



TEST ADMINISTRATION MANUAL

Spring Administration Paper/Pencil and Accommodated Formats

GRADE 3: ENGLISH LANGUAGE ARTS AND MATHEMATICS
GRADE 4: ENGLISH LANGUAGE ARTS AND MATHEMATICS
**GRADE 5: ENGLISH LANGUAGE ARTS, MATHEMATICS,
AND SCIENCE**

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Contact Information

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

Office of Assessments

Phone: 405-521-3341

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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

Phone: (866) 629-0220

Help & Support Site:

oklahoma.onlinehelp.measuredprogress.org/

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

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Grades 3–5 Testing Dates

Oklahoma School Testing Program Administration Dates

**2016–2017 School Year
English Language Arts, Mathematics, and
Science**

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

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Oklahoma School Testing Program

Introduction

Measured Progress is pleased to serve as the vendor for the Oklahoma School Testing Program (OSTP), for Grades 3–8 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 & 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:

- 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 his or her Individualized Education Program (IEP) or Section 504 Plan requiring administration of the OSTP or an alternate assessment accepted by the State Special Education Office.

- 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 which would prevent a student from participating in the OSTP, an exemption request may be electronically submitted through the SDE Single Sign-on Testing Status Application. This request must be approved by a review committee at the SDE.

Test Security—Legal Requirements

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

Nondisclosure of Test Contents

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

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

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

Smart Technology Devices Policy

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

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

Responsibilities of the Test Administrator

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

Before Day of Testing:

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

Before Start of Testing:

- Inventory test materials received from the BTC.
- Secure additional materials needed for testing (e.g., No. 2 pencils, scratch paper, and/or unmarked grid paper for mathematics tests).
- Ensure all proper policies are followed for students who require special accommodations.
- Ensure electronic communication devices are not present while in the test administration site (e.g., cell phones, cameras, Google glass, etc.)
- Ensure all desks are cleared and that each student has two sharpened No. 2 pencils with erasers.
- Confirm a Test Proctor (one needed for every 25-35 students) is present for the test administration site.
- Place a “TESTING, DO NOT DISTURB” sign on the door to the classroom to minimize interruptions.

Paper based testing:

- Complete the Classroom Security Form with Student Name, Unique Test Book ID Number, and Form Number.
- 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.

After Testing:

- Collect all test materials (booklets, answer documents or login tickets, and scratch paper) from students after each testing session.
- Move students who need additional time to the predetermined location.
- Sign the Test Administrator/Proctor Test Security Form.
- Return all test materials to your BTC.

Paper based testing:

- Verify test booklet ID numbers to Student Names on the Classroom Security Form.
- Ensure students who do not participate in OSTP due to certain circumstances have a multiple choice combined answer document returned for accountability purposes. The appropriate bubble(s) MUST be filled in on the back of each answer document.
- Separate scorable and nonscorable test materials.
 - **Scorable test materials include:**
 - OSTP integrated test booklets (Grade 3 ELA, Grade 3 Mathematics, Grade 5 ELA Book 1, Section 1)
 - OSTP combined 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 include:**
 - OSTP unused integrated test booklets (Grade 3 ELA, Grade 3 Mathematics, Grade 5 ELA Book 1, Section 1)

- OSTP unused combined answer documents
- OSTP used and unused test booklets
- OSTP used and unused Braille and Large-Print test booklets
- Scratch and/or unmarked grid paper

In the presence of Test Proctor:

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

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

Responsibilities of the Test Proctor

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

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

Before Day of Testing:

- Attend training provided by the BTC or DTC for proper testing procedures and test security (be sure to fill out a sign-in sheet when attending training). Contact the BTC or DTC with any test-related issues or questions.
 - *Note: Training Modules 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 Test Proctor should inform the Test Administrator as silently and unobtrusively as possible. In addition, the Test Proctor may assist the Test Administrator with finding solutions as needed. Such “irregularities” may include, but are not limited to, the following examples 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 Test Administrator and the Building Test Coordinator.
- 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 Test Proctor sit quietly and observe as unobtrusively as possible.

After Testing:

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

OSTP Testing Schedule

Testing Schedule Information

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

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

Test sections **MUST** be administered in sequential order with the exception of Grade 5 English Language Arts Book 1, Section 1. Section 1 (the writing prompt) can be administered either before or after the multiple-choice sections. Students who are absent during testing must still test in sequential order during a make-up session upon their return.

