Tennessee

Test Administration Manual

End-of-Course Assessment

Math Foundations II and English I

Spring 2004

45031

This manual is provided to assist in the administration of the Tennessee End-of-Course Math Foundations II and English I examinations. To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

SAVE YOUR BOXES!

The boxes in which you received your test materials should be saved to return the materials to the DOE.

End-of-Course test materials will be packed separately and shipped to the systems approximately three weeks prior to the system test date.

End-of-Course tests should be administered within the last 10 days of instruction.

Evaluation and Assessment Division (615) 741-0720
Tennessee Department of Education
Andrew Johnson Tower, 7th Floor
710 James Robertson Parkway
Nashville, TN 37243-0376

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SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

> Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.
> [Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will

- establish security guidelines to ensure the integrity of the testing process
- implement safeguards to ensure test content security
- communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- provide distribution and shipping logs to ensure accurate inventory of test materials at the system and school levels
- conduct random visits during testing to ensure test security and consistency of administration
- provide Breach of Testing Security Report forms to document local test security concerns
- review submitted Breach of Testing Security Reports and follow up as needed
- release student-specific test data only to authorized personnel

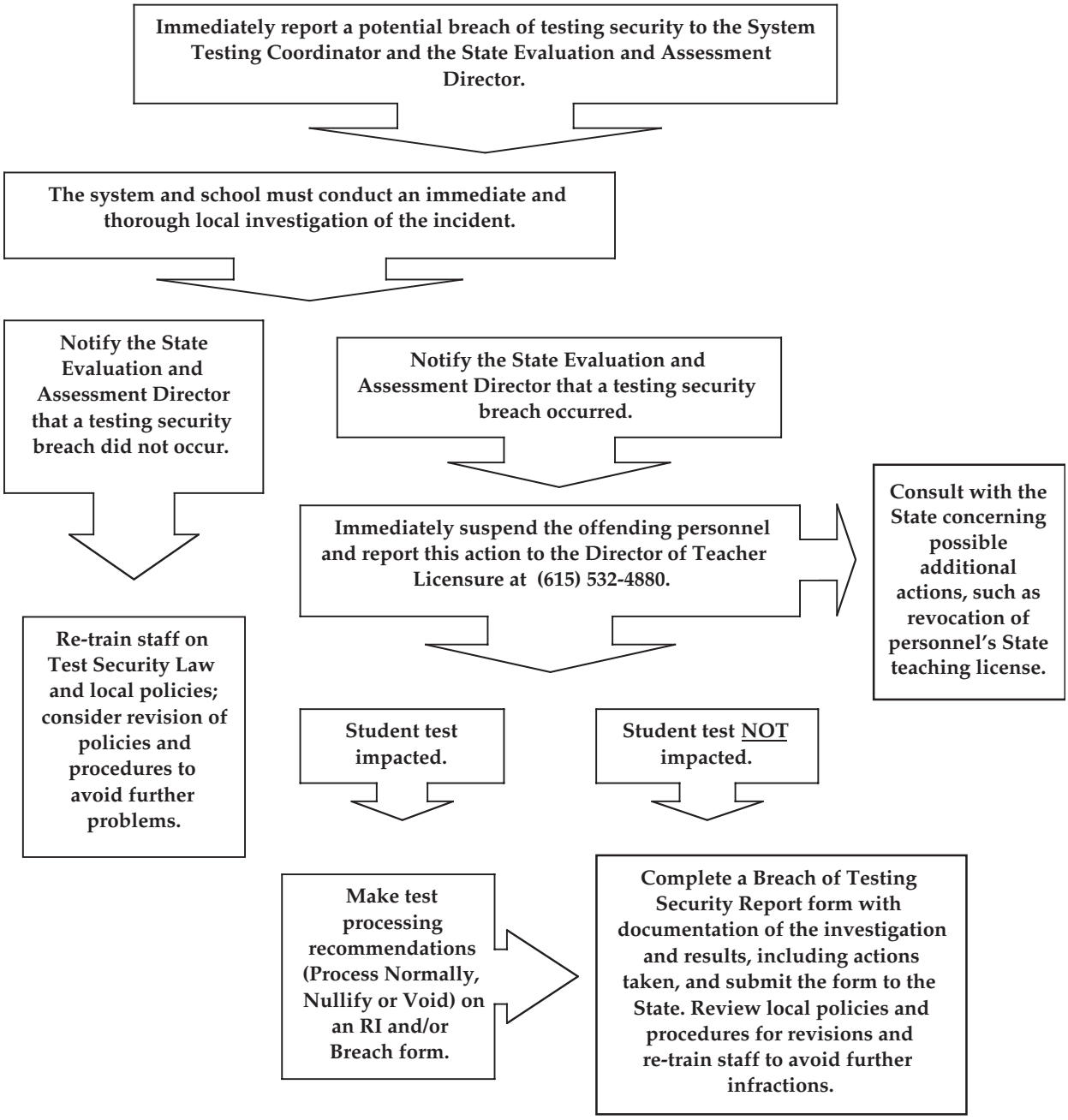
State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST

- adopt a locally-monitored test security policy which incorporates, at a minimum, these State Test Security Guidelines
- implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing
- train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records
- restrict handling of test materials to authorized personnel at all times
- implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session
- return test materials immediately after each test session and when the entire administration is completed
- store test materials in a centrally-located locked room that is inaccessible to unauthorized persons
- conceal all instructional or reference materials in the test setting which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting
- confirm each student is the person named on the answer document for every testing session
- require Test Administrators and Proctors to remain with the students and be observant and non-disruptive throughout the test session
- require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules
- prohibit coaching students in any way during State assessments
- prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations
- ensure students respond to test without assistance from anyone
- maintain confidentiality of student-specific demographic information and test results at all times
- document test security concerns, including missing materials, on the Breach of Testing Security Report form

Breach of Testing Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, the school and system must initiate an immediate and thorough investigation into the circumstances of the event. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Evaluation and Assessment Director at (615) 741-0720.



Tennessee Department of Education

Evaluation and Assessment Division
Andrew Johnson Tower, 7th floor
710 James Robertson Parkway
Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____ School _____

Test Administrator _____ Grade _____ Test Date _____

Report pertaining to (check one):

☐ Achievement ☐ Gateway ☐ End-of-Course ☐ Writing ☐ Competency

Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Signature of Reporter _____ Date _____ Phone Number _____

Top copy to be sent to the State Middle copy to be kept by System Testing Coordinator Bottom copy to be kept by reporter

ED 3036
Revised 9/03

Breach of Testing Security Report, Sample

SECTION II: PROGRAM PERSONNEL RESPONSIBILITIES

All system personnel are responsible for the proper administration and security of State assessments. Designated program personnel specifically responsible for State assessments at the local level include the System Testing Coordinator, Building Testing Coordinators, Test Administrators, and Proctors. Public, State Special, and Non-Public School Directors should ensure all of the program personnel responsibilities are fulfilled.

System Testing Coordinator

- serves as the system contact for all assessment communications between the State and local schools, including participating in State testing Listserv and ordering, receiving, shipping, and accounting for assessment materials
- attends State assessment meetings
- assists school system with development and implementation of the local test security plan, monitors compliance, and leads investigations of all local test security concerns
- develops test schedules with school administrators to minimize test security risks, e.g., testing to occur at the same time systemwide, administer a content test/subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school, administer a subject test (Gateway Science) at the same time within a school
- notifies appropriate media and local officials, e.g., Fire Chief, Community Event Planners, of test schedule to facilitate the test process and prevent test disruptions
- conducts assessment training sessions for Building Testing Coordinators and other system personnel
- orders assessment materials and assures all applicable schools and grade levels are included
- verifies quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- completes and returns the Central Office Distribution Log and verifies schools' Shipping Order forms to document assessment material inventories
- ensures all test administration and handling procedures are accomplished (checklists provided in this manual for assistance)
- implements procedures to ensure all students are assessed and accounted for as required (including Homebound and Home School)
- verifies appropriate use and accurate completion of all Report of Irregularity, Report of Irregular Testing Conditions, Inactive Test Material, and Breach of Testing Security forms, **signs** and returns them per instructions
- ensures assessment materials, including Answer Sheet Envelopes, are appropriately completed and in the specified order when returned for processing and Regional Scanning
- retains a detailed record of boxed test materials returned for processing
- distributes test results promptly to appropriate school personnel

See Section VI for System Testing Coordinator's Checklist defining specific duties.

Building Testing Coordinator

- serves as the building contact for all assessment communications between the System Testing Coordinator and school personnel, including ordering, receiving, returning, and accounting for assessment materials
- attends training session conducted by the System Testing Coordinator
- enforces the local test security plan, monitors test procedures, and assists the System Testing Coordinator with investigating test security concerns
- assists Principal in notifying all school personnel and parents/guardians of test dates and schedules
- conducts or reinforces test administration training for Test Administrators and Proctors
- implements check-in, check-out, and quantity verification procedures for all test materials after each test session
- establishes a restricted, secure, centrally-located storage area for test materials at all times
- counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- completes and returns the school's Shipping Order form to document assessment material inventories
- utilizes checklist provided in this manual for test procedures
- ensures all students are assessed and accounted for as required
- ensures all student demographic information is completed appropriately
- ensures proper transcription and handling of Braille/audio, word processor-generated, and Large Print responses, as needed
- verifies contents of Answer Sheet Envelopes
- verifies appropriate use and accurate completion of all Report of Irregularity, Report of Irregular Testing Conditions, Inactive Test Material, and Breach of Testing Security forms, **signs** and returns them to the System Testing Coordinator
- compiles all used and unused assessment materials in the specified order (see Section VII, Return Procedures), **packs them in the original shipping boxes**, and returns the packed boxes to the System Testing Coordinator

See Section VI for Building Testing Coordinator's Checklist defining specific duties.

Test Administrator and Proctor

- attends Test Administrator training sessions
- notifies students and parents/guardians of test dates and schedule
- adheres to local test security plan and reports any test security concerns utilizing Breach of Testing Security form as needed
- adheres carefully to all test administration and accommodation instructions, following appropriate schedules
- counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents
- utilizes checklist provided in this manual for test procedures
- ensures that all instructional or reference materials in the test setting which are related to the content area being assessed, are concealed, such as maps, posters, student samples, bulletin board items, etc.
- ensures all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting have been turned off
- provides an uncluttered testing space for each student and removes all extraneous items, e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc.
- assesses and accounts for all students as required
- monitors to ensure all student demographic information is completed correctly and remains confidential at all times
- confirms each student is the person named on the answer document for every testing session
- remains with the students and is observant and non-disruptive throughout the testing session
- DOES NOT READ test items or passages, unless indicated in test instructions or accommodations
- does not coach students in any way during State assessments
- ensures students respond to test without assistance from anyone
- ensures proper transcription and handling of Braille/audio, word processor-generated, and Large Print responses, as needed
- completes Report of Irregularity, Report of Irregular Testing Conditions, Inactive Test Material, and Breach of Testing Security forms as needed, **signs** and returns them to the Building Testing Coordinator
- returns all used and unused assessment materials to the Building Testing Coordinator

The Proctor performs duties as assigned under the supervision of the Test Administrator.

See Section V for Test Administrator's Checklist defining specific duties.

SECTION III: TEST ACCOMMODATIONS

Braille Tests

Braille versions are available for all Gateway and End-of-Course Tests.

- ❑ 1. Students may mark responses directly in the test booklet.
- ❑ 2. Complete the student identification label on the back cover of the test booklet.
- ❑ 3. Special Accommodations may be used only if indicated on the student's IEP, see Section III, 2003–2004 Special Accommodations, for additional information.
- ❑ 4. Students taking the End-of-Course exams may receive extended time if it is indicated in their IEP; the Gateway tests are untimed.
- ❑ 5. Complete the student demographic information on the regular answer sheet stamped "Braille." Ensure that the circle for Braille and any accommodations used (including extended time) have been filled in.
- ❑ 6. Carefully transcribe answers verbatim from the Braille test booklet to the regular answer sheet stamped "Braille."
- ❑ 7. Place the transcribed answer sheet under a Group Information Sheet (GIS) for the student's teacher. Braille tests **must** have a separate GIS.
- ❑ 8. Place the Braille test booklet in the envelope labeled "Braille" which was enclosed in the Braille packet.
  - A) record the transcriber's name, student's name and Social Security Number, the school name and number, and the system name and number on the envelope
  - B) the Braille envelope should remain with the answer sheets at all times
  - C) take the Braille envelope to the Regional Scanning Site

Large Print Tests

Large Print versions are available for all of the Gateway and End-of-Course Tests.

