



# **TEST ADMINISTRATION MANUAL**

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

**GRADE 10: ENGLISH LANGUAGE ARTS,  
MATHEMATICS, AND SCIENCE  
U.S. HISTORY**

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# Contact Information

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



**Oklahoma State Department of Education**

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

**Office of Assessments**

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**State Bilingual Office**

405-521-3196

**State Special Education Office**

405-521-3351

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



**Measured Progress Oklahoma Service Desk**

**[oktechsupport@measuredprogress.org](mailto:oktechsupport@measuredprogress.org)**

Phone: (866) 629-0220

**Help & Support Site:**

**[oklahoma.onlinehelp.measuredprogress.org/](http://oklahoma.onlinehelp.measuredprogress.org/)**

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

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# High School Testing Dates

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## **Oklahoma School Testing Program Administration Dates**

**2016–2017 School Year  
English Language Arts, Mathematics,  
Science, and U.S. History**

**Paper/Pencil Assessment Window  
April 3–21, 2017**

**Online Assessment Window  
April 3–28, 2017**

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# The Oklahoma School Testing Program

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## Introduction

Measured Progress is pleased to serve as the vendor for the Oklahoma School Testing Program (OSTP), for Grades 3–8 and 10 and U.S. History. The OSTP will assess student proficiency relative to the Oklahoma Academic Standards (OAS). It is important that the guidelines within the *Test Administration Manual* are adhered to as schools administer the assessment program.

## The Success of the OSTP

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

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

## Testing All Students

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

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

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

- A. **ELL:** The achievement of English language learner (ELL) students may be assessed by an alternate test provided by the local school district in the language and form most likely to yield accurate data on what such students know and can do in the Oklahoma Academic Standards competencies, when accommodations with the OSTP are not sufficient to obtain valid and reliable data.

Alternate testing must be approved by the State Office of Bilingual Education (405-521-3196) and may only be given until such students have achieved English language proficiency.

- B. ELL students who have attended school in the United States for less than twelve months may receive a one-time exemption for the OSTP English Language Arts (ELA) assessments in Grades 3–8 and 10. With this, students are only exempt from the ELA assessment and will be required to take and receive scores for content area tests that apply to their grade level.

Students eligible for this exemption will populate automatically in an SDE list, if the student meets these requirements:

- Student is not enrolled in Oklahoma schools prior to the last day of the previous year's assessment window.
- Student is currently enrolled with an entry code of 1838, 1839, or 1840.
- Student is currently identified as receiving ELL services.
- Student must not have assessment records from a previous year.

- C. **IEP/504:** Students requiring special accommodations shall have on file an appropriate statement in their Individualized Education Program (IEP) or Section 504 Plan requiring administration of the OSTP or an alternate assessment accepted by the State Special Education Office.

- D. **Absent Students:** Students who are absent during their assigned test administration should be given the tests upon their return to school. **Please provide every absent student an opportunity to make up tests within the state’s testing window.** Federal law requires that no less than 95% of students enrolled in each student subgroup be tested.
- E. **Emergency Medical Exemptions:** In the case of a significant medical emergency that would prevent a student from participating in the OSTP, an exemption request may be electronically submitted through the SDE Single Sign-on Testing Status Application. This request must be approved by a review committee at the SDE.

## Test Security—Legal Requirements

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

### Nondisclosure of Test Contents

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

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

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

### Smart Technology Devices Policy

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

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

## Responsibilities of the Test Administrator

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

### Before Day of Testing:

- Attend training provided by the BTC or DTC for proper testing procedures and test security (be sure to fill out a sign-in sheet when attending training). Contact the BTC or DTC with any test-related issues or questions.

**Note: Training Modules are also available on the Oklahoma Help and Support page:**  
**<http://oklahoma.onlinehelp.measuredprogress.org/>**

- Review **Test Security and Validity Rules**. Oklahoma Administrative Code 210:10-13-4
- Remove or cover bulletin boards or posters in the testing site that contain visual aids.
- Preview the Test Administration Manual several days prior to testing.
- Review both the **OSTP IEP/504 Accommodations Manual** and the **OSTP ELL Accommodations Manual** for guidance regarding procedural requirements.



**Before Start of Testing:**

- Inventory test materials received from the BTC.
- Secure additional materials needed for testing (e.g., number 2 pencils, scratch paper, and/or unmarked grid paper for mathematics tests).
- Ensure that all proper policies are followed for students who require special accommodations.
- Ensure that electronic communication devices are not present while in the test administration site (e.g., cell phones, cameras, Google Glass, etc.).
- Ensure that all desks are cleared and that each student has two sharpened number 2 pencils with erasers.
- Approved calculators may be used by Grade 10 Mathematics and Science students. Ensure that the memory has been cleared and/or programs have been disabled. (See [Appendix C: Calculator Policy](#).)
- Confirm that a Test Proctor (one needed for every 25–35 students) is present for the test administration site.
- Place a “TESTING: DO NOT DISTURB” sign on the door to the classroom to minimize interruptions.