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

OSTP GRADES 3, 4, AND 5 MATHEMATICS	
Directions	Approximately 30 minutes
Section 1— Multiple-Choice	Approximately 30–40 minutes
Section 2— Multiple-Choice	Approximately 50–60 minutes
Total	Approximately 110–130 minutes <i>(Suggested Maximum Time: 220–260 minutes)</i>

OSTP GRADES 3 AND 4 ENGLISH LANGUAGE ARTS (ELA)	
Directions	Approximately 20 minutes
Section 1— Multiple-Choice	Approximately 55 minutes
Section 2— Multiple-Choice	Approximately 55 minutes
Total	Approximately 130 minutes <i>(Suggested Maximum Time: 260 minutes)</i>

OSTP GRADE 5 SCIENCE	
Directions	Approximately 10 minutes
Section 1— Multiple-Choice	Approximately 45–55 minutes
Section 2— Multiple-Choice	Approximately 45–55 minutes
Total	Approximately 100–120 minutes <i>(Suggested Maximum Time: 200–240 minutes)</i>

OSTP GRADE 5 ENGLISH LANGUAGE ARTS (ELA)	
Directions	Approximately 20 minutes
Section 1— Writing Prompt	Approximately 55 minutes
Directions	Approximately 20 minutes
Section 2— Multiple-Choice	Approximately 40 minutes
Section 3— Multiple-Choice	Approximately 40 minutes
Total	Approximately 175 minutes <i>(Suggested Maximum Time: 350 minutes)</i>

Before Testing

Ensure you have the required test materials.

a paper or electronic copy of the <i>Test Administration Manual</i> (TAs may use state approved devices for reading and referencing manuals. Approved: Desktop Computer, Laptop Computer, Tablet, iPad. Not Approved: Any Cell Phone Device.)	one combined answer document (not applicable for Gr. 3) (Make sure all test materials, including student login tickets, are stored in a secure location prior to testing.)
a "Testing: Do Not Disturb" sign for the door	a test booklet for each student
the Test Administrator/Proctor Test Security Form	scratch paper and/or unmarked grid paper
a Nondisclosure Agreement Form (for read aloud session only)	approved calculators (Appendix C) *IEP/504 only
a Classroom Security Form	No. 2 pencils and eraser

Apply a Student Label or Complete Student Demographic Information

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

Apply the student labels to the Answer Documents.



For students who have received labels with incorrect information:

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

The demographic details listed on the student label are:

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

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

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

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

Sample Student Demographic Page

2017 Oklahoma School Testing Program Grade 5 English Language Arts Book 2/ Mathematics/Science Answer Document



PLACE STUDENT ID LABEL HERE
If the student label is correct affix here.
If label is present there is no need to bubble demographic data on this page.

Please return this document in the provided Return Used Answer Documents envelope in order to ensure timely reporting.

TEACHER
A
SCHOOL
B
DISTRICT
C
COUNTY
D

H STATE STUDENT ID NUMBER (Required)									
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

I DATE OF BIRTH		
Month	Day	Year
Jan	0	0
Feb	1	1
Mar	2	2
Apr	3	3
May	4	4
Jun	5	5
Jul	6	6
Aug	7	7
Sep	8	8
Oct	9	9
Nov		
Dec		

E	F GENDER
<input type="radio"/> IEP Braille	<input type="radio"/> Female
	<input type="radio"/> Male

G STUDENT NAME (Required)		
LAST	FIRST	MI
-	-	-
A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F
G	G	G
H	H	H
I	I	I
J	J	J
K	K	K
L	L	L
M	M	M
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R
S	S	S
T	T	T
U	U	U
V	V	V
W	W	W
X	X	X
Y	Y	Y
Z	Z	Z

10 Digit Variable Barcode

OSTP Grade 5 English Language Arts Book 2/Mathematics/Science

1 1234567890

STUDENT INFORMATION SECTION

FOR SCHOOL PERSONNEL ONLY

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

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

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

ELA = English Language Arts MA = Math
 SC = Science

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

S	SDE APPROVAL REQUIRED
SDE approval is required for the following 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	

T	Please note: Demographic information will be pulled from the WAVE.
----------	--



STATIC BARCODE 16 DIGITS

8

1 2 3 4 5 6 7 8 9 0

Instructions for Completing Student Demographic Information

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

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

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

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

During Paper Testing

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

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

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

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

Sample Questions have been standardized by grade span and content area to allow for mixed-grouping administrations. Students may be combined by grade spans for test administration of a single content. For example, students in grades 4 and 5 taking the Mathematics Assessment can be grouped into one location. The approved grade span groupings are 3, 4–5, and 6–8 multiple-choice sections. English Language Arts Section 1 for Grades 5 and 8 should be given at a separate time due to the writing prompt.