- ❑ 1. Students may mark responses directly in the test booklet.
- ❑ 2. Complete the student identification label on the back cover of the test booklet.
- ❑ 3. Special Accommodations may be used only if indicated on the student's IEP, see Section III, 2003–2004 Special Accommodations, for additional information.
- ❑ 4. Students taking the End-of-Course exams may receive extended time if it is indicated in their IEP; the Gateway tests are untimed.
- ❑ 5. Complete the student demographic information on the regular answer sheet stamped "Large Print." Ensure that the circle for Large Print and any accommodations used (including extended time) have been filled in.
- ❑ 6. Carefully transcribe answers verbatim from the Large Print test booklet to the regular answer sheet stamped "Large Print."
- ❑ 7. Place the transcribed answer sheet under the appropriate Group Information Sheet for the student's teacher.
- ❑ 8. Place the Large Print test booklet in the envelope labeled "Large Print" which was enclosed in the Large Print packet.
  - A) record the transcriber's name, student's name and Social Security Number, the school name and number, and the system name and number on the envelope
  - B) the Large Print envelope should remain with the answer sheets at all times
  - C) take the Large Print envelope to the Regional Scanning Site

2003–2004 TCAP Allowable Accommodations

This chart indicates Allowable Accommodations available for all students as noted for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC)/ TCAP Gateway	TCAP Writing
Modified Test Format				
Braille (Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP.)	Available with or without audio Flexible Setting required if using audio See *Teacher's Notes to Braille Edition* for directions.	Available with or without audio Flexible Setting required if using audio Untimed	**EOC** – Extended time is allowed if student meets required conditions for Special Accommodation B. **Gateway**-Untimed	Extended time is allowed if student meets required conditions for Special Accommodation B.
Large Print (Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP.)	Extended time is allowed if student meets required conditions for Special Accommodation B.	Untimed	**EOC** – Extended time is allowed if student meets required conditions for Special Accommodation B. **Gateway**– Untimed	Extended time is allowed if student meets required conditions for Special Accommodation B.
Audio	Not available for regular or Large Print test versions	SPECIAL ACCOMMODATION ONLY	NOT AVAILABLE	NOT AVAILABLE
Oral Instructions Delivery				
Sign Oral Instruction	✓	✓	✓	✓
Re-read/sign Oral Instructions	✓	✓	✓	✓
Calculator				
	Allowable for specified subtests. See *Test Administration Manual* for instructions.	SPECIAL ACCOMMODATION ONLY	See *Test Administration Manual* for calculator restrictions.	NOT APPLICABLE – no calculations
Flexible Setting				
Individual	✓	✓	✓	✓
Small Group	✓	✓	✓	✓
Designated Part of Room	✓	✓	✓	✓
Study Carrel	✓	✓	✓	✓
Special Education Classroom	✓	✓	✓	✓
Homebound/Out of School	✓	✓	✓	✓
Visual/Tactile Aids				
Magnification Equipment	✓	✓	✓	✓
Templates, Masks, Pointers	✓	✓	✓	✓
Abacus	✓	✓	✓	NOT APPLICABLE – no calculations
Auditory Aids				
Amplification	✓	✓	✓	✓
Noise Buffer	✓	✓	✓	✓
Flexible Scheduling				
Flexible Scheduling of Subtests	✓	✓	✓	✓
Flexible Time of Day	✓	✓	✓	✓
Scribe/Recording Answers				SPECIAL ACCOMMODATION ONLY
Student Answers in Test Booklet	✓	✓	✓	NOT APPLICABLE
Student Answers on Separate Sheet of Paper	✓	✓	✓	SPECIAL ACCOMMODATION ONLY
Answers Recorded by Scribe	✓	✓	✓	SPECIAL ACCOMMODATION ONLY

2003–2004 TCAP Allowable Accommodations

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.** TCAP Allowable Accommodations are available for use by all students as noted below. Multiple TCAP Allowable Accommodations may be used. TCAP Allowable Accommodations are specifically defined as follows.

- **Modified Format Tests:** This refers to Large Print and Braille tests. Any modified format test must be requested in advance. Large Print and Braille tests may have special administration instructions because the test may vary from the standard print test. "Readers" for illustrations and graphs are also permitted with the Braille and Large Print editions of the TCAP assessments. Students using "Readers" must have Visual Impairment verified on the IEP. Extended time for students using Braille and Large Print tests is not permitted unless required conditions for **Special Accommodation B** are met. See Section III, Braille Test and Large Print Tests, for processing instructions.
- **Oral Instructions Delivery:** Directions normally read aloud to students may be signed verbatim for students with hearing impairments. Only spoken portions of the directions may be signed.

  Directions normally read aloud or signed to students may be re-read/signed verbatim as needed.
- **Calculator:** A calculator is permitted on EOC Math Foundations II and Gateway Mathematics Tests. See Section V, Calculator Use, for calculator restrictions.
- **Flexible Setting:** Students may take the EOC and Gateway Tests in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in the special education classroom. Homebound students may take the test at home or another approved location with appropriate documentation.
- **Visual/Tactile Aids:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers, and abacuses.
- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers.
- **Flexible Scheduling:** EOC Tests are timed and the administration must remain within the overall time allotted. Gateway Tests are untimed and the student may take as much time as needed to complete the test. EOC and Gateway Tests may be given in smaller segments. Breaks taken by the student during the testing period must be closely supervised.

  Note: Any test on which Flexible Scheduling is used must be completed in one school day.
- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. Ensure that the student's name, social security number, school, system, and teacher name are written on the front cover of the test booklet. The student's answers must be transcribed to a regular answer document and placed with documents to be scored. Place the marked test booklet under a completed Inactive Test Material (ITM) form and mark the appropriate box on the form.

2003–2004 SPECIAL ACCOMMODATIONS[1]

Accommodations **Students may use multiple accommodations if required conditions are met.**	**TCAP Achievement**	**TCAP Competency**	**TCAP End-of-Course (EOC) / TCAP Gateway**	**TCAP Writing**	Required Conditions for Accommodations **All Special Accommodations must be documented on the IEP or the 504 Service Plan and used consistently in the classroom.**
A. Extended Time – Fine Motor	NOT ALLOWED	NOT APPLICABLE – Untimed	**EOC** – NOT ALLOWED **Gateway** – NOT APPLICABLE – Untimed	See *Test Administration Manual* for extended time limits	• IEP Fine-Motor Goal Verified
B. Extended Time – Visual Impairment	See *Test Administration Manual* for extended time limits	NOT APPLICABLE – Untimed	**EOC** – See *Test Administration Manual* for extended time limits **Gateway** – NOT APPLICABLE – Untimed	See *Test Administration Manual* for extended time limits	• As indicated on IEP with Verified Visual Impairment
C. Read Aloud/Sign Internal Test Instructions	See *Test Administration Manual* for directions	May read aloud or use Audio only or Audio with test booklet	See *Test Administration Manual* for directions	NOT APPLICABLE – No internal test items	• ≤16th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills *OR* Reading Comprehension – within 2 years of TCAP) *and/or* • Visual and/or Hearing Impairment
D. Read Aloud/Sign Internal Test Items	See *Test Administration Manual* for allowable subtests (504 Service Plan) Allowed for Reading/Language Arts, Word Analysis, Language Mechanics, Spelling, and Vocabulary (IEPs only)	May read aloud or use Audio only or Audio with test booklet	See *Test Administration Manual* for directions Not allowed for **EOC** English I or **Gateway** Language Arts	Allowable Accommodation for all students	• ≤16th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills *OR* Reading Comprehension – within 2 years of TCAP) *and/or* • Visual and/or Hearing Impairment
E. Calculator	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See *Test Administration Manual* for specified subsections	See *Test Administration Manual* for selected items	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See *Test Administration Manual* for calculator restrictions	NOT APPLICABLE – No calculations	• ≤16th Percentile (84 Standard Score) on Individual Standardized Computation Test (within 2 years of TCAP)
F. Talking or Electronic Device with Braille Display	Applicable for all math subtests	Applicable for Math Competency	Applicable for all math tests See *Test Administration Manual* for calculator restrictions	NOT APPLICABLE – No calculations	• As indicated on IEP – Visual Impairment – calculator must be utilized 100% of the time in ALL mathematics *and* • Will be necessary for post-school success
G. Word Processor with or without Talk-Text Technology	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	See *Test Administration Manual* for directions	• IEP goal in writing where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) • Technology used as accommodation is necessary for post-school success
H. Scribe/Recording Answers	Allowable Accommodation for all students	Allowable Accommodation for all students	Allowable Accommodation for all students	See *Test Administration Manual* for extended time limits and directions	• As indicated on IEP or 504 Service Plan where used consistently in educational program *or* • Due to short-term physical inability to write
I. Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	See *Test Administration Manual* for extended time limits, directions and special handling instructions May be used for all subtests	Untimed See *Test Administration Manual* for directions and special handling instructions May be used for both tests	**EOC** – See *Test Administration Manual* for extended time limits, directions and special handling instructions May be used for all tests **Gateway** – Untimed – See *Test Administration Manual* for directions and special handling instructions May be used for all tests	No extended time limits See *Test Administration Manual* for directions and special handling instructions	• IEP or 504 Service Plan where this accommodation is used consistently throughout the student's educational program

[1]Refer to TCAP IEP Addendum grids for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course, and Gateway Assessments – for Special Accommodations applicable to each test.

2003–2004 Special Accommodations

Questions regarding required conditions for the use of Special Accommodations should be directed to the Division of Special Education at (615) 741-2851. Test administration questions should be directed to the Evaluation and Assessment Division at (615) 741-0720.

Special Accommodations should be limited to those listed below in order to obtain valid results. Requests for any type of accommodation other than those listed below must be directed to the Division of Special Education.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding.

Special Accommodations				
B	**C**	**D**	**F**	**I**
○	○	○	○	○

B Extended Time for Students with Visual Impairments

This accommodation does not apply to Gateway Tests as they are untimed.

Test Administrators must verify the circle for **Special Accommodation B** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours that the student receives special education services is darkened on the answer document.*

This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers, and templates. Accommodation B applies to students receiving special education services only, and must be documented in the student's IEP. The amount of extended time must be determined by the student's IEP Team. No test should be administered for more than 75 minutes without allowing for a 10-minute break. Breaks taken by the student during the testing period must be closely supervised.

C Read Aloud/Sign Internal test Instructions

Test Administrators must verify the circle for **Special Accommodation C** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives special education services is darkened on the answer document.*

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation C may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation C.

If the required assessment results are not available within two years of the TCAP assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

D Read Aloud/Sign Internal Test Items

For students with an IEP or 504 Service Plan, **Special Accommodation D** may be used on the following EOC and Gateway Tests: EOC Math Foundations II, Gateway Mathematics and Gateway Science. It may be used on EOC US History and EOC Physical Science Tests during the field testing for Spring 2004.

Special Accommodation D may also be used on the EOC English I and Gateway Language Arts Tests **only under the following specific requirements for students who have this accommodation on their IEP.** The use of Special Accommodation D on the EOC English I and Gateway Language Arts Tests may be used by students with an IEP who meet the requirement of scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Accommodation D should be appropriate and consistently used during regular instruction, including reading and language arts.

Note: Regulations under NCLB do not extend use of Accommodation D to tests measuring reading/ language arts for students with 504 Service Plans.

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation D.

Test Administrators must verify the circle for Special Accommodation D is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives special education services is darkened on the answer document.*

If the required assessment results are not available within two years of the TCAP assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This accommodation must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

F Talking Calculator or Electronic Device with Braille Display

Test Administrators must verify the circle for **Special Accommodation F** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours that the student receives special education services is darkened on the answer document.*

Special Accommodation F may be used by students eligible for Special Education with a Visual Impairment when the use of an audible calculator is necessary for everyday calculations and post-school success. This accommodation may be used on all mathematics tests when the required conditions for this accommodation have been met. Eligible students should receive this accommodation using a talking calculator with earphones. In the event earphones are not available for the talking calculator, the student must be tested in an isolated area.