**Paper-based testing:**

- Complete the Classroom Security Form with *Student Name, Unique Test Book ID Number, and Form Number*.
- If your site requires reports to be grouped by class/teacher, a Class Identification Sheet must be completed for each class. Please do not mix grade level or subjects on a single Class Identification Sheet. If your building does not require reports to be grouped in this manner, a Class Identification Sheet is not needed.
- Student labels should be applied to the appropriate answer documents. If you did not receive a student label, the student’s Name, Date of Birth (DOB), and State Student ID number (SSID) and demographic information must be bubbled on the answer document.

**During Testing:**

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

**Computer-based testing:**

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

**After Testing:**

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

**Paper-based testing:**

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

Separate scorable and nonscorable test materials.

- Scorable test materials:
  - OSTP used answer documents
  - Any booklets/documents transcribed from Braille, Large-Print, R1 Accommodation (mark answers in test booklet), or R3 Accommodation (typed response)
- Nonscorable test materials:
  - OSTP unused answer documents
  - OSTP used and unused test booklets
  - OSTP used and unused Braille and Large Print test booklets
  - Scratch and/or unmarked grid paper

**In the presence of a Test Proctor:**

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

## Responsibilities of the Test Proctor

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

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

**Before Day of Testing:**

- Attend training provided by the BTC or DTC for proper testing procedures and test security (be sure to fill out a sign-in sheet when attending training). Contact the BTC or DTC with any test-related issues or questions.

*Note: Training Modules are also available on the Oklahoma Help and Support page:  
<http://oklahoma.onlinehelp.measuredprogress.org/>*

- Review **Test Security and Validity Rules**. Oklahoma Administrative Code 210:10-13-4

### **Before Start of Testing:**

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

### **During Testing:**

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

### **After Testing:**

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

# OSTP Testing Schedule

## Testing Schedule Information

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

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

Test sections must be administered in sequential order with the exception of Grade 10 English Language Arts Section 1. Section 1 (the writing prompt) can be administered either before or after the multiple-choice sections. Students who are absent during testing must still test in sequential order during a make-up session upon their return.

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

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

OSTP GRADE 10 ENGLISH LANGUAGE ARTS (ELA)	
Directions	Approximately 20 minutes
Section 1— Writing Prompt	Approximately 55 minutes
Directions	Approximately 20 minutes
Section 2— Multiple Choice	Approximately 40 minutes
Section 3— Multiple Choice	Approximately 40 minutes
<b>Total</b>	<b>Approximately 175 minutes</b> <i>(Suggested Maximum Time: 350 minutes)</i>

OSTP GRADE 10 MATHEMATICS	
Directions	Approximately 20 minutes
Section 1— Multiple Choice	Approximately 60 minutes
Section 2— Multiple Choice	Approximately 60 minutes
<b>Total</b>	<b>Approximately 140 minutes</b> <i>(Suggested Maximum Time: 280 minutes)</i>

OSTP GRADE 10 SCIENCE	
Directions	Approximately 20 minutes
Section 1— Multiple Choice	Approximately 60–80 minutes
Section 2— Multiple Choice	Approximately 60–80 minutes
<b>Total</b>	<b>Approximately 140–180 minutes</b> <i>(Suggested Maximum Time: 280–360 minutes)</i>

OSTP U.S. HISTORY	
Directions	Approximately 20 minutes
Section 1— Multiple Choice	Approximately 50 minutes
Section 2— Multiple Choice	Approximately 50 minutes
<b>Total</b>	<b>Approximately 120 minutes</b> <i>(Suggested Maximum Time: 240 minutes)</i>

# Online Testing

## Before Online Testing

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

### Ensure you have the required test materials.

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

## During Online Testing

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

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

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

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

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

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

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

# Grade 10 ELA Section 1—Online Testing

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

Say: **Today you will take the online Grade 10 English Language Arts Test-Section 1. It is important that you do your best on this test. You have been given a Student Test Login Ticket, scratch paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper and Student Test Login Ticket will be collected at the end of this testing session.**

**The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must be turned off and put away during the entire testing session to avoid distractions and disruptions to other students and possible test security breaches.**

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

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

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

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

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



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

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

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

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

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

*Work with any students who may need extra help logging in to the program.*

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

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

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

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

**Use the answer provided to respond to the prompt.**

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

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

### **Writing Task Planning**

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

Say: **Please be aware that there is no sample in the writing section. This is the actual test. Do not click Finish until you have completed the writing task.**

**Are there any questions on the directions? Raise your hand.**

*Pause; answer any questions students may have.*

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




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




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

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

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

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

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



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



The reference tool will access the Writer’s Checklist.