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

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

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

Write the teacher’s name, school name, district name, county name, 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.

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

For All Students

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

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

(Grades 4 & 5) Please look at your test book and combined answer document. Both the test book and answer document should say Grade [#]. Please raise your hand if both do not say Grade [#]. (Give help as needed.)

Say: *(Grades 4 & 5 only) If students are receiving the test book for the first time: Please write your name on the front cover of your test book; if students have already written their name on the test book: Please make sure your name is on the front cover of your test book. Now look at your combined answer document.*

Say: *(Point to the top of the integrated test book for Grade 3, point to the top of the combined answer document for Grades 4 & 5)* **On the appropriate lines at the top of the page, write the name of your teacher (Box A), school (Box B), district (Box C), and county (Box D) using the information on the board. Are there any questions?** *(Answer any questions. While students fill in the information, walk around the room to see that they are following instructions. Give help as needed.)*

Say: **If you have a label with a name printed on it, make sure it is your name on the label. If it is not your name, raise your hand.** *(If the student's complete name, date of birth, or state student ID number on the label is incorrect, give the student a new blank test book/answer document and tell the student to follow the next set of instructions. If there are no issues with labels, go directly to the instructions for the test being administered.)*

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

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

Say: [Only read this line if there are students with incorrect 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

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

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

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

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

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

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

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

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

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.)*

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

Grade 5 ELA Book 1 (Section 1)

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. All 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 5 English Language Arts Test – Book 1 Section 1. It is important that you do your best on this test. 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: **Let's prepare your integrated test book 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: *(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.)*

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

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

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

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

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

paraphrasing or summarizing information. Include a beginning, middle, and an ending.

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

Say: **Turn to page 8 to see the Planning Pages. Look at the directions below the Writing topic and follow along as I read them aloud.**

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

This is not a timed test, so if you are not finished with the writing task when time is called, you will be given additional time 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.

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

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

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

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

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

Grade 3 ELA & Mathematics Testing

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and /or unmarked grid paper. All 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 3 [content] test. 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, test book, and combined answer document will be collected at the end of the testing session.**

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

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

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

For Grade 3 Operational Students Only

Grade 3 has test specific grids on the front cover. (All other grades, this information is on the content area of the combined answer document.)

J						K			
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"/>		<input type="radio"/>
5	5	5	5	5	5	Jun	<input type="radio"/>		<input type="radio"/>
6	6	6	6	6	6	Jul	<input type="radio"/>		<input type="radio"/>
7	7	7	7	7	7	Aug	<input type="radio"/>		<input type="radio"/>
8	8	8	8	8	8	Sep	<input type="radio"/>		<input type="radio"/>
9	9	9	9	9	9	Oct	<input type="radio"/>		<input type="radio"/>
						Nov	<input type="radio"/>		
						Dec	<input type="radio"/>		

Say: *(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.)**

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

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

Say: **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.**

Sample Questions for Grade 3 ELA

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

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

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

Read the sentence.

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

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

Say: **The correct answer is "B," trees'.** **Now look at the options listed under Sample A.** *(Point to the options listed under Sample A in the test book.)*

Say: **The circle for the letter "B" is marked because "B" is the letter for the correct answer.**

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

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

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

Read the selection. Then read the question that follows. Choose the best answer for the question. Mark the circle for the answer you have chosen.

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

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

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

Mark your answer in your test book. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. Do not turn the page until I tell you to do so. *(Pause.)*

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

Say: **You should have marked the circle for "A" to inform the reader with details.**

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

Click here or Go to the top of page 19 to finish reading directions.

Sample Questions for Grade 3 Mathematics

Say: **Read each question and choose the best answer. Then mark the circle for the answer you have chosen.**

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

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

The distance between Washington, D.C., and Oklahoma City is about one thousand, three hundred, twenty miles. How is this distance written in numerals?

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

Say: **The correct answer is “D” 1,320 miles.**

Now look at the options listed under Sample A. *(Point to the options listed under Sample A in the test book.)*

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

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

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

Brady drew a picture of two animals. He used line segments to draw the whisker. Which statement about the whiskers is true? (A) The whiskers on both animals appear to be parallel line segments, (B) The whiskers on both animals appear to be intersecting line segments, (C) The whiskers on both animals appear to be perpendicular line segments, or (D) The whiskers on one animal appear to be perpendicular and the whiskers on the other animal appear to be parallel.

