt (DNA)		This applies to students who are absent on the day of testing and are not able to take the test prior to the end of the testing window. If these students do not have a precode label, they must have completed demographic information. The school should make every effort to provide make-up days for these students within the state testing window.	Q
No Longer Enrolled (NLE)		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.	
Oklahoma Alternate Assessment Program (OAAP)		This applies to students who are participating in Oklahoma Alternate Assessment Program (OAAP). The OAAP is an assessment developed for a small population of students with significant cognitive disabilities for whom the Individualized Education Program (IEP) team has determined to be unable to participate in the general assessment, even with accommodations.	
Local Student I.D. Number (Optional)		Enter the student’s local Student I.D. Number in the field provided. This field is optional.	R
VOID–DO NOT SCORE		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.	V
SDE Approval Required	Emergency Exempt	This designation covers situations where a medical emergency absolutely prevents the student from participating in testing during the state’s testing window.	S (Go to the Accountability Reporting Application located on the Single Sign-On to request one or more of these designations.)
	Invalidation (Breach)	Student’s test will not be scored. Students may be eligible for a Breach Test form, if available.	
Additional Demographic Information		Please note: Student demographic information for OSTP/CCRA assessments is verified through the Accountability Reporting application in Single Sign-On.	T

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

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

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 during 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.

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 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 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 all answer documents if no label is present.

Grade 11 Science Content—Paper Testing

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared. Test Administrators may pass out number 2 pencils with erasers, test books, 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/or scratch paper should be collected before students leave the testing session. **Provide today's date.***

Say: **Today you will take the Grade 11 Science Content 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 book, answer document, and test materials will be collected at the end of the testing session.**

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

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 answer document. On the appropriate lines at the top of the page (Point.), write the name of your teacher (Box A), school (Box B), district (Box C), and county (Box D), using the information posted. 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, Student Testing Number (STN) or Date of Birth printed on the label is incorrect, give the student a new blank answer document and tell the student to follow the next set of instructions. If students all have labels, skip directly to the answer document preparation direction line.

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

Say: *Only read this line if there are students with incorrect labels:* **If you have a student label with your name printed on it, please wait quietly while other students fill in their information.**

Continue reading the "For All Students without Labels" directions.

For All Students Without Labels

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

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

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

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

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

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

Say: **In the column labeled “MI,” write the first letter of your middle name. Then fill in the circle with the same letter.** *(Pause to allow students time to print and bubble their middle initial. If no middle initial, leave blank.)*

Say: **Box H labeled “Student Testing Number” will be filled in by the 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, 2006, you would fill in the circle for June for the month, “05” in the circles for the day, and “2006” in the circles for the year.**

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

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

Say: **Let’s prepare your answer document before looking at the sample questions. Open your answer document to page 3.** *(Demonstrate using a student’s answer document—borrow one from a student. Make sure that all students have the correct page showing.)*

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

Say: **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 instructional days, have students 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 11 Science Content

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:) Circle your answer in the test booklet.

Say: Use the information to answer the following questions. Read the sample to yourself as I read it aloud. A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned. Take a moment to look at the diagram. *(Pause)*

Say: After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?* To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data. Take a moment to look at the second diagram. *(Pause)*

Say: Now find Sample Question A. *(Point.)*

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

A student makes a claim about how the heat energy shown in the diagram “Matter and Energy Flow in a Grassland Ecosystem” helps explain the amounts of biomass shown in the diagram “Pyramid of Biomass.” Claim: As heat energy is released by consumers, less heat is available to organisms at the next level. Therefore, the higher pyramid levels contain less biomass.

Which statement best analyzes the student’s claim? (A) The claim is supported; organisms store heat energy in food to produce biomass, and the available heat energy decreases at the higher levels. (B) The claim is supported; the amount of biomass stored at higher levels is very small, and small amounts of biomass show that energy and matter are lost from a system. (C) The claim is rejected; heat energy flows in all directions among the levels, and this allows food energy to be stored within biomass at all levels. (D) The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass.