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

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

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

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

*Are there any questions? (Answer any questions the students may have.)*

Say: **When you are finished, click the “Finish” button to be taken to the Summary Page. You can click on “Return to test” to go back to review your response, if you would like. When you are satisfied with your response, click “Turn In.” This will end Section 1 Writing.**

Say: **You may now begin.**

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

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

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



# Grade 10 ELA Sections 2 and 3, Mathematics, and Science; U.S. History—Online Testing

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

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

**The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must be turned off and put away during the entire testing session to avoid distractions and disruptions to other students and possible test security breaches.**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

Say: *(For U.S. History)* **Today you will take a test in U.S. History. For this test, you will answer selected-response questions. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

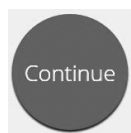
**The first two questions are sample questions. They are available to give you an opportunity to try out the tools available and to practice navigating through the test.**

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

Say: *(Do not read for U.S. History)* **The first questions are samples to give you an opportunity to try out the tools on the operational test.**

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

**Select the “Continue” button.**



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



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

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



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

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

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

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

Click on the bookmark star to remove the bookmark.



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

Show All

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

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



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



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



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

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

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

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

*Click here, or go to page 17 to continue directions and read Sample Questions for U.S. History.*

## Grade 10 ELA Directions with Sample Questions

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

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

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

**As you take the Grade 10 ELA Online Test, you may find you have been asked to read part of a selection you have read previously, either in class or on your own. When you answer the questions that follow the selection, it is important that your answer be based solely on the part of the selection that appears on this test.**

### Sample Questions for Grade 10 English Language Arts

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

Say: **Read this passage. Then answer the questions that follow.**

Say: **Now find the sample selection “An Episode of War.” Read the selection to yourself. *(Pause while the students read the selection.)***

Say: **Now look at Sample A. Read the sample to yourself as I read it aloud. *(Pause while students read the selection.)***

**What change, if any, should be made to the word cried in line 9? (A) cry, (B) cries, (C) will cry, (D) no change. Click on the correct answer. *(Pause for replies.)***

Say: **The correct answer is “(D) no change.” If you want to change your answer, simply click on another answer choice. Now try using the tools to ensure you are comfortable using them. *(Give students time to use the tools.)***

Say: **Click “Next” to look at Sample B. Read the selection to yourself as I read it aloud. This passage can best be described as (A) a fairy tale, (B) a short story, (C) a dramatic play, (D) a narrative poem. Click on the correct answer. *(Pause for replies.)***

Say: **You should have selected “(B) a short story.”**


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

Say: **Please note that when you begin Section 2, it will start with question #2 because the writing prompt was question #1.**

*Click here, or go to the top of page 18 to finish reading directions.*

## Grade 10 Mathematics Directions with Sample Questions

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

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

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

### Sample Questions for Grade 10 Mathematics

Say: Look at Sample A. Read the sample to yourself as I read it aloud. If  $m\angle FGJ = (8x + 17)^\circ$  and  $m\angle HGK = (12x - 7)^\circ$ , what is the value of  $x$ ? (A) 6.0, (B) 8.5, (C) 65.0, (D) 85.0.

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

Say: The correct answer is “(A) 6.0.” If you want to change your answer, simply click on another answer choice.

Say: Look at Sample B. Read the sample to yourself as I read it aloud. Left bracket, top row,  $2x + 3y = 2$ , bottom row,  $2x - 4y = 16$ . What is the solution to this system of equations? (A)  $(-4, 2)$ , (B)  $(-2, -2)$ , (C)  $(-2, 2)$ , (D)  $(4, -2)$ .

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

Say: The correct answer is “(D)  $(4, -2)$ .” If you want to change your answer, simply click on another answer choice.

Say: Now look at Sample C. Read the sample to yourself as I read it aloud. Page surveyed 50 of her classmates about whether they have any siblings and whether they have any pets. She found that 40% of her classmates have pets. Of those students with pets, 70% also have siblings.

Page started this Venn diagram to show her results. Complete her diagram by showing the missing numbers.

To place a number in the diagram, click and hold the number and then drag it to the desired space. To change a number, click and hold it, and then drag it back to the desired space. *(Pause for students to make their selections.)*

Say: The correct answers moving from left to right are as follows: “Box 1” is 21, “Box 2” is 14, and “Box 3” is 6. Now try using the tools to ensure that you are comfortable using them.

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

*Click here, or go to the top of page 18 to finish reading directions.*

## Grade 10 Science Directions with Sample Questions

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

### Sample Questions for Grade 10 Science

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

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

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

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

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

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

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

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

Say: Click “Next” to look at Sample B. Based on the diagram, which mathematical expression correctly compares the amounts of energy in different parts of the ecosystem? (A) producer energy > herbivore energy, (B) carnivore energy > herbivore energy, (C) carnivore energy = herbivore energy, (D) producer energy = herbivore energy. Click on the correct answer. *(Pause for replies.)*

Say: The correct answer is “(A) producer energy > herbivore energy.” If you want to change your answer, simply click on another answer choice.