I Student Reads into Auditory Recorder and Plays Back Immediately for Comprehension

Test Administrators must verify the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives special education services is darkened on the answer document.*

Special Accommodation I may be used on all TCAP Assessments by students with an IEP or 504 Service Plan indicating consistent use throughout the student's educational program. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Special Accommodation I may be useful in situations where Accommodation D is not permitted (i.e., EOC English I and Gateway Language Arts Tests).

Eligible students must receive this accommodation under the following conditions:

1. Ensure that student has a blank tape and tape recorder.
2. The student must be tested during the same testing session as other students.
3. The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
4. Extended time limits may be determined by the student's IEP Team or 504 Review Committee.
5. Only the student may read into the audio recorder.
6. The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
7. Student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.
8. The used audio tape must be returned according to the following procedures:
   a) Upon completion of the test, the audio tape should be returned to its protective casing and sealed.
   b) Label the audio tape with the student's name, Social Security Number, grade, school, system, and teacher name.
   c) Place the sealed and labeled audio tape in an envelope for return.
   d) Via Priority Mail, send the envelope to

   Tennessee Department of Education
   Evaluation and Assessment Division
   Andrew Johnson Tower, 7th Floor
   710 James Robertson Parkway
   Nashville, TN 37243-0375
   Attn: Alternative Assessment Coordinator
9. Under no circumstances may audio tapes be retained or copied.

2003–2004 English Language Learner (ELL) Accommodations

Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC)/ TCAP Gateway	TCAP Writing Assessment	Required Conditions for Accommodations
Q Extended Time	Time and a half per subtest	NOT APPLICABLE- Untimed	**EOC** - Time and a half per test **Gateway** – NOT APPLICABLE - Untimed	Time and a half	• ELL, **and** • score as limited English proficient on IPT
R Bilingual Dictionary	**Not allowed** for Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests	Not Allowed for Language Arts	Not Allowed for **EOC** English I and **Gateway** Language Arts	NOT ALLOWED	• ELL, **and** • score as limited English proficient on IPT
S Read Aloud in English Internal Test Instructions	All subtests	May read aloud or use Audio only or Audio with test booklet	All tests	All tests	• ELL, **and** • score as limited English proficient on IPT
T Read Aloud in English Internal Test Items	**Not allowed** for Language Arts, Reading, Spelling, Word Analysis and Vocabulary subtests	May read aloud or use Audio only or Audio with test booklet	Not Allowed for **EOC** English I and **Gateway** Language Arts	All tests	• ELL, **and** • score as limited English proficient on IPT

Remember all students are eligible for **Allowable Accommodations**, as needed, on any TCAP assessment.

Questions regarding required conditions for use of ELL Accommodations should be directed to TN ELL Consultant at (615) 741-3262.

2003–2004 English Language Learner (ELL) Accommodations

All students are expected to achieve the same high standards in Tennessee. The State of Tennessee English Language Learners (ELL) Testing Policy states:

> "The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet."

There are NO exemptions of ELL students from any State assessments.

ELL status must be determined by the IDEA Proficiency Test (IPT). A score of less than English Proficient on any subtest qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

The following is a list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the EOC and Gateway Tests.

ELL Accommodations			
Q	**R**	**S**	**T**
○	○	○	○

Q Extended Time

This accommodation does not apply to Gateway Tests as they are untimed.

This accommodation may be used for all EOC Tests.

The Test Administrator must verify the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students using this accommodation should be given one and one-half (1½) times the standard time limits for a total of 117 minutes (1 hour 57 minutes).

R Bilingual Dictionary

This accommodation **may not** be used for EOC English I or Gateway Language Arts Tests.

ELL Accommodation R may be used on the following EOC and Gateway Tests:
EOC Math Foundations II, Gateway Mathematics, and Gateway Science. It may be used on EOC US History and EOC Physical Science Tests during the field testing for Spring 2004.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

S Read Aloud Internal Test Instructions in English

This accommodation may be used for all EOC and Gateway Tests.

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

T Read Aloud Internal Test Items in English

This accommodation is **not allowed** for EOC English I and Gateway Language Arts Tests.

ELL Accommodation T may be used on the following EOC and Gateway Tests:
EOC Math Foundations II, Gateway Mathematics, and Gateway Science. It may be used on
EOC US History and EOC Physical Science Tests during the field testing for Spring 2004.

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
2. Internal test items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

SECTION IV: HOME SCHOOL AND HOMEBOUND STUDENTS

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

> T.C.A.49-6-3050(b)(5)(A)
> Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same state board approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;
>
> (B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade five (5). Both parent-teacher and home school student shall be under the supervision of the test administrator;

Church Related

Church related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K–8) will take their standardized test at the church-related school. Tests will be given to Home School students at the time that the church-related school tests their regular day school students.

> T.C.A.49-6-3050(a)(2)(C)(ii)
> Any parent conducting a home school for children in grades nine through twelve (9-12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be "Home School."

2. Complete a **separate Group Information Sheet** (GIS) for each child tested.

   a) Fill in the **TEACHER NAME** with "HOME" then a blank space and then the student's last name.
   b) Fill in the School Name with your **SYSTEM NAME**.
   c) Special Codes: Columns A–E—Code 00981
      Column F—leave blank
      Columns G–J—Code your **SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County)

3. List all Home School students on a single School/Group List (SGL) per content area. Make sure the TEACHER NAME is exactly the same on the SGL and the GIS. Write the Content Area above the "COMMENTS" section.

4. Place **ALL** Home School GIS and Answer Sheets in an answer sheet envelope **BY CONTENT AREA.** Write the number of students, "HOME SCHOOL" and the Content Area on the outside of the envelope.

5. The Home School answer sheet envelope(s) are placed **below** the Language Arts or English I answer sheets when taken to the system central office and to the scanning site.

Testing Homebound Students

Testing of Homebound students should be addressed in the student's education plan. Allowable accommodations may be used. Special Accommodations may be used if students meet required conditions. Special attention should be given to test security. Students must be tested during the system designated testing dates.

Completing the Group Information Sheet (GIS) for Homebound students

Homebound students are listed under a separate GIS. Complete the GIS as follows:

1. **Teacher Name**—Fill in the Homebound teacher's name
2. **School Name**—Fill in "Homebound"
3. **Number Students Testing**—Fill in the number of answer documents under the GIS
4. **Special Codes**—
   Columns A–E—Fill in the system number (e.g., "00470" for Knox County).
   Column F—Leave Blank
   Columns G–J—Fill in "0975"
   Column K—Leave Blank
   Columns L–V—Fill in the teacher's SSN
5. **ORG-TP**—Normally pre-coded. If a blank is used, code exactly as a pre-coded GIS from the current administration
6. **Organization Name**—This is pre-coded with the name of the test. If a blank is used, write exactly as a pre-coded GIS from the current administration
7. **Element/District Name**—This is the name of your system

Note: Pre-printed GISs should not be interchanged

Completing the School/Group List (SGL) for Homebound students

Homebound students should have their own SGL. Complete the SGL as follows:

1. **District/Element Name**—Write the system name
2. **School**—Write "Homebound"
3. **Area or Region**—Write the system number
4. **School Number**—Write "0975"
5. **Contact Person/Phone Number**—Write the System Testing Coordinator's name and phone number
6. **Teacher**—Write each teacher name EXACTLY as it is written on the GIS
7. **Grade**—Leave Blank (Gateway/EOC does not fill this column)
8. **Number Tested**—Write the same number as is filled in on the GIS for each teacher

SECTION V: TEST ADMINISTRATION

Test Administrator's Checklist

Before Testing

- ❑ 1. Attend Test Administrator training session.
- ❑ 2. Incorporate the school test schedule into class planning.
- ❑ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ❑ 4. Explain the purpose of the test to the students.
- ❑ 5. Review the *Test Administration Manual*.
- ❑ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.
- ❑ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner Accommodations, and/or modified format tests (see Section III, Test Accommodations).
- ❑ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care which will allow them to participate uninterrupted throughout the testing session.
- ❑ 9. Familiarize students with appropriate methods for making responses on this type of test.
- ❑ 10. Execute practice activities, if available.
  - A) distribute and administer practice activities to students
  - B) return all practice materials to Building Testing Coordinator when completed
- ❑ 11. Prepare the test setting.
  - A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, etc.
  - B) arrange the test setting to ensure students work without any assistance from others
- ❑ 12. Ensure appropriate testing materials are available for each test session.
  - A) No. 2 pencils with erasers
  - B) watch or clock with second hand
  - C) test documents—confirm appropriate grade level or content area
  - D) answer documents—confirm appropriate grade level or content area
  - E) materials required for student accommodations or modified format tests
  - F) *Test Administration Manual*
  - G) State assessment forms:
    - (1) Group Information Sheet (GIS)
    - (2) Report of Irregularity (RI)
    - (3) Report of Irregular Testing Conditions (RITC)
    - (4) Inactive Test Material (ITM)
    - (5) Breach of Testing Security Report
  - H) blank scratch paper (if permitted)
  - I) appropriate calculators (as permitted)
- ❑ 13. Do not read test items or passages, before, during, or after testing, unless indicated in test instructions or accommodations.
- ❑ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

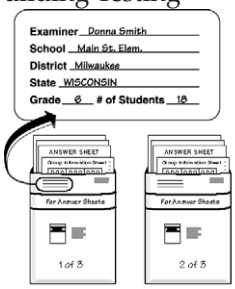
Checklists may be copied—Do not remove from manual

During Testing

- ❑ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.
- ❑ 2. Turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.).
- ❑ 3. Provide a clean testing space for each student and remove all extraneous items, e.g., food, beverages, candy, backpacks, purses, text books, notebooks, etc.
- ❑ 4. Confirm each student has appropriate materials for each test session.
  - A) No. 2 pencils
  - B) blank scratch paper (if permitted)
  - C) other allowable materials
- ❑ 5. Implement a smooth method for distributing and collecting test materials.
  - A) ensure only authorized adults handle materials
  - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
  - C) verify test documents are appropriate grade level or content area for students being assessed
  - D) review plan for distribution and collection of test materials with students
  - E) instruct students to sign any scratch paper
- ❑ 6. Ensure students' names are written on the test booklets.
  - A) mark the test version code in the appropriate area on the student demographic part of the answer document
  - B) confirm the code marked on each student answer document corresponds to the code on the test booklet
- ❑ 7. Instruct students on appropriate methods for marking responses.
  - A) fill the circle completely with a solid, dark mark
  - B) make no stray marks
  - C) erase changes completely
  - D) discourage students from marking responses randomly
  - E) avoid making more than one response per item as this will negatively affect the student's score
- ❑ 8. Complete student demographic information (see Section V, Student Demographic Information). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every testing session.
- ❑ 9. Ensure students understand directions for taking the test (see Section V, Test Directions).
  - A) encourage students to attempt all items
  - B) assist students with mechanical acts, such as finding the correct place to begin test/subtest
  - C) make sure students respond to the test without help from anyone
  - D) do not provide assistance that could indicate an answer
  - E) discourage writing in test booklets (this does not apply to the Braille or Large Print test versions)
- ❑ 10. Administer the test observing all time limits and start/stop commands.
- ❑ 11. Use the roster of students to denote absentees from test/subtest.
- ❑ 12. Remain with the students and be observant and non-disruptive throughout the test session.
- ❑ 13. Manage test disruptions to ensure the validity of test results.
  - A) test disruptions must be avoided
  - B) students who **must** temporarily leave during the test session **must not** have access to reference materials
  - C) enforce applicable time limits, document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
  - D) document incidents on RI or RITC, as appropriate

After Testing

- ❑ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.
- ❑ 2. Verify each student is the person named on the answer document.
- ❑ 3. Collect all answer documents after every test session.
  - A) count to confirm all answer documents are collected
  - B) ensure student demographics are filled out completely
  - C) remove any tape, sticky notes, staples, paper clips, etc.
  - D) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
  - E) complete an ITM form, **sign** and **paper band** with the affected document(s) (see Section VIII, Inactive Test Material [ITM])
  - F) use only **paper** for bands; adding machine tape works well
- ❑ 4. Collect all test materials after every test session.
  - A) count to confirm all materials have been collected
  - B) remove any tape, sticky notes, staples, paper clips, etc.
  - C) ensure all scratch paper has been signed and collected
  - D) examine scratch paper for any inappropriate information and complete an RI if needed
  - E) identify test booklets to be included under ITM (see Section VIII, Inactive Test Material [ITM])
  - F) complete an ITM form, **sign** and **paper band** with the affected material
  - G) use only **paper** for bands; adding machine tape works well
- ❑ 5. Transcribe any responses from Braille or Large Print answer documents to regular answer documents in a secure setting per instructions (see Section III, Braille and Large Print Tests).
- ❑ 6. Compile a list of absent students noting test/subtest missed and give to the Building Testing Coordinator at the completion of the test administration.
- ❑ 7. Complete the GIS according to instructions, per school procedures (see Section VII, Group Information Sheet [GIS]).
- ❑ 8. Complete the Answer Sheet Envelope.
  - A) write teacher name as listed on GIS, school, system and number of students in upper left corner
  - B) write content area of materials enclosed in large bold print at top
  - C) place answer documents under completed GIS inside envelope