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

Say: *Read for non-Large-Print:* The correct answer is “(D) The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass.” Now open your answer document and find the box marked “Samples.” For Sample A, the bubble for “D” is filled in because “D” is the correct answer. *(Pause)*

Read for Large-Print: The correct answer is “(D) The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass.” For Sample A, circle “D” because “D” is the correct answer. *(Pause)*

Sample Questions for Grade 11 Science Content

Say: **Now look at Sample Question B. Read the sample to yourself as I read it aloud. Based on the diagrams, which mathematical expression correctly compares the amounts of energy in different parts of the ecosystem? (A) producer energy is greater than herbivore energy, (B) carnivore energy is greater than herbivore energy, (C) carnivore energy is equal to herbivore energy, (D) producer energy is equal to herbivore energy.**

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 the test booklet. If you want to change an answer, completely erase the circle around the letter before circling a new letter.

Wait for all students to finish.

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

Say: **You should have selected “A” because the correct answer is “(A) producer energy is greater than herbivore energy.”**

Are there any questions? (Answer any questions.)

General Directions (continued)

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

This page begins the Science Content Test. A Periodic Table is located on the back cover of your test booklet. Use it for reference as necessary during the test.

You may underline, make notes, or work items 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 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 are not finished with the test at the end of the test session, you may be given additional time.

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 you finish early, you may check your work in this section only. Remember, questions left unanswered are scored as incorrect. Do not go on to the next 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. 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 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 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 number 2 pencil while in the presence of a Test Proctor. Please see [Appendix B](#) for direction 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 the directions again. Have the students open their materials 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, 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 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 number 2 pencil while in the presence of a Test Proctor. Please see [Appendix B](#) for direction 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 number 2 pencils with erasers, test books, 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 should be collected before students leave the testing session.*

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 that everyone has the correct materials.

Say: **Today you will take Section 2 of the Grade 11 Science Content 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 book, answer document, and test materials will be collected at the end of this testing session.**

Cell phones or other electronic devices, including smartwatches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, smartwatches, 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. Remember, questions left unanswered are scored as incorrect.

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

Say: **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. 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 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 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 number 2 pencil while in the presence of a Test Proctor. Please see [Appendix B](#) for direction for transcribing.

Grade 11 United States History Content—Paper Testing

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared. Test Administrators may pass out number 2 pencils with erasers, test books, 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/or scratch paper should be collected before students leave the testing session. **Provide today's date.***

Say: **Today you will take the Grade 11 United States History Content 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 book, answer document, and test materials will be collected at the end of the testing session.**

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

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 answer document. On the appropriate lines at the top of the page (Point.), write the name of your teacher (Box A), school (Box B), district (Box C), and county (Box D), using the information posted. 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, Student Testing Number (STN) or Date of Birth printed on the label is incorrect, give the student a new blank answer document and tell the student to follow the next set of instructions. If students all have labels, skip directly to the answer document preparation direction line.

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

Say: **Only read this line if there are students with incorrect labels: If you have a student label with your name printed on it, please wait quietly while other students fill in their information.**

Continue reading the "For All Students without Labels" directions.

For All Students Without Labels

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

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

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

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

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

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

Say: **In the column labeled “MI,” write the first letter of your middle name. Then fill in the circle with the same letter.** *(Pause to allow students time to print and bubble their middle initial. If no middle initial, leave blank.)*

Say: **Box H labeled “Student Testing Number” will be filled in by the 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, 2006, you would fill in the circle for June for the month, “05” in the circles for the day, and “2006” in the circles for the year.**

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

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

Say: **Let’s prepare your answer document before looking at the sample questions. Open your answer document to page 3.** *(Demonstrate using a student’s answer document—borrow one from a student. Make sure that all students have the correct page showing.)*

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

Say: **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 instructional days, have students 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 11 United States History Content

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:) Circle your answer in the test booklet.

Say: **Now find Sample A. (Point.)**

Read the question to yourself as I read it aloud.

Some economists criticize the New Deal as the beginning of (A) deficit spending, (B) a national depression, (C) a command economy, (D) trickle-down economics.