## Sample Questions for Grade 10 Science, continued

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

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

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

*Click here, or go to the top of page 18 to finish reading directions.*

## U.S. History Directions with Sample Questions

### Sample Questions for U.S. History

Say: **Now look at Sample A. Read the sample to yourself as I read it aloud. The “separate but equal” doctrine established by the Supreme Court in the case of *Plessy v. Ferguson* (1896) upheld the use of (A) Jim Crow laws, (B) voting rights restrictions, (C) forced busing of students, (D) Affirmative Action programs.**

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

Say: **The correct answer is “(A) Jim Crow laws.” If you want to change your answer, simply click on another answer choice. Now try using the tools to ensure you are comfortable using them.** (Give students time to use the tools.)

Say: **Click “Next” to look at Sample B. Which territory shown on the map was acquired by the United States as a result of the Spanish-American War? (A) F, (B) G, (C) H, (D) J. Click on the correct answer.** (Pause for replies.)

Say: **The correct answer is “C” because the correct answer is the Philippine Islands. If you want to change your answer, simply click on another answer choice.**

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

*Click here, or go to the top of page 18 to finish reading directions.*

## General Directions (continued)

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

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

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

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

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

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

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

**Remember to choose the best answer for each question. If you are not sure about an answer, do the best you can, but don’t spend too much time on any one question.** *(If the students are continuing on to the next section immediately, go to the section “Directions when continuing on to the next section immediately”)*

**You may now begin.**

## Directions when continuing on to the next section immediately

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

**At the end of Section [#], you will once again be taken to the Summary Page. When you have answered all of the questions, click, “Turn In.”**

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

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

Say: **You may now begin.**

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

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

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



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

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

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

**The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices must be turned off and put away during the entire testing session to avoid distractions and disruptions to other students and possible test security breaches.**

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

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

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

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

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



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

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

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

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

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

*Work with any students who may need extra help logging in to the program.*

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

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

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

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

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

Say: **(For U.S. History) Today you will take a test in U.S. History. For this test, you will answer selected-response questions. Some of the questions may look different to you and ask about new material that is not familiar to you, but it is important that you do your best. If you are not sure of the answer to a question, you should still attempt to answer it.**

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

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

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

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

**When you have answered all of the questions, click “Turn In.” Are there any questions?**

*Answer all questions about how to click on the correct answer, but do not give students content instruction.*

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

Say: **You may now begin.**

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

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

# Paper/Pencil Testing

## Before Paper/Pencil Testing

**Please note:** Only IEP, 504, or ELL students with a valid documented accommodation for paper/pencil testing should be administered this form for Grades 6–8 and 10 state summative assessments.

### Ensure you have the required test materials.

a paper or electronic copy of the <i>Test Administration Manual</i> TAs may use state approved devices for reading and referencing manuals. Approved: Desktop Computer, Laptop Computer, Tablet, iPad, <b>Not approved: Any Cell Phone Device.</b>	one answer document per content (Make sure all test materials are stored in a secure location prior to testing.)
a “Testing: Do Not Disturb” sign for the door	a test booklet for each student
the Test Administrator/Proctor Test Security Form	scratch paper and/or unmarked grid paper
a Nondisclosure Agreement Form (for read aloud session and transcriptions only)	approved calculators (Appendix C)
a Classroom Security Form	all students are scheduled for a test

### Apply a Student Label or Complete Student Demographic Information

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

- Apply the student labels to the answer documents.



#### For students who have received labels with incorrect information:

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

The demographic details listed on the student label are:

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

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

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

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



# STUDENT INFORMATION SECTION

FOR SCHOOL PERSONNEL ONLY

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

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

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

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

<b>S</b>	<b>SDE APPROVAL REQUIRED</b>
SDE approval is required for the following Not Tested Codes. Go to SDE's Testing Status Application to request one or more of these codes: ELL 1st Year in U.S. Exempt Emergency Exempt Other Placement Breach	

<b>T</b>	Please note: Demographic information will be pulled from the WAVE.
----------	--