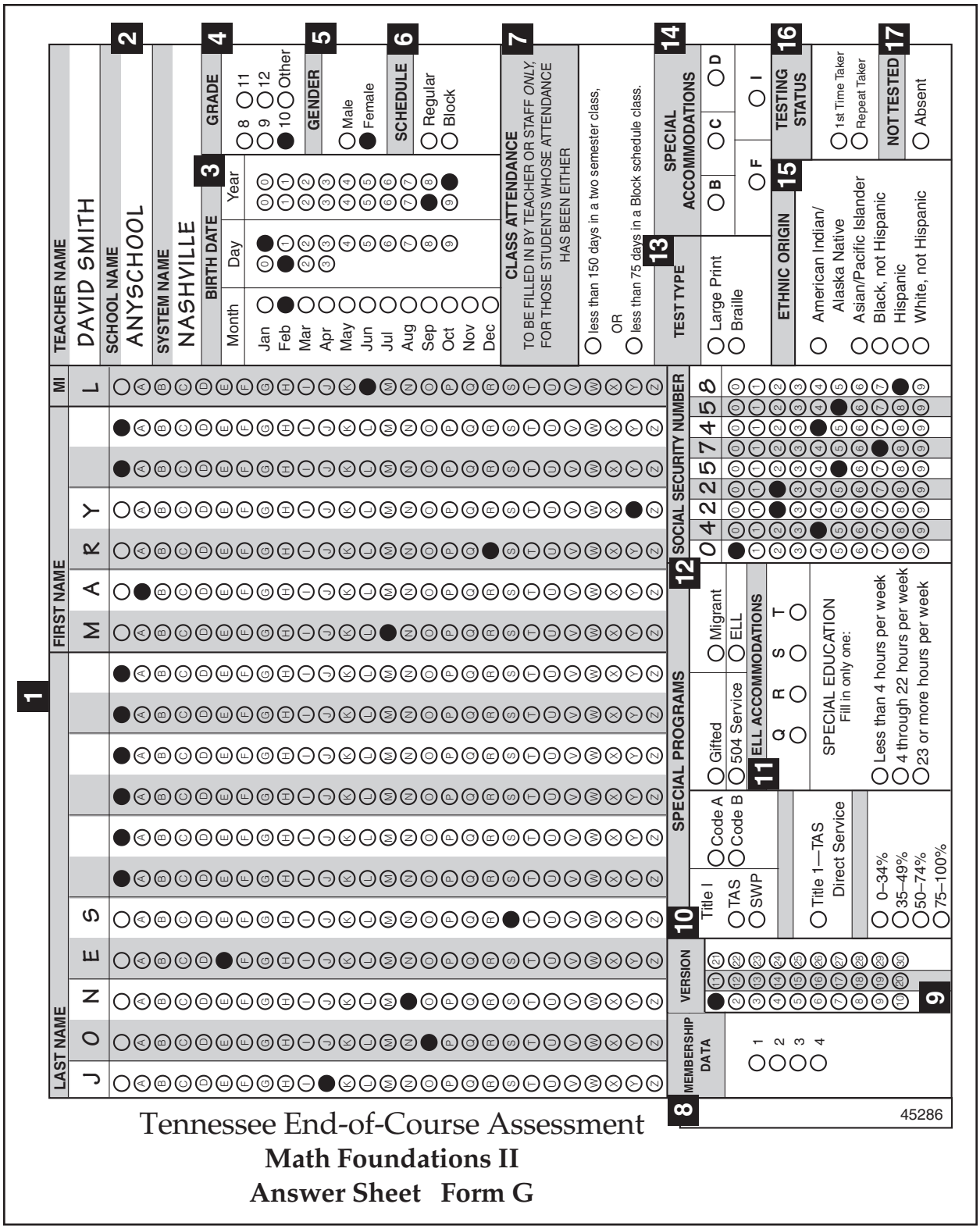
- ❑ 9. Complete and **sign** all appropriate State assessment forms according to school procedures (see Section VIII, Administration Anomalies).
  Note: Do not write comments on answer documents.
  - A) RI
  - B) RITC
  - C) Breach of Testing Security Report (Section I, Test Security)

Checklists may be copied—Do not remove from manual

- ❑ 10. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
  - A) scratch paper
  - B) list of absentees
  - C) completed RI forms with related answer documents
  - D) completed GIS, per school instructions
  - E) used answer documents in Answer Sheet Envelopes (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side)
  - F) modified format tests and transcribed answer documents
  - G) RITC and Breach forms
  - H) paper-banded ITM form and related materials
  - I) other used and unused test materials
    - (1) used test booklets, including those marked with student names and/or stray marks
    - (2) unused answer documents and test booklets
  - J) ancillary materials
    - (1) *Test Administration Manual*
    - (2) Blank and inaccurately completed State assessment forms
  - K) materials with manufacturing defects (notify the Building Testing Coordinator)

Note: Answer documents are content-specific and must match the test book color.

BROWN	End-of-Course Math Foundations II
AQUA	End-of-Course English I



Tennessee End-of-Course Assessment

Math Foundations II

Answer Sheet Form G

Answer Document, Sample

Student Demographic Information

Coding Instructions

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in only one circle in each column.

❑ Ensure student demographic information is properly marked.

- ○ use No. 2 pencil to make dark solid marks that fill the circle completely
- ○ make no stray marks
- ○ marking more than one circle in each column will invalidate the coding
- ○ erase changes completely

❑ Code student demographic information on the answer documents.

1 **Name**: Print the student's full legal name (LAST, FIRST and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2 **System, School, and Teacher:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name.

3 **Birth Date**: Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).

4 **Grade:** Fill in the circle corresponding to the student's grade level.

5 **Gender:** Fill in the appropriate circle.

6 **Schedule:** Fill in the corresponding circle for the school's schedule.

- ○ Regular: school or system has a two-semester schedule
- ○ Block: school or system has any block schedule variation

7 **Class Attendance:** Fill in the corresponding circle based upon the student's expected attendance; this is not an indication of the number of days present when the test is taken.

- ○ less than 150 days in a two-semester class
- ○ less than 75 days in a block-schedule class

8 **Membership Data:** Fill in the circle corresponding to the student's enrollment.

- ○ 1 The student has been continuously enrolled in this school since the 1st reporting period.
- ○ 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district since the 1st reporting period.
- ○ 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district since the 1st reporting period.
- ○ 4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period.
  Note: Home School and Private School students should be coded in this area.

9 **Version:** Fill in the corresponding circle for the version of the test booklet used by **each** student.
Note: Incorrectly completing this circle may impact a student's score.

10 **Special Programs**: To ensure accuracy, Test Administrators should complete this section for students who receive special services.

○ **Title I (Only schools receiving Title I funds complete this information)**
- SWP – School-wide Program: Fill in the corresponding circle for **each** student in the Title I school-wide project school.
- TAS – Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
- TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance**. (This section is not to be filled out if the student is enrolled in a school-wide project school.)
- Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or school-wide project school. The poverty level is the percentage reported in the school's annual Title I plan.

○ **Code A/B (All schools must complete this information.)** Fill in the appropriate circle for **each** child in **every** school
- Code A: ELIGIBLE for free or reduced price lunch
- Code B: NOT eligible for free or reduced price lunch

> Code A or B:
> Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's School Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained.
> Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

○ **Other Programs**
- ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL (see Section III, 2003–2004 English Language Learner Accommodations).
- Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
- 504 Student Services Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.
- Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).

○ **Special Education**
Fill in the circle corresponding with the appropriate number of hours for **each** student receiving special education services.
- Less than 4 hours per week
- 4-22 hours per week
- 23 or more hours per week

Coding Instructions may be copied—Do not remove from manual

11 **Ell Accommodations** (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 English Language Learner Accommodations).

- ○ Q extended time
- ○ R bilingual dictionary
- ○ S read aloud internal **test instructions verbatim**
- ○ T read aloud internal **test items verbatim**

12 **Social Security Number**: The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number.

13 **Test Type:** Fill in the circle corresponding to the modified format used (see Section III, 2003–2004 Special Accommodations).
Note: Incorrectly or inappropriately completing these circles may affect the student's score.

- ○ Large Print
- ○ Braille

14 **Special Accommodations** (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 Special Accommodations).

- ○ B extended time – visual impairments
- ○ C read aloud/sign internal test **instructions verbatim**
- ○ D read aloud/sign internal test **items verbatim**
- ○ F talking (with earphones) or Braille calculator
- ○ I student reads items into auditory recorder

15 **Ethnic Origin:** Fill in the circle that best represents the student's ethnic origin.

16 **Testing Status:** Fill in the appropriate circle for the student's testing status. Mark only one.

- ○ 1st Time Taker – Fill in this circle if this is the student's first time taking this course test.
- ○ Repeated Taker – Fill in this circle if the student has taken this course test before.

17 **Not Tested:** Fill in the corresponding circle if the student was absent from the test and was not able to make up the test. If the student makes up the test, erase this bubble completely.

❑ Verify student demographic information is correctly coded on the answer document.

Calculator Use

Students may use a calculator on the EOC Math Foundations II test per system policy. The student is responsible for bringing an acceptable calculator to the testing session. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- calculators with symbolic algebra capabilities, e.g., multiply or factor polynomials. Some examples of prohibited calculators:
    - Casio models: CFX-9970G, Algebra FX 2.0
    - Hewlett-Packard models: HP-40G, HP-49G
    - Texas Instruments models: TI-89, TI-92, Voyage 200
- calculators that can communicate (transfer data or information) wirelessly with other calculators/devices

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The Test Administrator should verify calculators used by the students do not have prohibited functions.

Math Reference Page

A mathematical reference page is on the inside front cover of the EOC Math Foundations II test booklets. The students may use this page during the testing session. The Test Administrator should inform students that this page is there for their use.

Test Directions

Make sure each student has the correct test booklet, corresponding answer document, and a pencil. The test booklet and answer document should have the same color. Read the bold statements beside the word "Say" verbatim to the students. This is to be read after student demographics have been completed (see Section V, Student Demographic Information).

Say **Look at the front of the test booklet. Write your first and last name in the blank at the top of the cover of the test booklet. Print the school name, the name of the teacher you had for this subject, and the school system name in the blanks provided.**

Make sure the students complete this information.

Say **At the bottom of the front cover of the test booklet is the Version number. Make sure the same number is filled in on the front of your answer sheet in the section labeled "VERSION."**

Make sure the students complete this information.

Say **Read the directions on the back of the answer sheet. Here are some important points to remember as you take the test. Read each question carefully. Fill in the circle on the answer sheet that matches the answer you choose for each question. Fill in the circle completely with heavy and dark marks. If you want to change an answer, completely erase the mark and fill in the circle of your new answer choice. Remember to read all the directions carefully. You should attempt every item on the test.**

When you come to the word *STOP* you have finished the test. When you have finished, you may check your answers. Then sit quietly until everyone has finished.

Are there any questions?

Answer any questions the students have about the directions on taking the test.

Say **You have 75 minutes to complete this test.**

On the back of the answer sheet, find Number 1. Be sure to begin marking your answers here. Open your test booklet to page 1. You may begin.

End-of-Course tests allow 75 minutes (1 hour 15 minutes).

Record the starting time on this line: _____

Add 75 minutes (1 hour 15 minutes), +75

And record stopping time on this line: _____

When the test time has ended or when all students have completed the test,

Say **This is the end of the test. Put down your pencil and close the booklet. Sit quietly while the test materials are collected.**

Collect all test materials.

IMPORTANT: As you collect the test materials, make sure the correct Version is marked on the answer document.