Mark your answer in your test book. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. Do not turn the page until I tell you to do so. *(Pause.)*

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

Say: **You should have marked the circle for “B” The whiskers on both animals appear to be intersecting line segments.**

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

Click here or Go to the top of page 19 to finish reading directions.

General Directions (continued)

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

This page begins the [content] Test. Read the selection and answer the questions that follow. Keep working until you come to the end of Section 1 where you will see the word STOP.

Say: *(English Language Arts ONLY)* **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) **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.**

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

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 section when time is called, you will be given additional time as an immediate extension of this testing session.**

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

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

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 test books and scratch paper before students leave.

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

Grade 3 ELA and Mathematics Testing—Section 2

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and /or unmarked grid paper. All scratch paper should be collected before students leave the testing session. Write today's date on the board. (If using Classroom Header Sheets write the appropriate teacher codes on the board.)*

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

Say: **Make sure your name is on the test book you received.**

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 during testing to avoid distractions and disruptions to other students. These devices must remain off and put away during the entire testing session. No text messaging is allowed. Turn to Section 2 in your test book. *(Make sure students are on the correct page to begin Section 2.)*

Say: **Answer all of the questions on this page and the pages that follow.**

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

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.

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.

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 test books and scratch paper before students leave.

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

Grades 4–5 ELA*, Mathematics, and Science Testing

*ELA Grade 5 – Directions for Book 2, Sections 2 and 3

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

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

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices 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: **Let’s prepare your combined answer document before looking at the sample questions. Open your combined answer document to the [course name] Section. (Demonstrate using a student’s test book—borrow one from a student. Make sure that all students have the correct page showing.)**

J						K		ELA & Math		Science	
CLASS IDENTIFICATION NUMBER						DATE TEST TAKEN (Required)		L FORM		L FORM	
						Month	Day				
0	0	0	0	0	0	Jan	0	0	1A	1	
1	1	1	1	1	1	Feb	1	1	1B	2	
2	2	2	2	2	2	Mar	2	2	2A	3	
3	3	3	3	3	3	Apr	3	3	2B	4	
4	4	4	4	4	4	May		4	3A	5	
5	5	5	5	5	5	Jun		5	3B	6	
6	6	6	6	6	6	Jul		6			
7	7	7	7	7	7	Aug		7			
8	8	8	8	8	8	Sep		8			
9	9	9	9	9	9	Oct		9			
						Nov					
						Dec					

Say: *(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.)**

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 days, record the first date the assessment is given.**

Say: **Find Box L labeled “Form.” (Point.) Please look at the title of your test on the cover of the test booklet. It should read “2017 [content] Test Book Grade [grade]” and then a form number. Select that number and bubble it in here.**

Say: **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 23 to continue directions and read Sample Questions for Mathematics.

Click here, or go to page 24 to continue directions and read Sample Questions for Science.

Sample Questions for Grades 4 and 5 English Language Arts

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

(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 ELA test.**

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

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

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

Read the sentence.

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

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

Say: **The correct answer is "B," trees'.** *Now look at the options listed under Sample A. (Point to the options listed under Sample A in the test book.)*

Say: **The circle for the letter "B" is marked because "B" is the letter for the correct answer.**

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

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

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

Read the selection. Then read the question that follows. Choose the best answer for the question. Mark the circle for the answer you have chosen.

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

Say: **Now look at sample B.**

Read the sample to yourself as I read it aloud.

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

(Read for Grade 3 only.) **Mark your answer in your test book. Be sure to fill in the circle completely.**

(Read for non Large-Print.) **Now find the English Language Arts section of your answer document.** *(Point to the English Language Arts section of the answer document.)*

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

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

Say: **You should have marked the circle for "F" to inform the reader with details.**

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

Click here or Go to the top of page 25 to finish reading directions.

Sample Questions for Grades 4 and 5 Mathematics

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

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

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

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

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

The distance between Washington, D.C., and Oklahoma City is about one thousand, three hundred, twenty miles. How is this distance written in numerals?