STATIC BARCODE 16 DIGITS

# Instructions for Completing Student Demographic Information

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

When you check this . . .	look for this:	and fill or bubble in this box
<b>ELL</b>	An English Language Learner (ELL) is a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom as determined by a language assessment instrument. A student is required to pass an assessment as “proficient” to exit ELL status.	<b>O</b>
<b>ELL Accommodation</b>	If the student used an accommodation, bubble “with accommodation” for each applicable subject. The accommodation(s) must be specified in the student plan on file.	<b>P</b>
<b>Absent</b>	This applies to students who are absent on the day of testing and are not able to take the test prior to the end of the testing window. If these students do not have a precode label, they must have completed demographic information. The school should make every effort to provide make-up days for these students within the state testing window.	
<b>No Longer Enrolled</b>	This applies to students who are no longer enrolled on the day of testing. If these students do not have a precode label, they must have completed demographic information.	<b>Q</b>
<b>State Alternate Testing (OAAP)</b>	This applies to students who are participating in State Alternate Testing (OAAP). The OAAP Portfolio is an assessment developed for a small population of students with significant cognitive disabilities for whom the Individualized Education Program (IEP) team has determined to be unable to participate in the general assessment, even with accommodations.	
<b>Local Student I.D. Number (Optional)</b>	Enter the student’s local Student I.D. Number in the field provided. This field is optional.	<b>R</b>
<b>SDE Approval Required</b>		
<b>ELL 1st Year in U.S. Exempt</b>	This applies to students with the option of not taking the state assessments in English Language Arts who recently enrolled in a school district during their first year of living in the United States. They will be required to take all other content area tests that apply to their grade level or subject area.	<b>S</b>
<b>Emergency Exempt</b>	This designation covers situations where a medical emergency absolutely prevents the student from being available of participating in testing during the state’s testing window.	(Go to the Testing Status Application located on the Single Sign-On to request one of these designations.)
<b>Other Placement (court ordered)</b>	This applies if a student has been placed by state or court order in a facility within your district. These students will receive an Individual Parent/Student Report of their scores and will appear on class/school lists. However, their scores will not be summarized and reported with the class, school, or district. Instead they will be placed within a “virtual district” at the state level and the state will be accountable.	
<b>Breach</b>	Student’s test will not be scored. Students may be eligible for a Breach Test form, if available.	
<b>Additional Demographic Information</b>	Please note: Demographic Information will be pulled from the WAVE.	<b>T</b>



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

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

## During Paper Testing

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

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

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

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

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

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

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

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

### *For All Students*

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

Say: *If students are receiving the test book for the first time:* **Please write your name on the front cover of your test book.** *If students have already written their name on the test book:* **Please make sure your name is on the front cover of your test book.**

**Now look at your answer document. On the appropriate lines at the top of the page** *(Point.)*, **write the name of your teacher (Box A), school (Box B), district (Box C), and county (Box D), using the information on the board. Are there any questions?** *(Answer any questions. While students fill in the information, walk around the room to see that they are following instructions. Give help as needed.)*

Say: **If you have a label with a name printed on it, make sure it is your name on the label. If it is not your name, raise your hand.**

*If the student’s complete name, State Student ID, or Date of Birth printed on the label is incorrect, give the student a new blank answer document and tell the student to follow the next set of instructions.*

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

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

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

*Continue reading the “For All Students without Labels” directions.*

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

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

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

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

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

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

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

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

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

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

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

*Wait for all students to finish, continue with directions for administering the test.*

# Grade 10 ELA Section 1—Paper Testing

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Be sure that desks are cleared. Test Administrators may pass out number 2 pencils with erasers, test books, and scratch paper before testing for all students to use. All test books and scratch paper should be collected before students leave the testing session. Write today's date on the board.* (If using Class Identification Sheets, write the appropriate teacher codes on the board.)

Say: **Today you will take the Grade 10 English Language Arts Test: Section 1. It is important that you do your best on this test. You have been given a test booklet and answer document, scratch paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper and test book will be collected at the end of this testing session.**

**The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices need to be turned off and put away during the entire testing session to avoid distractions and disruptions to other students and possible test security breaches.**

*(If Grade 10 ELA Section 1 is administered after Section 3, skip to the top of page 32.)*

Say: **Let's prepare your answer document before beginning the test.**

Say: **Please pay close attention to boxes J and K.** *(Point to this.)*

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

Say: **Turn in your answer document to page 11.**

Say: **On the side of the answer document you will see two boxes, J and K.** *(Point.)*

*(If your building is using Class Identification Sheets:)* **Find Box J labeled “Class Identification Number.”** *(Point)* **Record the number I have placed on the board for your teacher. Write the numbers in the boxes and then carefully bubble in the numbers below the printed numbers. Please remember to document a 0 when appropriate.** *(Read this number out loud.)*

*(If your building is NOT using Class Identification Sheets:)* **Please skip box J labeled “Class Identification Number.”**

Say: **Find Box K labeled “Date Test Taken.”** *(Point.)* **Fill in the month and day I wrote on the board.** *(Read the date out loud.)* *Note: If sections are taken on consecutive instructional days, have students record the first date the assessment is given.*

Say: *(Only if this is the first content section administered.)* **Slide the end of your pencil under the seal to open your test book.**

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

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

- **Planning.** Take time to organize your writing by listing, outlining, or organizing your ideas in the space provided.
- **Writing.** Write about the topic in a clear and logical manner on the five lined pages following the Planning Pages. You do not need to use all the pages, but make sure your composition is as complete and detailed as possible. Be sure to write your response in your own words, paraphrasing or summarizing information. Include a beginning, a middle, and an ending.
- **Editing/Revising.** Take time to reread what you have written and decide if you need to add more details or change the organization of your composition. At the same time, look for and correct any errors in grammar, punctuation, capitalization, and spelling. You may use the Writer's Checklist on the previous page to help you revise your writing.