Building Testing Coordinator's Checklist

BEFORE TESTING

- ❑ 1. Assist System Testing Coordinator with compiling test material orders.
- ❑ 2. Attend training session for Building Testing Coordinators.
- ❑ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions, e.g., no field trips, assemblies, building/grounds maintenance, visitors, etc.
- ❑ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ❑ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.
- ❑ 6. Establish a restricted, secure, centrally-located storage area for test materials.
- ❑ 7. Count to confirm test materials received and document on the Shipping Order form **(retain boxes and return address labels for return shipment)**.
- ❑ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
  - A) create a check-in and check-out list
  - B) require Test Administrator signature before and after each test session
  - C) count test materials before and after each test session
- ❑ 9. Distribute the *Test Administration Manual* to Test Administrators.
- ❑ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ❑ 11. Distribute practice materials, if available. Preparation effectiveness is diminished if used other than directly before the test. After the practice tests have been administered:
  - A) collect used and unused practice materials
  - B) destroy used materials
  - C) unused practice materials may be kept in the school in a central location
  - D) materials should only be used annually immediately before the appropriate assessment
- ❑ 12. Monitor to verify the building and each test setting are appropriately prepared.
  - A) common areas are free of instructional and reference materials
  - B) instructional materials are concealed or removed from test settings
  - C) seating is arranged to ensure students work without assistance from others
- ❑ 13. Ensure all test settings have appropriate test materials.
- ❑ 14. Distribute restricted test materials immediately prior to each testing session, adhering to security guidelines.
  - A) test materials – confirm for appropriate grade level or content area
  - B) modified format tests, as needed
  - C) State assessment forms, per school procedures:
    - (1) Group Information Sheet (GIS)
    - (2) Report of Irregularity (RI)
    - (3) Report of Irregular Testing Conditions (RITC)
    - (4) Inactive Test Material (ITM)
    - (5) Breach of Testing Security Report
- ❑ 15. Obtain Test Administrator's signature on materials check-out list.

DURING TESTING

- ❑ 1. Monitor to enforce the local test security plan and test schedule.
  - A) ensure electronic communication devices are turned off
  - B) conduct spot checks of test settings
  - C) assist Test Administrators and Proctors with emergencies during testing

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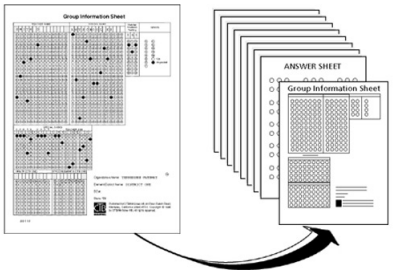
D) ensure Test Administrators and Proctors do not read test items or passages, unless indicated in test instructions or accommodations
E) notify System Testing Coordinator of any suspected testing security concerns

- ❑ 2. Work with school administration to minimize test disruptions, e.g., announcements, bells, lunch schedule.
- ❑ 3. Ensure secure storage of test materials before, between, and after each test session.

AFTER TESTING

- ❑ 1. Collect and count all test materials after each test session.
- ❑ 2. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.
- ❑ 3. Verify scratch paper does not contain any inappropriate information and dispose in a secure manner. If inappropriate information is found, complete an RI or Breach as needed.
- ❑ 4. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.
- ❑ 5. Ensure answer documents are appropriately completed in a secure setting for all absent students who were unable to make up any part of the test (see Section VIII, Absentees).
- ❑ 6. Insert used make-up materials into stacks per instructions (see Section VIII, Make-up Testing).
- ❑ 7. Ensure proper completion and placement of each GIS (see Section VII, Group Information Sheet [GIS]).
- ❑ 8. Verify students included under the GIS have been placed with the appropriate teacher.
- ❑ 9. Complete label on RI/RITC envelope. **Note:** If the school does not use RI, RITC, or Breach forms, complete RI/RITC envelope indicating that these forms are not being submitted and pack per instructions (see Section VII, Return Procedures).
- ❑ 10. Sort, check, and count test materials at conclusion of all testing, including make-up tests.
  A) verify that answer documents have been removed from test booklets
  B) do not write comments on answer documents
  C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side
- ❑ 11. Review answer documents and record totals on Shipping Order form.
  A) used answer documents with completed RI forms
    (1) verify all student demographic information, including Code A or B data (see Section V, Student Demographic Information)
    (2) verify appropriate use, accurate completion and **sign** RI
    (3) discard paper clip, remove top and middle copies of RI
    (4) place bottom copy of RI on top of related answer document(s)
    (5) place each RI with its related answer document(s) under the appropriate GIS
    (6) make a copy of RI and retain for school use
    (7) place top and middle copies in RI/RITC envelope for return to System Testing Coordinator
  B) used answer documents
    (1) verify all student demographic information, including code A or B data (see Section V, Student Demographic Information)
    (2) place answer documents under the appropriate GIS
  C) used modified format tests (see Section III, Test Accommodations)
    (1) ensure proper transcription of Braille and Large Print responses, if applicable
    (2) place Braille and Large Print transcribed answer documents under the appropriate GIS
    (3) ensure proper handling of all audio tapes (Special Accommodations I)

- ❑ 12. Assemble with GIS on top by content area.
  - A) GIS
  - B) bottom copy of RI(s) with related answer document(s)
  - C) all regular and transcribed answer documents for teacher on GIS
  - D) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate GIS
  - E) place GIS and related answer documents in the Answer Sheet Envelope
  - F) ensure information on outside of envelope corresponds with the GIS and answer documents enclosed
  - G) ensure only **one teacher** and **one content** area are in each envelope



- ❑ 13. Review remaining State assessment forms and record on Shipping Order form.
  - A) completed RITC forms
    - (1) verify appropriate use, accurate completion, and **sign**
    - (2) make a copy and retain for school use
    - (3) place RITC in RI/RITC envelope for return to System Testing Coordinator
    - (4) do not place answer document(s) with this form
  - B) completed Breach forms
    - (1) verify appropriate use, accurate completion, and **sign**
    - (2) make a copy and retain for school use
    - (3) place in RI/RITC envelope for return to System Testing Coordinator
  - C) paper-banded ITM
    - (1) ensure materials are those documented on the form
    - (2) verify use of form corresponds to allowed reasons only
    - (3) **sign** completed forms
    - (4) ensure each duplicate answer/absentee document under an ITM has a corresponding document under the appropriate GIS
    - (5) ensure only **paper** has been used for bands (adding machine tape works well)
- ❑ 14. Review other used and unused materials and record on Shipping Order form.
  - A) used test booklets
    - (1) paper band by content
    - (2) inaccurately completed GISs
  - B) unused test materials
    - (1) test booklets, including those marked with student names and/or random markings
    - (2) unused answer documents
  - C) ancillary materials
    - (1) *Test Administration Manual* copies
    - (2) blank State assessment forms
  - D) materials with manufacturing defects, e.g., missing pages, illegible printing, miscollated pages, faulty binding
    - (1) test booklets
    - (2) *Test Administration Manual* copies
    - (3) answer documents
    - (4) paper band and label as manufacturing defects
    - (5) notify Evaluation and Assessment
- ❑ 15. Complete the School/Group List (SGL) (see Section VII, Post-test Procedures).
- ❑ 16. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes** and return to the System Testing Coordinator (see Section VII, Return Procedures).
- ❑ 17. Make a list of contents by box to retain for school records.

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TEST DISTRIBUTION CENTER (791)

SHIPPED TO:

_____
_____
_____

SHIPPING ORDER NO: _____

SYSTEM: ___ _____
SCHOOL: ___ _____

TEST: ***EOC-Spring 04***

Test Date:_____

TOTAL CARTONS SHIPPED: _____
TOTAL CARTONS RETURNED: _____
RETURNED TO STOCK: _____

DESCRIPTION	LEVEL FORM	ORD. QTY.	Q.C. CK.	DATE: # SHIPPED	BY	*FOR SCHOOL / DISTRICT ONLY --VERIFICATION* AMT. RCVD	BY	AMT. RETRN	BY	FOR WAREHOUSE USE ONLY *DATE:* *AMT. USED*	*AMT. UNUSED*	*AMT. SCRAP*	*TOTAL*	*AMT. MISS*	*BY*	*COMMENTS (Overages, Etc.)*
Math Foundations II, Test Book																
English I, Test Book																
Math Foundations II Answer Sheets																
English I Answer Sheets																
Administration Manual (ratio of 1:25)																
Inactive Test Materials (1 per manual)																
Group Information Sheets (1 per manual)																
CTB Envelopes (1 per manual)																
Report of Irregularity (2 per manual)																
Report of Irregular Test Conditions (2 per manual)																
RI / RITC Envelope (small)																
Test Security Breach Report (1 per manual)																
School Group List																
Return Answer Sheet Label (Last Box)																
Math Foundations II, Large Print Test Packet																
English I, Large Print Test Packet																
Math Foundations II, Braille Test Packet																
English I, Braille Test Packet																

If quantities of test materials received are insufficient, please contact your Testing Coordinator immediately.
Please note that materials must be returned within one (1) week after test administration.

NOTE: Testing Coordinator: Complete a "Breach of Testing Security Report" form to document any shortages of test books or answer documents being returned.

SPECIAL TEST INFORMATION: _____

NOTES: _____

School Shipping Order Form, Sample

CENTRAL OFFICE DISTRIBUTION LOG
Spring 2004 EOC ASSESSMENT PROGRAM

System Name: _____ **System #:**_____

Testing Coordinator:_____ **Phone:**_____

Subject/Course: _____

Please duplicate this log as needed. Use one page for each subject/course. Record all test materials (books, manuals, RI/RITC Forms, Breach of Security Forms, and other misc. materials) that are sent to each school in your system from the Central Office extra box.

Please keep an accurate record. Return this completed form with your Shipping Order so that the Test Distribution Center may account for all test materials sent to your system.

SCHOOL	DATE SENT	# BOOKLETS	# MANUALS	# MISC MATERIALS

Central Office Distribution Log, Sample

System Testing Coordinator's Checklist

Before Testing

- ❑ 1. Maintain current communication between the State and local system.
  - A) Submit contact information for System Testing Coordinator(s) to the Evaluation and Assessment Division
    - (1) office e-mail address
    - (2) office phone number
    - (3) emergency phone number
    - (4) fax number
    - (5) mailing address
    - (6) shipping address, if different from mailing address
  - B) check e-mail frequently for assessment information
  - C) distribute appropriate assessment information systemwide
  - D) contact the State with local school assessment concerns, as needed
- ❑ 2. Implement local test security plan and disseminate information systemwide.
- ❑ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
  - A) ensure test material orders include all applicable schools, grades, courses, and students
    - (1) students enrolled in tested courses
    - (2) special education students
    - (3) ELL students
    - (4) transfer students
    - (5) students needing modified format tests, i.e., Braille and Large Print
  - B) ensure accuracy of orders to prevent material shortages and late orders
  - C) complete orders according to State schedule, copy, and retain for system records
- ❑ 4. Attend State assessment meetings for System Testing Coordinators.
- ❑ 5. Develop testing schedules with school administrators to minimize test security risks (e.g., testing to occur at the same time systemwide, administering a content subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school, administering a subject test (End-of-Course English I) at the same time within a school).
- ❑ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of testing schedule to prevent test disruptions.
- ❑ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ❑ 8. Keep a copy for system records of the completed packing list and the number of boxes per school being returned.
- ❑ 9. Receive shipment of test materials.
  - A) retain shipment boxes at the system/building for return shipment
  - B) retain pallet(s), if applicable
  - C) locate the packet containing return shipment instructions
    - (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
    - (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
  - D) retain return address labels for return of Central Office Box
  - E) establish a system process for packing materials for return with Building Testing Coordinators
- ❑ 10. Verify quantities of all test materials received and distributed.
- ❑ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log.
- ❑ 12. Notify the State immediately if additional test materials are needed.

- ❑ 13. Verify each school's Shipping Order form to document test material inventories and additions, as needed.
- ❑ 14. Distribute practice materials, if available, to Building Testing Coordinators.
- ❑ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
  - A) test materials - confirm for appropriate content area
  - B) modified format tests, as needed
  - C) State assessment forms, per school procedures:
    - (1) School/Group List (SGL)
    - (2) Group Information Sheet (GIS)
    - (3) Report of Irregularity (RI)
    - (4) Report of Irregular Testing Conditions (RITC)
    - (5) Inactive Test Material (ITM)
    - (6) Breach of Testing Security Report
- ❑ 16. Implement procedures to ensure all students are assessed and accounted for as required.
- ❑ 17. Contact Regional Office for scanning appointment if not scheduled at least one week prior to test date; Regional Office should make contact to schedule scanning appointment.
- ❑ 18. Contact the Evaluation and Assessment Division with any questions.