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

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

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

Say: **Now look at Sample B. Read the sample to yourself as I read it aloud. “Europe’s requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political [decline] of a very grave character.” —Secretary of State George Marshall, 1947.**

What was the main goal of the “help” mentioned by Secretary Marshall? (A) to repay loans made to the Soviet Union, (B) to stop the spread of communism in Europe, (C) to take over western European governments, (D) to aid the Soviet Union in rebuilding its military strength.

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 the test booklet. If you want to change an answer, completely erase the circle around the letter before circling a new letter.

Wait for all students to finish.

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

Say: **You should have selected “B” because the correct answer is “(B) to stop the spread of communism in Europe.”**

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

General Directions (continued)

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

This page begins the U.S. History Content Test. As you move through the test, some questions will ask you to compare two related passages.

You may underline or make notes 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 answer document.**

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

Say: **Answer all of the questions on this page and the pages that follow until you come to the end of Section 1, 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 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. Remember, questions left unanswered are scored as incorrect.

If you finish early, you may check your work in this section only. Do not go on to the next section. When you have finished, put your pencil down. Close your test book and answer document so that the front covers are on top. You may read or sit quietly until everyone has completed the test. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

You may now begin.

While students are working, walk around the room to see that they are following directions and that they are not looking at another student's test. Do not give help with 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 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 number 2 pencil while in the presence of a Test Proctor. Please see [Appendix B](#) for direction 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 the directions again. Have the students open their materials 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, 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 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 number 2 pencil while in the presence of a Test Proctor. Please see [Appendix B](#) for direction 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 number 2 pencils with erasers, test books, 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 should be collected before students leave the testing session.*

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 that everyone has the correct materials.

Say: **Today you will take Section 2 of the Grade 11 United States History Content 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 book, answer document, and test materials will be collected at the end of the testing session.**

Cell phones or other electronic devices, including smartwatches, must not be present in the testing environment. The use of reference materials, dictionaries, cell phones, electronic devices, smartwatches, 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. Remember, questions left unanswered are scored as incorrect.

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. 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 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 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 number 2 pencil while in the presence of a Test Proctor. Please see [Appendix B](#) for direction for transcribing.

After Testing

Complete and Sign All Test Security Forms

All security forms will be completed and submitted electronically. Please see the instructions posted on the Cognia Oklahoma Help & Support Site on the forms page, oklahoma.onlinehelp.cognia.org/forms, to complete the tasks listed below.

- Complete and submit the Test Administrator Security Form, assuring that security has been maintained and test procedures have been followed.
- A Nondisclosure Agreement (NDA) is incorporated into the Test Administrator Security Form. Test staff are not allowed to divulge the contents of the test, generally or specifically to anyone, nor copy any part of the test.
- 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

Student Absence

- Students who are absent on the scheduled testing date for their grade for any reason (including illness or another approved personal situation) **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.

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 Booklet

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

Contaminated Materials

- If any test materials become contaminated, the following procedures **must** be followed:
 - **Test Booklets:**
 1. Obtain the test booklet number located on the front bottom left corner of the test booklet below the barcode.
 2. Indicate the test booklet number on the Security Checklist as contaminated.
 3. Call the Cognia Oklahoma Service Desk and provide them with the test booklet number and reason for contamination (e.g., bodily fluids).
 4. Discard the test booklet following the protocol set by your State Department for the disposal of hazardous materials. ***Do Not Return to Cognia.***
 - **Answer Documents:**
 1. Obtain the answer document number located on the front bottom right 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

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

After testing, the Test Administrator should prepare the standard 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 answer document. If the student does not have a student label, follow the directions on page 25 of this manual. (For students taking the contracted Braille version, remember to fill in the IEP Braille bubble in Box E.) Then transfer the student's test answers from the Large-Print or Braille test book to the standard answer document.

The standard answer documents for the Large-Print and Braille tests should then be included with the other student answer documents for the class. The original Large-Print and Braille test books and answer documents should be returned with the nonscorable test materials.