**Turn to page 4.**

Say: **Now, turn to page 3 of your answer document to see the Planning Pages. Look at the directions below the Writing task planning and follow along as I read them aloud.**

**Use this page to plan your writing. You might consider using a web, cluster, list, outlines, or any other method to help you organize your writing. Then write your essay on the lined pages. Be sure to write neatly. Only your writing on the lined pages in this book will be scored. Using the Writer's Checklist on page 10, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.**

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

**If you finish early, close your test book. You may read or sit quietly until everyone has completed the test. You may not reopen your test book after it has been closed.**

**You may now begin.**

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

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

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

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

# Grade 10 ELA\*, Mathematics, and Science; U.S. History—Paper Testing

\*ELA Grade 10 – Directions for Sections 2 and 3

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

*If this test is the first content area being administered, the Biogrid located on the front of the answer document needs to be completed before proceeding to the directions. See page 23.*

Say: **Today you will take the [Grade 10 [content] or U.S. History]—Section [#] Test. It is important that you do your best on this test. You have been given a test book, answer document, scratch paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper, test book, and answer document will be collected at the end of the testing session.**

**The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices need to be turned off and put away during the entire testing session to avoid distractions and disruptions to other students and possible test security breaches.**

Say: *(Do not read for Grade 10 ELA if Section 1 was administered first.) **Let’s prepare your answer document before looking at the sample questions. Open your answer document to (ELA) page 10. (Mathematics, Science, U.S. History) page 3. (Demonstrate using a student’s answer document—borrow one from a student. Make sure that all students have the correct page showing.)***

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

Say: *(Do not read for Grade 10 ELA if Section 1 was administered first.) **On the side of the answer grid you will see two boxes, J and K. (Point.)***

Say: *(Do not read for Grade 10 ELA if Section 1 was administered first.)*

*(If your building is using Class Identification Sheets:) **Find Box J labeled “Class Identification Number.” (Point.) Record the number I have placed on the board for your teacher. Write the numbers in the boxes and then carefully bubble in the numbers below the printed numbers. Please remember to document a 0 when appropriate. (Read this number out loud.)***

*(If your building is NOT using Class Identification Sheets:) **Please skip box J labeled “Class Identification Number.”***

Say: *(Do not read for Grade 10 ELA if Section 1 was administered first.)* **Find Box K labeled “Date Test Taken.”** *(Point.)* **Fill in the month and day I wrote on the board.** *(Read the date out loud.)* *Note: If sections are taken on consecutive instructional days, have students record the first date the assessment is given.*

Say: *(If this is the 1st content section administered.)* **Slide the end of your pencil under the seal to open your test book.**

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

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

*Click here, or go to page 34 to continue directions and read Sample Questions for Mathematics.*

*Click here, or go to page 35 to continue directions and read Sample Questions for Science.*

*Click here, or go to page 36 to continue directions and read Sample Questions for U.S. History.*

## Sample Questions for Grade 10 English Language Arts

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

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

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

Say: **Now find the sample selection “An Episode of War.” Read the selection to yourself.** *(Pause while the students read the selection.)*

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

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

**What change, if any, should be made to the word cried in line 9? (A) cry, (B) cries, (C) will cry, (D) no change.**

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

Say: **The correct answer is “(D) no change.”**

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

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

Say: **Now look at Sample B. Read the sample to yourself as I read it aloud.** *(Pause while the students read the selection.)*

**This passage can best be described as (F) a fairy tale, (G) a short story, (H) a dramatic play, (J) a narrative poem.**

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

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

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

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

Say: **You should have marked the circle for “(G) a short story.”**

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

*Click here or go to page 37 to finish reading the directions.*

## Sample Questions for Grade 10 Mathematics

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

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

*Read for Large-Print: Circle your answer in the test booklet. If you want to change an answer, completely erase the circle around the letter before circling a new letter.*

Say: **Now look at Sample Question A. Read the sample to yourself as I read it aloud. If  $m\angle FGJ = (8x + 17)^\circ$  and  $m\angle HGK = (12x - 7)^\circ$ , what is the value of  $x$ ? (A) 6.0, (B) 8.5, (C) 65.0, (D) 85.0**