During Testing

- ❑ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ❑ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

After Testing

- ❑ 1. Lead all investigations of local test security concerns.
- ❑ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's checklist.
  - A) verify used and unused test materials are collected from each applicable school
  - B) verify all counts on Shipping Order form for each school, including additional materials from Central Office Box
  - C) verify the correctly completed SGL is included for each school
  - D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
  - E) verify Answer Sheet Envelopes are completed correctly and contain **one teacher** and **one content area**
- ❑ 3. Complete the Central Office Distribution Log, make a copy and retain for system use.
- ❑ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets.
- ❑ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions.
  Note: Do not write comments on answer documents.
  - A) Inactive Test Material
    - (1) **sign** form
    - (2) make copy for system use
  - B) Report of Irregularity
    - (1) mark recommendation and **sign**
    - (2) retain copy for system use
    - (3) return top copy to RI/RITC envelope

Checklists may be copied—Do not remove from manual

C) Report of Irregular Testing Conditions
   (1) **sign** form
   (2) retain bottom copy for system use
   (3) return top copy to RI/RITC envelope
   (4) do not place answer documents with this form

D) Breach of Testing Security Report
   (1) attach documentation including action taken
   (2) retain copy for system use
   (3) return top copy to RI/RITC envelope

- ❑ 6. Organize Answer Sheet Envelopes and other materials for transportation to Regional Scan Site (see Section VII, Return Procedures, Preparing for Regional Scanning).
- ❑ 7. Ensure all other used and unused test materials, including Central Office Box and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order (see Section VII, Return Procedures, Preparing for Shipment).
- ❑ 8. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.
- ❑ 9. Return test materials to the State (see Section VII, Return Procedures).

SECTION VII: POST-TEST PROCEDURES

Group Information Sheet (GIS)

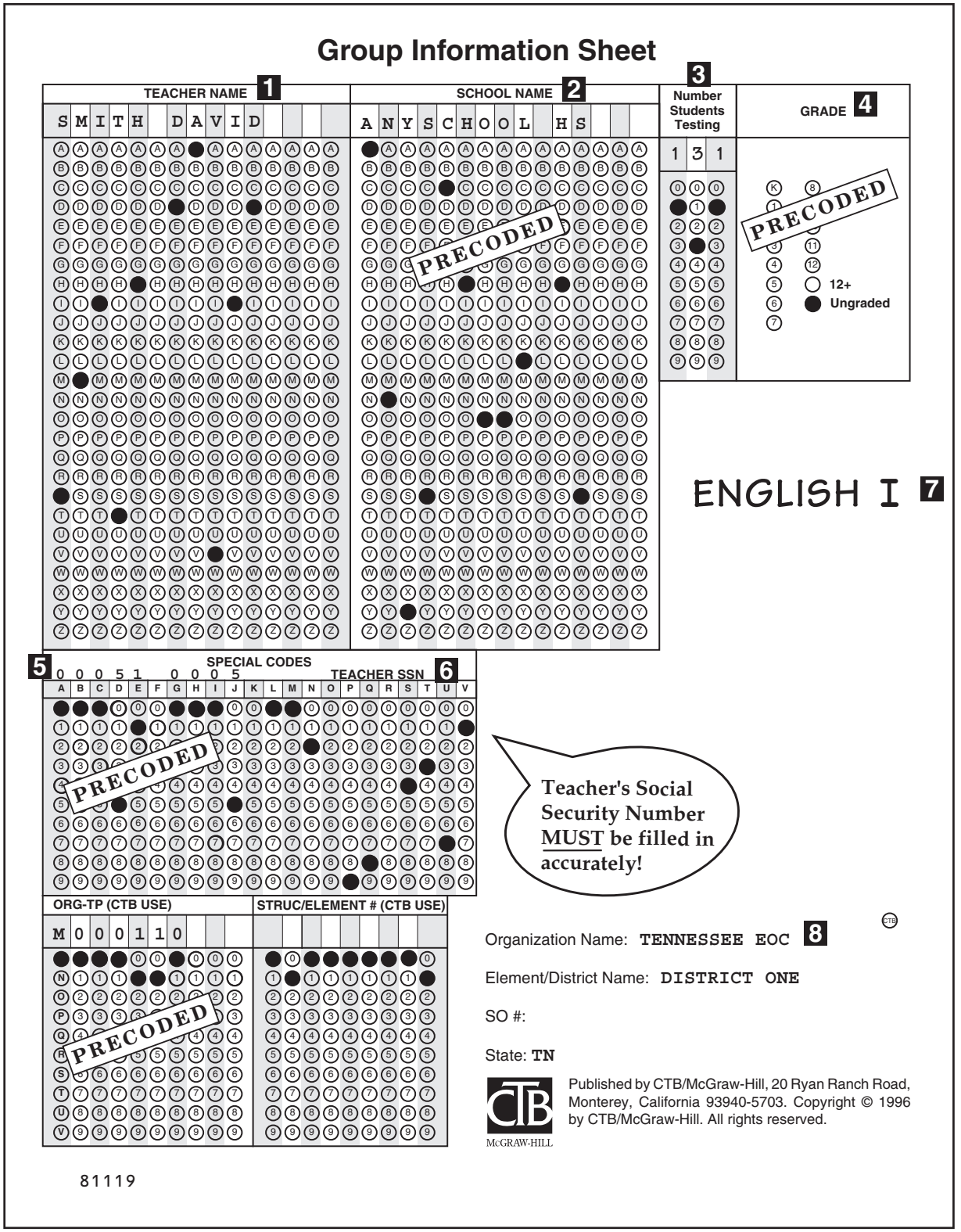
Coding Instructions

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential a complete and accurate GIS be placed on top of each stack of answer documents whose scores are to be reported together. **Incorrect, incomplete, or illegible information will result in inaccurate group reports, will delay test processing, and may have a negative impact on final reports. GISs precoded with school specific data must not be interchanged between schools or systems.**

- ❑ Ensure GIS information is properly marked.
  - use No. 2 pencil to make dark solid marks that fill the circle completely
  - make no stray marks
  - marking more than one circle in each column will invalidate the coding
  - erase changes completely
  - do not fill in circles beneath blank boxes
- ❑ Keep the following points in mind when preparing the GIS.
  - note that some information may have been either pre-printed or blocked out
  - all answer documents must be placed under a GIS
  - answer documents to be destroyed should **not** be placed under a GIS
  - if completing a blank GIS, use a pre-coded GIS to ensure information is identical for processing
- ❑ Complete GIS information.

1. **Teacher Name**: Print teacher's last name, first name, or middle initial in the boxes. Fill in the corresponding circle below each letter.
2. **School Name**: The school name may have been pre-printed. If using a blank GIS, print the school name exactly as it appears on a pre-printed GIS. If pre-printed forms are not available, System Testing Coordinator must contact Evaluation and Assessment for correct coding information.
3. **Number Students Testing**: Print in the boxes the number of students whose answer documents are grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s).
4. **Grade**: The grade has been precoded as "ungraded." Due to the nature of the Gateway and End-of-Course Tests, the grades of the individual students tested will vary.
5. **Special Codes**: This has been precoded with the system and school identification numbers.
6. **Teacher Social Security Number**: The teacher's Social Security Number must be filled in accurately. Use columns L through V (columns O and R should be left blank). Marking more that one circle in each column will invalidate the coding.
7. **Content Area**: In BLUE or BLACK ink, indicate the content area being tested.
8. **Organization Name**: This information indicates the assessment being tested. Place Gateway Mathematics, Gateway Science, and Gateway Language Arts answer documents behind a GIS with Tennessee Gateway. Place answer sheets for Math Foundations II and English I behind a GIS with Tennessee End-of-Course. (Using an incorrect GIS will delay processing.)

Teacher Header



Group Information Sheet

TEACHER NAME 1	SCHOOL NAME 2	3 Number Students Testing	GRADE 4
SMITH DAVID	ANYSCHOOL HS	131	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 12+, Ungraded

PRECODED

ENGLISH I 7

5 SPECIAL CODES 00051 0005 TEACHER SSN 6

PRECODED

Teacher's Social Security Number MUST be filled in accurately!

ORG-TP (CTB USE)	STRUC/ELEMENT # (CTB USE)
M00011 0	

PRECODED

Organization Name: TENNESSEE EOC 8

Element/District Name: DISTRICT ONE

SO #:

State: TN

81119

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Group Information Sheet, Sample

School/Group List (SGL)

Completion Instructions

The School/Group List (SGL) provides a comprehensive list of all GIS forms for each school. Use the SGL to cross reference information from the GIS forms and to verify the number of answer documents to be scanned/scored. **Incorrect, incomplete, or illegible information may result in inaccurate reports and will delay test processing.**

- ❑ Keep the following points in mind when preparing the SGL.
  - ○ note that some information may have been pre-printed
  - ○ if a teacher/administrator/group has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately
  - ○ SGL forms may be photocopied, if needed
  - ○ for Gateway/End-of-Course, each content area **must** be listed on a separate SGL (**combining content areas on an SGL will delay processing)**
- ❑ Complete the SGL information.

1 **District/Element Name:** May be pre-printed. If not, print the system name in the space.

2 **School:** May be pre-printed. If not, print the school name in the space provided.

3 **Area or Region:** May be pre-printed. If not, print the system number on the line provided.

4 **School Number:** May be pre-printed. If not, print the school number on the line provided.

5 **Contact Person:** Print the Building Testing Coordinator's name and telephone number, including area code.

6 **Teacher:** List each teacher/group by the name shown on the GIS. **The name should be spelled and written exactly as it is on the GIS. Note**: If a teacher has multiple GIS forms, list each separately on the SGL. Distinguish sections by labeling with "A," "B," etc., or "one," "two," etc. **Make sure it is exactly the same on the GIS.**

7 **Grade:** Leave blank.

8 **Number Tested:** For each group, write the number of student answer documents. This number should match the corresponding GIS.

9 **Content Area:** One SGL should be used per content area per assessment. Document the content area in the space above "Comments," (e.g., EOC Math Foundations II).

CTB McGraw-Hill

School/Group List

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-5703

EOC SPRING 2004

District/Element Name: NASHVILLE 1 Area or Region: 00173 3

School: ANYSCHOOL HS 2 School Number: 0215 4

Contact Person: DAVID SMITH 5

Phone Number: (615) 555-7679

GENERAL INSTRUCTIONS: Do not list more than one school on this form.
The School/Group list is CTB's way of double-checking that we have received all your groups of answer documents. Every Group Information Sheet (GIS) completed for your school should have an entry on the lines below.

NOTE: Upgraded groups cannot receive National Percentile, National Stanine, Normal Curve Equivalent, or Anticipated Achievement scores.