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

Say: **The correct answer is “D” 1,320 miles.**

(Read for non Large-Print only.) **Now find Section 1 of your Mathematics answer document.** *(Point to Section 1 of the Mathematics answer document.)*

Say: **The circle for the letter “D” should be marked because “D” is the letter for the correct answer. Are there any questions?** *(Answer all questions about how to mark the answer, but do not give students content instruction.)*

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

Brady drew a picture of two animals. He used line segments to draw the whiskers. Which statement about the whiskers is true? (F) The whiskers on both animals appear to be parallel line segments, (G) The whiskers on both animals appear to be intersecting line segments, (H) The whiskers on both animals appear to be perpendicular line segments, or (J) The whiskers on one animal appear to be perpendicular and the whiskers on the other animal appear to be parallel.

(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.**

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” The whiskers on both animals appear to be intersecting line segments.**

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

Click here or Go to the top of page 25 to finish reading directions.

Sample Questions for Grade 5 Science

Say: Read each question and choose the best answer.

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

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

Say: Now look at the Black Kettle National Grassland Sample, as I read it out loud.

The drawing shows some plants and animals that live in the Black Kettle National Grassland in southwestern Oklahoma. Some students wanted to make a model to show how matter moves through this grassland. The students had learned that the movement of matter allows plants and animals in the grassland to get nutrients or food. If the plants and animals do not get the nutrients or food they need, they cannot survive. By making the model, the students could predict how well plants and animals would survive if events such as fire or drought happened in the ecosystem.

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

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

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

Which model shows how matter moves among these four grassland organisms?

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

Say: The correct answer is “C.”

(Read for non Large-Print.) Now find Section 1 of your Science answer document. *(Point to Section 1 of the Science answer document.)*

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

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

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

What can the students add to their model to show that matter also moves between organisms and the environment? (F) rock, because it is a common part of soil, (G) clouds, because they add water to ecosystems, (H) wind, because it moves air and dust around the grassland, or (J) decomposers, because they break down dead plants and animals.

(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.

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

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

Say: You should have marked “J.” decomposers, because they break down dead plants and animals.

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

Click here or Go to the top of page 25 to finish reading directions.

General Directions (continued)

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

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

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

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

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

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

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

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

Say: **If you finish Section [#] early, you may go back and check your work in Section [#] only. Do not go on to Section [#]. You may not change any of your answers after you have closed your test booklet. When you have finished, put your pencil down. Close your test booklet so that the front cover is on top. Read or sit quietly until everyone has completed the test. You may not change any of your answers once you have closed your test book.**

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

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

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

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 test books and scratch paper before students leave.

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

Directions when continuing on to the next section immediately

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

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

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

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

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

DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT. *Be sure that desks are cleared and see that each student has two sharpened No. 2 pencils, an eraser, and scratch paper and/or unmarked grid paper. All 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: *(While passing out test books) **Do not open your test book until I tell you what to do.** (Distribute the test books. Check to see that each student gets the right test book.)*

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

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

The use of reference materials, dictionaries, cell phones, electronic devices, or additional material or equipment is not allowed on this test. Cell phones or other devices 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 [#] in your test book.** *(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 any part of the test.

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

When testing has completed, collect all test books, scratch paper, and/or unmarked grid paper before students leave, return these to the Building Test Coordinator.

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

- the unique Class Identification 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 integrated test booklets or combined 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 Building Test Coordinator at the close of testing every day.

For Paper/Pencil Testing:



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

Scorable documents include all combined answer documents and the integrated test books for Grade 3 and Grade 5 ELA Book 1.

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

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



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

Appendix A: Special Situations

Student 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 testing 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 District Test Coordinator for a replacement booklet and provide the following information:
 - Reason for the replacement
 - Content area and form number of the test booklet
 - Student's full name and State Student Identification number
 - Test Booklet identification number located in the bottom left hand corner of the test booklet.

Contaminated Materials

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

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

After testing, the Test Administrator should prepare the standard combined answer document that was provided in the Large-Print or Braille kit for each student taking the Large-Print or Braille version of the test. First, apply the student's label to the standard combined answer document. If the student does not have a student label, follow the directions on page 7 of this manual. (For students taking the contracted Braille version, remember to fill in the IEP Braille bubble in Box E.) Then transfer the student's test answers from the Large-Print or Braille test book to the standard combined answer document.

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

Transcribe Combined Answer Documents for Accommodated Type Responses

Test administrators are responsible for:

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

Information Required for Each Page

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

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

Formatting Requirements

Formatting:

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

Page limits:

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

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

For the ELA Writing Prompt:

- A maximum of four pages may be submitted.

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

Appendix C: Calculator Policy

Oklahoma School Testing Program Calculator Policy



(Effective beginning 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.

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.