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

Say: **The correct answer is “(A) 6.0.”**

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

*Read for Large-Print: The correct answer is “(A) 6.0.” For Sample A, circle “A” because “A” is the correct answer. (Pause.)*

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

Say: **Now look at Sample B. Read the sample to yourself as I read it aloud. Left bracket, top row,  $2x + 3y = 2$ , bottom row,  $2x - 4y = 16$ . What is the solution to this system of equations? (F)  $(-4, 2)$ , (G)  $(-2, -2)$ , (H)  $(-2, 2)$ , (J)  $(4, -2)$ .**

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

*Read for Large-Print: Circle your answer in the test booklet. If you want to change an answer, completely erase the circle around the letter before circling a new letter. (Wait for all students to finish.)*

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

Say: **You should have selected “J” because the correct answer is  $(4, -2)$ .**

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

*Click here or go to page 37 to finish reading the directions.*



## Sample Questions for Grade 10 Science

Say: Read each question and choose the best answer.

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

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

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

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

Now find Sample A. *(Point.)*

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

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

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

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

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

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

Say: Now look at Sample B. Read the sample to yourself as I read it aloud. Based on the diagram, which mathematical expression correctly compares the amounts of energy in different parts of the ecosystem? (F) producer energy > herbivore energy, (G) carnivore energy > herbivore energy, (H) carnivore energy = herbivore energy, (J) producer energy = herbivore energy.

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

*Read for Large-Print:* Circle your answer in the test booklet. If you want to change an answer, completely erase the circle around the letter before circling a new letter.

## Sample Questions for Grade 10 Science, continued

*Wait for all students to finish.*

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

Say: **You should have selected “F” because the correct answer is “F” producer energy > herbivore energy.**

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

*Click here or go to page 37 to finish reading the directions.*

## Sample Questions for U.S. History

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

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

*Read for Large-Print: Circle your answer in the test booklet.*

Say: **Now find Sample A.**

Say: **Read the sample to yourself as I read it aloud. The “separate but equal” doctrine established by the Supreme Court in the case of *Plessy v. Ferguson* (1896) upheld the use of (A) Jim Crow laws, (B) voting rights restrictions, (C) forced busing of students, (D) Affirmative Action programs.**

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

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

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

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

Say: **Now look at Sample B. Read the sample to yourself as I read it aloud. Which territory shown on the map was acquired by the United States as a result of the Spanish-American War? (F) F, (G) G, (H) H, (J) J.**

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

*Read for Large-Print: Circle your answer in the test booklet. If you want to change an answer, completely erase the circle around the letter before circling a new letter.*

*Wait for all students to finish.*

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

Say: **You should have selected “H” because the correct answer is the Philippine Islands.**

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

*Click here or go to page 37 to finish reading the directions.*

## General Directions (continued)

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

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

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

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

Say: **You may underline, make notes, or work problems in your test book, or use the scratch paper that is provided, *(Read for non Large-Print)* but be sure to mark all your answer in the answer document. *(Read for Large-Print)* but be sure to circle all your answers in the test book.**

Say: *(Read for non Large-Print)* **You may underline, make notes, or work problems in your test book, or use the scratch paper that is provided, but be sure to mark all your answers in the combined answer document.**

*(Read for Large-Print)* **You may underline, make notes, or work problems in your test book, or use the scratch paper that is provided, but be sure to circle all your answers in the test book.**

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

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

**Remember to choose the best answer for each question. If you are not sure about an answer, do the best you can, but don't spend too much time on any one question.**

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

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

**You may now begin.**

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

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

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

*For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a number 2 pencil while in the presence of a Test Proctor. Please see Appendix B for direction for transcribing.*

## Directions when continuing on to the next section immediately

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

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

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

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

*For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a number 2 pencil while in the presence of a Test Proctor. Please see Appendix B for direction for transcribing.*

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

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Be sure that desks are cleared; Test Administrators may pass out No. 2 pencils with erasers, test books, answer documents, and scratch paper and /or unmarked grid paper before testing for all students to use. All test books, answer documents, scratch paper, and /or unmarked grid paper should be collected before students leave the testing session. (If using Class Identification Sheets write the appropriate teacher codes on the board.)*

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

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

*Continue once you have confirmed that everyone has the correct test book.*

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

**The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices need to be turned off and put away during the entire testing session to avoid distractions and disruptions to other students and possible test security breaches.**

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

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

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

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

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

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

**You may now begin.**

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

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

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

*For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a number 2 pencil while in the presence of a Test Proctor. Please see Appendix B for direction for transcribing.*

# After Testing

## Complete and Sign All Test Security Forms

Complete and sign the Test Administrator/Proctor Test Security Form, assuring that security has been maintained and test procedures have been followed. Ask the Test Proctor(s) to sign the form as well.