CTB Use	Teacher 6 *Please spell teacher's name exactly as bubbled on Group Information Sheet*	Grade 7	Number Tested 8	CTB Use: Did Not Receive	CTB Use: Gross under case count	CTB Use: Gross over case count	MATH 9 FOUNDATIONS II Comments
	MOORE D A		121				
	ASHURST B		124				
	RUTH L		115				
	MOORE D B		131				
	BROWN B		111				
	OWENS S		120				

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Organization Number: Operational Unit of Work Number: Struc Elem:

Organization Name: Element Name: SO Number:

School/Group List, Sample

Return Procedures

Guidelines for Handling RI/RITC Materials for Regional Scanning/Processing

- ❑ 1. See Section VIII, Administration Anomalies, for information regarding appropriate use and handling of RI/RITC forms.
- ❑ 2. Open each Answer Sheet Envelope; remove RI/RITC form with affected answer documents.
- ❑ 3. Photocopy both sides of the related answer document(s) and attach to system copy of RI/RITC form.
- ❑ 4. Review RI/RITC and determine appropriate resolution. If document is to be processed normally or nullified, return the original answer document(s) to the Answer Sheet Envelope for scanning.
- ❑ 5. **Call Mike Rickert (615) 741-0720 for verification before resolving RI/RITC with nullify or void.**
- ❑ 6. Note the action taken on the top copy of the RI/RITC. Be sure to sign the top copy.
- ❑ 7. Place original copies of the RI/RITC with the copy of the answer document in the RI/RITC Envelope. Keep a copy of the RI/RITC for system records.
- ❑ 8. If the test is to be **VOIDED**, the **ORIGINAL** answer document(s) should be attached with a **PAPER CLIP** to the RI original and copies in the envelope. **NOTE: This would be a very rare occurrence and TDOE approval must be obtained to void a student answer document.**
- ❑ 9. E-mail Mike Rickert at mike.rickert@state.tn.us with **RI/RITC** resolutions. Include Testing Coordinator name, system name and number, and any pertinent RI/RITC information. **SEND THIS INFORMATION EVEN IF YOU HAVE NO RI/RITC ISSUES! Quick Score Reports will not be sent until this has been received.**
- ❑ 10. Fed-Ex or Priority Mail the RI/RITC Envelope to:

Mike Rickert
Evaluation and Assessment Division
Tennessee Dept. of Education
7th Floor Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0375

- ❑ 11. **Do not send RI/RITC Envelopes to the warehouse or take them to the Regional Scanning Sites.**
- ❑ 12. If there are RI/RITC issues involving nullification or voids, a review of the RI/RITC forms must be completed before the Quick Score Report will be sent. **DO NOT WRITE VOID OR NULLIFY ON ANY ANSWER DOCUMENT!**

Processing Definitions

- Process Normally—Test will be scanned and included in all reports as if no incident occurred
- Nullify—Test will be scanned but will show on reports as "nullify. " Score will not reflect on system data
- Void—Test will not be scanned and no record of test will exist—rarely done since this does not provide a record of student's opportunity to test

NOTE: Any Breach of Testing Security Report forms submitted to the System Testing Coordinator should be returned to the Evaluation and Assessment Division in the RI/RITC Envelope. See Section I, Test Security for procedures on handling any security issues.

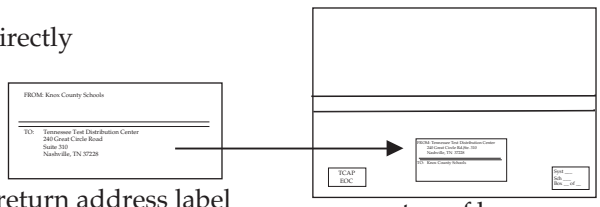
Preparing for Regional Scanning

- ❑ 1. Use containers other than the original shipping boxes to bring materials to the Regional Scanning Sites (original shipping boxes should be reserved for return of used/unused materials).
- ❑ 2. Gather all materials to be taken to the Regional Scanning Site.
  - A) all SGLs in the same order as the Answer Document envelopes
  - B) all Answer Document envelopes, grouped by content area, in order with lowest school number on top to highest on bottom
  - C) Home School envelopes
  - D) Large Print and Braille envelopes
  - E) Class Rosters
- ❑ 3. Place materials in boxes to take to Regional Scanning Sites.
  - A) Large Print and Braille envelopes on bottom
  - B) all Home School envelopes (with EOC Math Foundations II on top and EOC English I on bottom) on top of Large Print and Braille envelopes
  - C) EOC English I Answer Document envelopes on top of Home School envelopes
  - D) EOC Math Foundations II Answer Document envelopes on top of EOC English I envelopes
  - E) all ITMs on top of EOC Math Foundations II
  - F) all SGLs on top of ITM materials in same order as Answer Document envelopes
  - G) Class Rosters in the same order as the Answer Document envelopes
- ❑ 4. Verify appointment with Regional Scanning Site.

Preparing for Shipment

Notice: All test materials must be returned to the Tennessee Test Distribution Center no later than **one week** following the test administration. The System Testing Coordinator is responsible for arranging the pickup of test materials **by the same company** that delivered them. Contact the Evaluation and Assessment Division at (615) 741-0720, if there are any problems packing materials or arranging for pickup.

- ❑ 1. Locate the return address labels, which were packed in Box #1 of each school's test materials.
- ❑ 2. **Do not remove identifying labels from any boxes.**
- ❑ 3. Assemble the materials to be returned in the following order, top to bottom:
  - A) Shipping Order Form on top
  - B) used test booklets
  - C) unused test materials
  - D) ancillary materials
- ❑ 4. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.
- ❑ 5. Pack all used, unused, and ancillary materials **by school**, in the same boxes in which they were originally received.
  - A) if the original shipment boxes cannot be reused, or if additional boxes are used
    - (1) print "TCAP EOC" in lower left corner on the top of the new box
    - (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box
  - B) if the original total box count number has increased or decreased
    - (1) correct the total box count on the label in the lower right corner of the box
    - (2) notify Evaluation and Assessment Division if additional UPS Return Service (RS) labels are needed
- ❑ 6. Affix the white return address label directly on top of the yellow address label.



return address label

top of box

- ❑ 7. Seal boxes per system instructions.
- ❑ 8. Store materials in a dry, secure location until pickup.
- ❑ 9. Shipping instructions and materials for return to the Tennessee Test Distribution Center were included with shipment of test materials
  - A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
  - B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
- ❑ 10. Carefully follow the return shipping instructions.

R&L Carriers Return Instructions

After test materials are packed:

- ❑ 1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions." If you are unable to locate the Bill of Lading, contact the Evaluation and Assessment Division at (615) 741-0720.
- ❑ 2. Ensure Bill of Lading is for the assessment materials being returned.
- ❑ 3. If late order materials arrived UPS, return those materials with this shipment.
- ❑ 4. Materials **must** be shrink-wrapped and stacked on **pallets** for pickup.
- ❑ 5. Call R&L Carriers to arrange pickup of test materials.
  - A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
  - B) arrange date, time, and location for pickup
- ❑ 6. Shipping is prepaid; no local charges should be incurred.
- ❑ 7. If a shipping invoice is received, notify Evaluation and Assessment Division.
- ❑ 8. Ensure system personnel are present to supervise pickup.
- ❑ 9. If pickup has not been made within five (5) days, contact the Evaluation and Assessment Division.

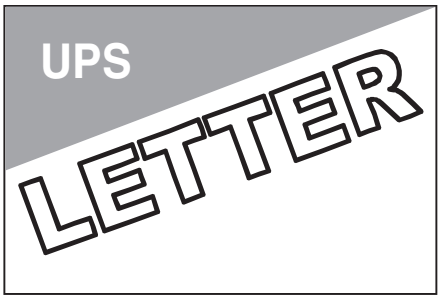
R&L Carriers Contact Numbers

- ○ For Giles, Lawrence, Lincoln or Wayne Counties: Call 1-800-298-8116

- ○ For Anderson, Bledsoe, Blount, Bradley, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hamilton, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Marion, McMinn, Meigs, Morgan, Monroe, Overton, Pickett, Polk, Putnam, Rhea, Roane, Scott, Sequatchie, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties: Call 1-800-242-2147

- ○ For Benton, Carroll, Chester, Crockett, Decature, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties: Call 1-800-242-8596

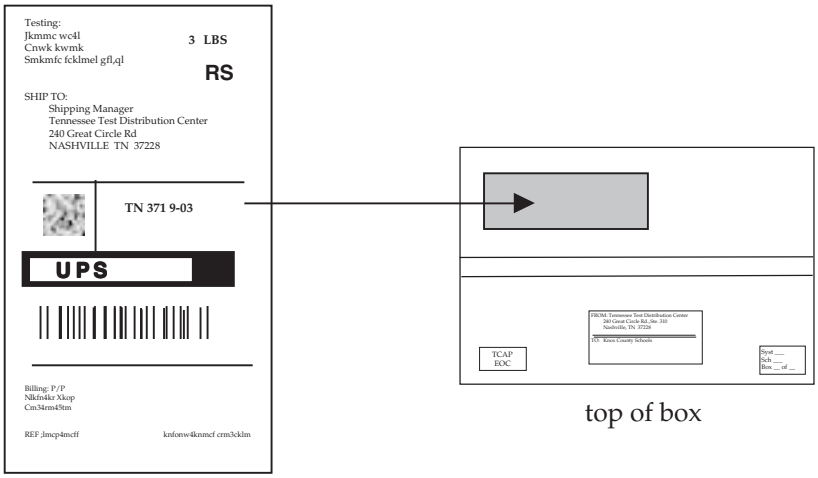
- ○ For Bedford, Cannon, Cheatham, Coffee, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Moore, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties: Call 1-800-242-2146



UPS Return Instructions

After test materials are packed:

- ❑ 1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions." If additional labels are needed, contact the Evaluation and Assessment Division at (615) 741-0720.
  - A) ensure the RS labels are for the assessment materials being returned
  - B) the weight on the return label must match the weight on the delivery label



RS label

top of box

- ❑ 2. Affix an RS label to each box. Ensure the label covers the barcode label that is currently on the box (leave only the return barcode label exposed to avoid conflicting barcodes).
- ❑ 3. If UPS does not stop daily at the system office, then notify UPS at 1-800-742-5877 to schedule a pickup.
  - A) the driver will not pick up boxes unless the RS labels are affixed
  - B) UPS may request the tracking number which is printed on the RS label
  - C) the tracking number begins with "1Z..." and is printed on each RS. (Do not use the tracking number on the original delivery label.)
- ❑ 4. Ensure system personnel who coordinates UPS pickups is notified test materials are ready for pickup, the number of boxes, and where the materials are located.
- ❑ 5. If pickup has not been made within five (5) days, contact the Evaluation and Assessment Division.

SECTION VIII: ADMINISTRATION ANOMALIES

Absentees

All students who are enrolled in related courses must be accounted for in testing materials. If a student is not present to take the test on the initial administration or make-up day(s), an answer document with the ABSENT circle darkened must be completed.

Before Testing

- ❑ 1. All applicable personnel must have been trained and have instructions for the handling of absent students.
- ❑ 2. Ensure all personnel understand students who are present, refuse to take the test, or leave during the test administration without completing the test cannot be counted absent.

During Testing

- ❑ 1. Develop a list of students who missed a test and submit it to the Building Testing Coordinator with test materials, per instructions in this manual.
- ❑ 2. An answer document must be completed for all students who are absent for the **entire** test.
- ❑ 3. Code the student demographic data on the answer document according to instructions for coding student demographic information (see Section V, Student Demographic Information).
- ❑ 4. Answer documents for absent students are to be included under the appropriate Group Information Sheet (GIS) with other completed answer documents.

After Testing

- ❑ 1. If a student takes a make-up test, use the answer document that has been completed.
- ❑ 2. Ensure that the ABSENT circle is erased completely and place the answer document under the appropriate GIS.
- ❑ 3. If a new answer document is used, remove the answer document with the ABSENT circle darkened from under the GIS and place under an Inactive Test Materials form.
- ❑ 4. Ensure that the student does not have two answer documents to be scored.

Make-up Testing

Plans should be made to allow all students to make up any tests not attempted during the regular test session. Make-ups should be administered within four school days of the initial test date.

Before Testing

- ❑ 1. Plan a school make-up testing schedule to complete make-up testing within four school days of the initial test date.
- ❑ 2. Identify and contact students who need to make up a test(s).
- ❑ 3. Schedule students listed on the Absentee List to make up a test(s).
- ❑ 4. Gather materials needed to administer the test, e.g., test booklet, answer document, *Test Administration Manual*.

During Testing

- ❑ 1. Establish a quiet secure place for the administration of the make-up tests.
- ❑ 2. Code or help students code the Student Demographic Data on the answer documents, according to instructions in the *Test Administration Manual*.
- ❑ 3. Administer the test adhering to test directions and time limits defined in the *Test Administration Manual*.

After Testing

- ❑ 1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.
- ❑ 2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.
  - A) ensure all absent students **who were unable to take a make-up test** have a completed answer document with the ABSENT circle darkened under the appropriate Group Information Sheet (GIS) in the stacks of completed answer documents
  - B) ensure all students **who have taken a make-up test** have the answer document containing their responses under the appropriate GIS; ensure that the ABSENT circle has been completely erased
  - C) ensure all students **who have taken a make-up test** and who had an answer document with the ABSENT circle darkened in the stacks of answer documents **do not have two answer documents**
  - D) if students **who have taken a make-up test used a new answer document** and also have an answer document with the ABSENT circle darkened in the stacks of answer documents, remove the answer document that **does not contain responses** and place it under an Inactive Test Material form

Report of Irregularity (RI)

The Report of Irregularity (RI) is a three-part form used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** It is essential that the bottom copy of the form be returned with the related test materials. Other significant circumstances may require a Report of Irregular Testing Conditions (RITC) or an Inactive Test Material (ITM) form.