Transcribe Answer Documents for Accommodated Typed 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; and
- deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with an answer booklet. Student responses are secure and confidential and must not be accessible to unauthorized individuals.

Information Required for Each Page

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

- Student Name
- Student Testing Number (STN)
- Answer booklet serial number (the 10-digit number located on the lower right corner)
- Subject
- Question 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.

Appendix C: Calculator Policy

1

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. Calculators with memory keys, including M+ and M-, are acceptable.

Grade 8 Math and Science

- Scientific calculators meeting general requirements are allowed (See below).

Grade 11 CCRA Math & Science

- Part 1: Please see the policy of the ACT assessment.
- Part 2: Science Content: Graphing calculators and/or scientific calculators meeting the general requirements are allowed (See below).

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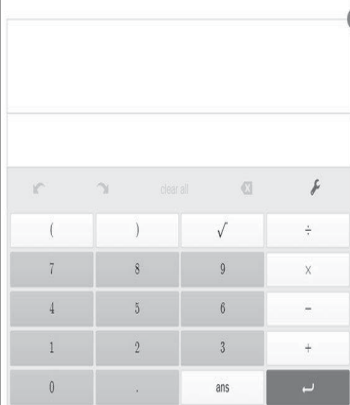
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- **All calculators must have the memory cleared or reset before and after the test session.**
- See the manufacturer website or user guide for clearing procedures.

DESMOS Online Testing Calculator

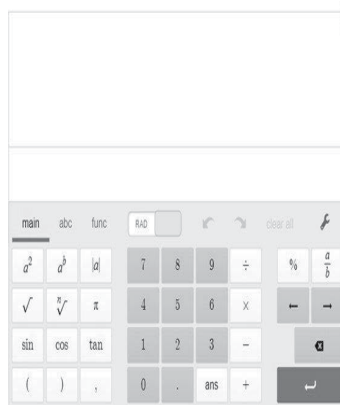
For grades 6-8 Math, Grade 8 Science, and CCRA Science content, each test administered online will be equipped with a DESMOS calculator within the testing interface. Students may also use a handheld calculator meeting their grade specific requirements. The calculators provided via DESMOS are below.

Grades 6-7 Math



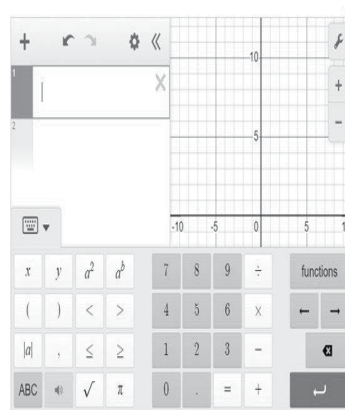
Four-Function

Grade 8 Math & Science



Scientific

CCRA Science Content



Graphing

Prohibited Calculators

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones, smartwatches, 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.

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 may invalidate the test results and is a violation of test security and test validity. Any violation should be reported to the Office of Assessments.



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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.

All irregularities should be reported to OSDE via the Irregularity Google Form. All invalidations should be submitted on the Accountability Reporting Application in Single Sign On. All irregularities AND invalidations should be noted on the Test Proctor Observation Log (TPOL).

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. ONLY 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. If taking an online test, the TA should enter the Proctor Password obtained from the DTC. The student will only be able to answer questions not viewed or answered previously.	Irregularity
The student was provided the wrong accommodation.	<ul style="list-style-type: none"> • Unless the student received the ELA read aloud with error(s), have the student continue testing and log the situation as a Test Irregularity. • If the student received the ELA read aloud but had not been approved for it, contact the BTC/DTC. 	<ul style="list-style-type: none"> • If the accommodation was not ELA Read Aloud, complete an Irregularity. • If the accommodation was ELA Read Aloud, contact BTC/DTC.
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. Students are able to log back in utilizing the proctor password obtained from the 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. Please note if the student accessed the phone during testing and how the cell phone was discovered.	Contact BTC/DTC.
The student started the ELA writing prompt and did not complete it until the next day or days later.	Contact your BTC/DTC.	Invalidation



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