

**TEST  
ADMINISTRATION  
MANUAL**

**Spring Administration**

**Online and Paper/Pencil Accommodated Formats**

**Grade 5: Science Breach Form**

# Breach Form Grade 5 Science—Online Testing

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

Say: **Today you will take the online Science test. It is important that you do your best on this test. You have been given a Student Test Login Ticket, scratch paper and/or 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 electronic devices, including smart watches, must not be present in the testing environment.**

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

<b>Doe, Jane M</b> DOB: 1/1/2001 Demo Form Username: 62325277 Password: 2FA5B3AE
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Say: **Look at your Student Test Login Ticket. Your name and date of birth should appear on the first and second lines. If you have a ticket for someone other than yourself, please raise your hand now.**

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

Say: **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, no other programs should be running with the 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 your student Username and Password in the login screen exactly as it appears on the ticket. Then click the “Sign In” button. Keep your login ticket on your desk. It will be collected at the end of this test.**

**If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing 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 1” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code as I read it out loud. [Read the Session Access Code out loud.] Now click on the Submit button. Please raise your hand if you are not viewing Science Directions. Pause; wait for students to raise their hands.**

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

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

Say: **Today you will be tested in Science. Some of this material may not be familiar to you, but it is still important that you do your best 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: **The first questions are samples to give you an opportunity to try out the tools that you can use. To select your answers using your mouse, position the pointer over an answer and click once. For those of you using a touch screen, position your finger over the answer and tap the screen once. Select the “Continue” button.**



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



**These buttons will help you move through your test. “Clear” will clear your answers for the questions on the page. If you click this button, you will be asked if you are sure you want to clear the page. “Pause/Exit” will log you out and require you to log back in before continuing the test. If you click this button, you will be asked if you are sure you want to pause or exit the test. The “Back” button is grayed out based on the first and the last question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now.**

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

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



**Next to each question number, in the upper left of the screen, you will see a star. By clicking on the star, you can mark any question to go back to later. Click on this star now.**

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

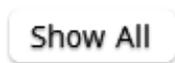
**The Test Map shows you all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; questions you have marked for review will have a yellow star next to them; questions that have not been visited are gray. Notice that question A is marked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

Say: Click on “A.” You are now back to Sample Question A.

Click on the star to remove the mark.



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



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

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 the page to cover some of the words to help you with reading. You can also resize it to add more “light gray” space or more “navy” space.



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



Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text.

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



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



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

### Grade 5 Science Directions with Sample Questions

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



The arrow shown to the right of the passage, pointing right, can be used to expand the passage on your screen.

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.

## Sample Questions for Grade 5 Science

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

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 Question 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.)*

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

Say: The correct answer is “(C).” If you want to change your answer, simply click on the correct answer choice. Now, try using the tools to ensure you are comfortable using them.

*Give students time to use the tools.*

Say: You must answer this question before moving forward. Click on the Next button in the bottom right corner of your screen.

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

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

Say: The correct answer is (D) decomposers, because they break down dead plants and animals.” If you want to change your answer, click on the correct answer choice.

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

## General Directions (continued)

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

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.**

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

**The Summary Page, like the Test Map, shows you the number of completed questions, unanswered questions, and questions marked with a star. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test.**

**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: **If you are not finished with the test when time is called, you will be given additional time.**

**Remember, choose the best answer for each question. If you are not sure about an answer, do the best you can, but don’t spend too much time on any one question.** *(If the students are continuing on to the next section immediately, go to the section “Directions when continuing on to the next section immediately.”)*  
**Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.**

**You may now begin.**

## Directions when continuing on to the next section immediately

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

**At the end of the final section, you will once again be taken to the Summary Page. 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.)* **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 give help with any part of the test, including vocabulary.*

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

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

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

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Test Administrators may pass out pencils, Student Test Login Tickets, and scratch and/or unmarked grid paper before testing for all students to use. Students will need their Student Test Login Ticket to enter the test. All scratch paper and Student Test Login Tickets should be collected before students leave the testing session. At this time, provide the final Session Access Code.*

**Say:** Today you will take the online Science test. It is important that you do your best on this test. You have been given a Student Test Login Ticket, scratch paper and/or 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 electronic devices, including smart watches, must not be present in the testing environment.**

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



**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 and date of birth on their tickets.*

**Say:** 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, no other programs should be running with the 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 your student Username and Password in the login screen exactly as it appears on the ticket. Then click the “Sign In” button. Keep your login ticket on your desk. It will be collected at the end of this test.

**If you have successfully logged in, you will see the word “Hello” followed by your name. Verify that your name, student testing 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 2” button. At the bottom of this screen, you will see a Session Access Code box. Type in the Session Access Code as I read it out loud. [Read the Session Access Code out loud.] Now click on the Submit button. Please raise your hand if you are not viewing Science Directions.