Sample Circumstance	Action	Recommendation
Incorrect subtest taken	**Complete RI**	Void
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	**Complete RI**	Nullify
Student left with parent/guardian during testing session	**Complete RI**	Process Normally
Student refused to take test; Test Administrator ensured completion of demographics	**Complete RI**	Process Normally
Flu epidemic during testing caused large numbers of absences	**Complete RITC** RI is not required	
Student erased holes in answer document; answers were transcribed to another answer document	**Complete ITM** RI is not required	
Student tried to look at the paper of a neighboring student whose answers were covered	**Process normally** RI is not required	
Student made random responses or drew on test	**Process normally** RI is not required	
Student upset about external events	**Process normally** RI is not required	
Student left glasses at home	**Process normally** RI is not required	

- ❑ Test Administrator Responsibilities
  - do not write comments on answer documents
  - record irregularities and **sign**
  - make sure each section is completed
  - list names and Social Security Numbers of all affected students
  - answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side
  - paper clip the entire RI form to the related answer document(s) and place directly under the appropriate Group Information Sheet (GIS)
- ❑ Building Testing Coordinator Responsibilities
  - do not write comments on answer documents
  - verify appropriate use, accurate completion, and **sign**
  - discard paper clip, remove top and middle copies
  - answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side
  - place bottom copy of RI on top of related answer document(s)
  - place each RI with its related answer document(s) directly under the appropriate GIS
  - make a copy of RI for school use
  - place top and middle copies of RI in the RI/RITC envelope; return to System Testing Coordinator
- ❑ System Testing Coordinator Responsibilities
  - do not write comments on answer documents
  - review for appropriate use and accurate completion
  - mark recommendation and **sign**
  - retain copy for system use
  - return top copy to RI/RITC envelope
  - return RI/RITC envelope per specific test instructions (see Section VII, Return Procedures)

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
REPORT OF IRREGULARITY

For Evaluation and Assessment Use Only
OP#

System Name _____ **No.** _____ **School Name** _____ **No.** _____

Teacher Name (as on the Group Information Sheet) _____ Grade_____

Name (as on the test document) and Social Security Number of Student(s) Involved (attach list if needed) _____

_____

This form is to be used only if the following irregularities occurred. For other significant circumstances, use a Report of Irregular Testing Conditions. Mark all that apply and include specific details below:

- ❑ A. A student or a group of students cheated.
- ❑ B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.
- ❑ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below.
- ❑ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest.
- ❑ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used **only** if the transfer of all information to another answer document **could not** be made.
- ❑ F. A student took the wrong test or subtest. **System Testing Coordinator must contact the State for further instructions.**
- ❑ G. Improper test modifications/accommodations were used.
- ❑ H. A student refused to take the test.

Document the occurrence (attach additional pages as needed)_____

_____

_____

COMPLETE THE APPROPRIATE INFORMATION BELOW

Achievement Test: Subtest(s) affected (mark all that apply)

Reading/ LA Part:	Math Part:	Science Part:	Social Studies Part:	Word Analysis	ALL

Gateway Tests: Test affected

Mathematics	Science	Language Arts

End-of-Course Tests: Test affected _____

Writing Test: Grade affected _____

TEST ADMINISTRATOR: Paper clip this entire form to the student answer document and place **directly** under the appropriate Group Information Sheet.

_____
Test Administrator's Signature

BUILDING TESTING COORDINATOR: Make a copy for school use. Place the bottom copy of the RI with answer document. Return the top and middle copies to the System Testing Coordinator.

_____
Building Testing Coordinator's Signature

SYSTEM TESTING COORDINATOR: **Mark your recommendation below.**

- ☐ Process normally
- ☐ Void (only if wrong test taken)
- ☐ Review for nullification of the following test or subtest(s): _____

Place top sheet in the envelope provided and return per instructions in the *Test Administration Manual.* Retain the middle copy for system use.

_____
System Testing Coordinator's Signature

ED 3017
Revised 9/03

Report of Irregularity, Sample

Report of Irregular Testing Conditions (RITC)

The Report of Irregular Testing Conditions (RITC) is a two-part form used to report unusual conditions that occurred during the testing session. Some circumstances may require the use of a Report of Irregularity (RI) or an Inactive Test Material (ITM) form.

> The State **no longer requires** absences or Special Accommodations to be recorded on this form. **All enrolled students must have either an answer document or Absentee Form, with all demographic information completed, under the appropriate Group Information Sheet (GIS).** School systems **may choose** to continue to document absences and Special Accommodations on this form. Contact the System Testing Coordinator for local instructions.

Sample Circumstance	Action
School was dismissed during testing due to inclement weather	**Complete RI** RITC is not required
Fire drill or bomb threat interrupted test	System Testing Coordinator immediately notifies the State for instructions **Complete RITC**
Flu epidemic during testing caused large numbers of absences	**Complete RITC**
Student filled in circles on answer document with ink; answers were transcribed to another answer document	**Complete ITM** RITC is not required
Student randomly marked answers, drew pictures on the answer document, or used answer document for "scrap work"	**Process normally** RITC is not required
Class-changing noise or interruption due to announcements	**Process normally** RITC is not required
Room temperature too hot or too cold	**Process normally** RITC is not required
Calculator malfunctioned	**Process normally** RITC is not required
Bugs swarm in classroom	**Process normally** RITC is not required
Student laid head down, blew nose repeatedly, dropped books, or caused other minor disruption during testing	**Process normally** RITC is not required
Construction or landscaping noise during testing	**Process normally** RITC is not required

- ❑ Test Administrator Responsibilities
  - do not place answer documents with this form
  - record irregularities and **sign**
  - list names and Social Security Numbers of students, or percentage of group, that was affected
  - return the entire form to Building Testing Coordinator
- ❑ Building Testing Coordinator Responsibilities
  - do not place answer documents with this form
  - verify appropriate use, accurate completion, and **sign**
  - make a copy for school use
  - place in RI/RITC envelope for return to System Testing Coordinator
- ❑ System Testing Coordinator Responsibilities
  - do not place answer documents with this form
  - review for appropriate use, accurate completion, and **sign**
  - retain bottom copy for system use
  - return top copy to RI/RITC envelope
  - return RI/RITC envelope per specific test instructions (see Section VII, Return Procedures)

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

REPORT OF IRREGULAR TESTING CONDITIONS

System Name_____ **No.** _____ **School Name**_____ **No.** _____

Grade _____ **Test Administrator** _____

Date	Teacher Name (as on Group Information Sheet)	Student(s) Involved Include SS #	Test/ Subtest(s) Involved	Circumstance Description

Note: Do not place answer documents with this form.

TEST ADMINISTRATOR: Return this entire form to Building Testing Coordinator.

_____
Test Administrator's Signature

BUILDING TESTING COORDINATOR: Make a copy for school use. Return this entire form to the System Testing Coordinator.

_____
Building Testing Coordinator's Signature

SYSTEM TESTING COORDINATOR: Retain the bottom copy for system use. Place the top sheet in the envelope provided and return per instructions in the *Test Administration Manual.*

_____
System Testing Coordinator's Signature

ED 3019
Revised 9/03

Report of Irregular Testing Conditions, Sample

Inactive Test Material (ITM)
(Replaces Defective and Damaged Material Form)

Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper banded separately from other test materials. **References to "Absentee Form" mean an answer document with the "Absent" circle marked.**

The following test materials **should not** be included under ITM:

- Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

❑ Test Administrator Responsibilities
- ○ do not write comments on answer documents
- ○ identify any answer documents, test booklets, or Absentee Forms to be included under ITM
- ○ notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
- ○ complete ITM, **sign**, and paper band with any affected answer documents or test materials
- ○ use only paper for bands (adding machine tape works well)
- ○ return paper-banded ITM to Building Testing Coordinator

❑ Building Testing Coordinator Responsibilities
- ○ do not write comments on answer documents
- ○ ensure materials under ITM are those documented on the form
- ○ verify use of form corresponds to allowed reasons only
- ○ **sign** completed forms
- ○ ensure each duplicate answer/absentee document under an ITM has a corresponding document under the appropriate GIS
- ○ ensure only paper has been used for bands (adding machine tape works well)
- ○ pack and return paper-banded ITM to System Testing Coordinator per instructions

❑ System Testing Coordinator Responsibilities
- ○ do not write comments on answer documents
- ○ review ITM for appropriate use, accurate completion, and **sign**
- ○ make copy for system use
- ○ return paper-banded ITM per specific test instructions (see Section VII, Return Procedures)

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

INACTIVE TEST MATERIAL

(Replaces Defective and Damaged Material Form)

System Name _____ **No.** _____ **School Name** _____ **No.** _____

Test _____ **Grade/Content** _____ **Test Administrator** _____

Complete one form for each incident type per grade/content area.
This form is to be used **only** if the listed incidents occurred.
(For other significant circumstances, use a Report of Irregular Testing Conditions.)

Do NOT place the following under this form:

- Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks, except K-3 Achievement (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

- ❑ A student marked responses in the test booklet (excluding K-3 Achievement). Demographic data and answers have been transcribed onto an answer document and placed under the appropriate GIS. Test booklet to be destroyed is under this form.
- ❑ A pre-coded answer document for a student absent from testing or no longer enrolled is under this form. An Absentee Form for the absent student (excluding Gateway "Test Only" Status or Competency "no shows") is under the appropriate GIS.
- ❑ A completed Absentee Form for a student who later took the make-up test is under this form. The document to be scored is under the appropriate GIS.
- ❑ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS.
- ❑ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ❑ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ❑ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ❑ A student filled in circles on an answer document in ink. Information has been transcribed onto a new answer document and placed under the appropriate GIS. The document to be destroyed is under this form.

Number of Documents paper banded under this form: _____

Student Name(s) and Social Security Number(s): _____

_____

_____

_____

TEST ADMINISTRATOR:	Place this completed form on top of the related test material, paper band and return to the Building Testing Coordinator.	_____ **Test Administrator's Signature**
BUILDING TESTING COORDINATOR:	Return this form and materials to the System Testing Coordinator.	_____ **Building Testing Coordinator's Signature**
SYSTEM TESTING COORDINATOR:	Make a copy of this form for system use. Return the form and materials per instructions in the *Test Administration Manual.*	_____ **System Testing Coordinator's Signature**

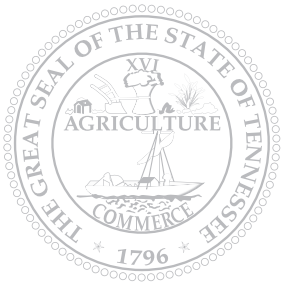
ED 3018
Revised 9/03

Inactive Test Material, Sample

SECTION IX: TROUBLESHOOTING

If this happens…..	*Do this:*
Test materials do not arrive by the specified date.	Contact the Evaluation and Assessment Division at (615) 741-0720.
Inadequate quantities of test materials or ancillary materials are received.	Contact the Evaluation and Assessment Division. Document any shortages on your copy of the Shipping Order form.
Large Print or Braille versions are not received.	Check all boxes. These materials are packaged independently. If the tests have not been received within two days, contact the Evaluation and Assessment Division.
Test materials are defective or damaged.	Contact the Evaluation and Assessment Division immediately. Return defective test materials separately per Evaluation and Assessment instructions.
Additional test materials are needed on the testing date.	Building Testing Coordinators should first contact the System Testing Coordinator. If the quantity of materials is still insufficient, the System Testing Coordinator should contact the Evaluation and Assessment Division.
One or more test booklets and/or manuals are not accounted for after test administration.	Contact test administrators to see if the missing materials can be located. Note the shortage in the "Missing" column of the Shipping Order form and complete a **Breach of Testing Security Report** form.
Not all used and unused answer documents are accounted for after test administration.	Check test booklets first to see if any answer documents were placed inside them. If answer documents are not found, contact the test administrator. Note the shortage in the "Missing" column of the Shipping Order form and complete a **Breach of Testing Security Report** form.

NOTE: A completed **Breach of Testing Security Report** form must be returned to the Evaluation and Assessment Division to explain any discrepancies on the Shipping Order form for test booklets and answer documents not being returned. This form should be sent in the RI/RITC envelope directly to the Evaluation and Assessment Division.



Return these materials to the Tennessee Test Distribution Center.

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