Complete and sign the Nondisclosure Agreement Form (NDA) for Test Administrators and Test Proctors (required if items were read aloud to any student or transcribed as an approved accommodation).

## Return Class Identification Sheets

Class Identification Sheets are required for those schools wanting the ability to group reports by class/teacher in the OSTP eMetric Portal. To help ensure the correct information populates on the reports it is important that:

- the unique Class Identification Sheet number is entered correctly in box “J” of the students answer document.
- the Teacher names are bubbled correctly on the Class Identification Sheets.
- the Class Identification sheets are returned on top of each class/subject’s completed scorable answer documents.

## Return All Test Materials

Return all test materials, including signed Test Administrator/Proctor Test Security Forms, and the signed Nondisclosure Agreement Form (if it was a read-aloud administration or transcription) to your BTC at the close of testing every day.

### **For Paper/Pencil Testing:**



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

Scorable documents include all answer documents.

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

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



**IMPORTANT: Mechanical pencils are not allowed. A No. 2 pencil MUST be used.**  
Tests will not scan properly if completed with anything other than a No. 2 pencil.

# Appendix A: Special Situations

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## Student Absent

- Students who are absent on the scheduled testing date for their grade for any reason (including illness or another approved personal situation) **MUST** be scheduled for a closely monitored make-up test as soon as they return to school. Make-up tests may be administered any time after the scheduled testing date and before the end of the test administration window. Make-up tests **MUST** be administered in sequential order with the exception of Grades 5, 8, and 10 English Language Arts, for which Section 1 (the writing prompt) can be administered either before or after the multiple-choice sections.

## Student Becomes Sick During Testing

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

## Damaged Test Booklet

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

## Contaminated Materials

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

# Appendix B: Transcription of Student Test

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

After testing, the Test Administrator should prepare the standard answer document that was provided in the Large-Print or Braille kit for each student taking the Large-Print or Braille version of the test. First, apply the student's label to the standard answer document. If the student does not have a student label, follow the directions on page 28 of this manual. (For students taking the contracted Braille version, remember to fill in the IEP Braille bubble in Box E.) Then transfer the student's test answers from the Large-Print or Braille test book to the standard answer document.

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

## Transcribe Answer Documents for Accommodated Type Responses

**Test administrators are responsible for:**

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

### ***Information Required for Each Page***

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

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

### **Formatting Requirements**

#### ***Formatting:***

- Use plain white paper (8½" x 11").
- Use a font size between 8-point (minimum) and 12-point (maximum).
- Set margins to be one inch.
- Set line spacing to be single-spaced.

#### ***Page limits:***

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

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

#### ***For the ELA Writing Prompt:***

- A maximum of four pages may be submitted.

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



# Appendix C: Calculator Policy

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## Oklahoma School Testing Program Calculator Policy



(Effective beginning 2016–17 School Year)

### Purpose

- The items on the Grades 6–8 and Grade 10 Mathematics and Science assessments are designed so that all tasks can be solved without the use of a calculator. However, certain tasks are more difficult if a calculator is not available.
- Before the first day of the test, students using a calculator for any Grades 6–8 and Grade 10 Mathematics and Science assessment should be familiar with the use of the specific calculator that can be utilized. Students should be consistently instructed throughout the school year in the use of calculators; otherwise it may hinder students' performance on the assessment.

### Grade-Specific Requirements

#### Grades 3–5 Mathematics:

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

#### Grades 6–7 Mathematics:

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

#### Grade 8 Mathematics and Science

**All Students:** Scientific calculators meeting general requirements.

#### Grade 10 Mathematics and Science

**All Students:** Graphing calculators and/or scientific calculators meeting general requirements.

### General Requirements

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

### ExamCalc Online Testing Calculator

Each Mathematics and Science test administered online will be equipped with an ExamCalc within the testing interface. Students may use a handheld calculator meeting their grade-specific requirements, the ExamCalc, or both. The calculators provided in ExamCalc are:

Grades 6–7 TI-108 with the +/- key disabled

Grade 8 TI-30XS Multiview

Grade 10 TI-84 Plus

## Prohibited Calculators

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones, smart watches, tablets, or other electronic communication devices
- Calculators with a typewriter keypad (QWERTY format)
- Calculators with programs or applications that cannot be removed or disabled (e.g., Polynomial Root-Finders and Simultaneous Equation Solvers)
- Calculators with built-in computer algebra systems (CAS), such as, but not limited to:
  - Casio: Algebra FX 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G
  - Texas Instruments: All model numbers that begin with TI-89 or TI-92, TI-Nspire CX CAS
  - Hewlett-Packard: HP-48GII and all model numbers that begin with HP-40G or HP-49G

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

### Texas Instruments

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

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

### Casio

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

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

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

### Test Security and Validity

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