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

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

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

**Say: Today you will be tested in Science. Some of this material may not be familiar to you, but it is still important that you do your best 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: 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 question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question in this section, click the “Finish” button to submit the test. You will be taken to the Summary Page.**

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

**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: If you are not finished with the section when time is called, you will be given additional time. 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 give help with any part of the test, including vocabulary.*

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

# Paper/Pencil Testing

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

- Say: **Please look at your test book and answer document. Both the test book and answer document should say Grade [#]. Please raise your hand if both do not say Grade [#].** *(Give help as needed.)*
- Say: **Please write your name on the front cover of your test book.** *(If administrators have already written student names on the test books:)* **Please make sure your name is on the front cover of your test book. Now look at your answer document.**
- Say: *Point to the top of the answer document. On the appropriate lines at the top of the page, write the name of your teacher (Box A), school (Box B), district (Box C), and county (Box D) using the information on the board. Are there any questions?* *(Answer any questions. While students fill in the information, walk around the room to see that they are following instructions. Give help as needed.)*

### ***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 to this section.) In the spaces labeled “Last,” carefully print your last name, putting one letter in each space. If your name does not fit, print as many letters as there are spaces.* *(Pause to allow students time to print their last names.)*
- Say: **Fill in the appropriate circle below each letter of your last name. For example, if your last name were “Lee,” you would fill in circle “L” in the first column, “E” in the second column, and “E” in the third column. If you make a mistake, erase as much of the mark as you can before filling in the correct circle.**
- Are there any questions?* *(Answer any questions. Pause to allow students time to fill in the circles for their last names.)*
- Say: **In the section labeled “First,” print your first name. Then fill in the appropriate circle below each letter, just as you did for your last name.** *(Pause to allow students time to print and fill in the circles for their first name.)*
- Say: **In the column labeled “MI,” write the first letter of your middle name. Then fill in the circle with the same letter.** *(Pause to allow students time to print and fill in the circle for their middle initial. If no middle initial, leave blank.)*
- Say: **Box H labeled “State Student I.D. Number” will be filled in by school personnel.**
- Say: **Now find the box labeled “Date of Birth” (Box I).** *(Point.) Record the month, day, and year you were born. First print the date in the spaces and then fill in the circle that has the same numbers as you wrote in the space. For example, if you were born on June 5, 2000, you would fill in the circle for June for the month, “zero, five” in the circles for the day, and “two, zero, zero, zero” in the circles for the year.*
- Say: **Are there any questions?** *(Answer any questions.)*

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

# Breach Form Grade 5 Science—Paper Testing

**DO NOT BEGIN TESTING UNLESS A TEST PROCTOR IS PRESENT.** *Be sure that desks are cleared; Test Administrators may pass out No. 2 pencils with erasers, test books, answer documents, and scratch paper and/or unmarked grid paper before testing for all students to use. Mechanical pencils are not allowed. All test books, answer documents, and scratch paper and/or unmarked grid paper should be collected before students leave the testing session. Provide today's date.*

Say: **Today you will take a Science Test. It is important that you do your best on this test. You have been given a test book, answer document, scratch paper and/or unmarked grid paper, and a pencil. Only use the scratch paper and/or unmarked grid 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 electronic devices, including smart watches, must not be present in the testing environment.**

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

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

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

Say: **Slide the end of your pencil under the seal 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 5 Science Breach

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 book.

Say: **Study the information. Then answer questions A and B.**

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

The drawing shows some plants and animals that live in the Black Kettle National Grassland in southwestern Oklahoma. Some students wanted to make a model to show how matter moves through this grassland. The students had learned that the movement of matter allows plants and animals in the grassland to get nutrients or food. If the plants and animals do not get the nutrients or food they need, they cannot survive.

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

Say: **Now look at Sample Question 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 filled in 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 filled in “(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.*)

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

## General Directions (continued)

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

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

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 answer document.*

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

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

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

Say: **If you are not finished with the test when time is called, you will be given additional time.**

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

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.*

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

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

*For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a No. 2 pencil while in the presence of a Test Proctor. Please see Appendix B in the full 3-5 TAM for directions for transcribing.*

## Directions when continuing on to the next section immediately

If students are continuing to the next section immediately following this section, there is no need to review directions again. Have the students open their test booklets and answer documents to the next section and begin.

*After the suggested time or when all students have completed the test, collect the test books and 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 in the full 3-5 TAM for transcribing the student's answers to a regular test book.*

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

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

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

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

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

Say: **Today you will take a Science Test. It is important that you do your best on this test. You have been given a test book, answer document, scratch paper and/or unmarked grid paper, and a pencil. Only use the scratch paper that has been provided. Your scratch paper, answer document, 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 electronic devices, including smart watches, must not be present in the testing environment.**

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

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

**If you are not finished with the test when time is called, you will be given additional time.**

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

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

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

**You may now begin.**

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

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

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

*For Large-Print or Braille tests to be scored, a Test Administrator must transcribe the student responses into a regular test book using a No. 2 pencil while in the presence of a Test Proctor. Please see Appendix B in the full 3-5 TAM for directions for transcribing.*