

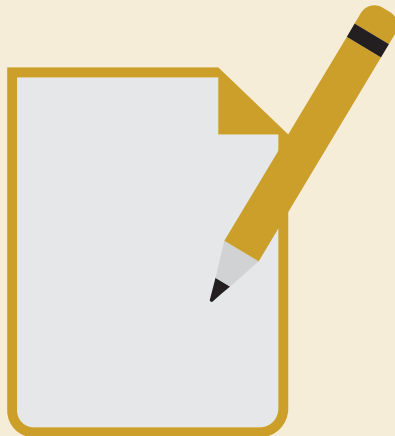


**DC  
CAPE**

DC COMPREHENSIVE  
ASSESSMENTS OF  
PROGRESS IN EDUCATION

**2025**

# TEST ADMINISTRATOR MANUAL



**2025 SPRING**

Paper-Based Testing

DC CAPE Math & English Language Arts/Literacy &  
Science Assessments





## Contact Information

For Questions About	Who to Contact	Contact Information and Resources
<ul style="list-style-type: none"> <li>Technology, including DC CAPE Assessment Management Platform and TestNav</li> <li>Test administration</li> <li>Test materials</li> </ul>	Support Center	<b>Web:</b> <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a> <b>Manuals:</b> <a href="http://dc.mypearsonsupport.com/manuals">dc.mypearsonsupport.com/manuals</a> <b>Pearson Assessment Support:</b> <a href="https://support.assessment.pearson.com/">https://support.assessment.pearson.com/</a> <b>Hours:</b> 6:00 a.m. - 7:30 p.m. EST <b>Telephone:</b> 866-688-9559
State Policies	OSSE	<b>Web:</b> <a href="http://OSSE.DC.gov/assessments">OSSE.DC.gov/assessments</a> <b>Email:</b> <a href="mailto:OSSE.assessment@dc.gov">OSSE.assessment@dc.gov</a> <b>Telephone:</b> 202-304-3269

Section	Issue	District of Columbia State Policy
<b>Spring Key Dates</b>	<b>DC CAPE Testing Window</b>	<b>Online Window:</b> March 31, 2025 - May 23, 2025 <b>Paper Accommodations Window:</b> March 31, 2025 - May 16, 2025
	<b>State Opens Assessment Delivery and Management Platform (ADAM) to Local Education Agencies</b>	January 6, 2025
	<b>Load accommodations file into Assessment Delivery and Management Platform (ADAM)</b>	January 6, 2025 - March 4, 2025
	<b>Non-Public Load accommodations file into Assessment Delivery and Management Platform (ADAM)</b>	January 6, 2025 - March 4, 2025
	<b>Materials Orders Window</b>	March 4, 2025 - May 30, 2025
	<b>Materials Orders—Test Materials (e.g., test books, answer documents)</b>	March 4, 2025 - May 9, 2025
	<b>Materials Orders—Human Reader Scripts</b>	March 4, 2025 - May 16, 2025
	<b>Materials Orders Window—Ancillary Return Materials Only (e.g., Return Labels, Boxes)</b>	March 4, 2025 - May 30, 2025
	<b>Deadlines to Ship Secure Materials to Pearson</b>	Scorable Materials: May 23, 2025 Non-scorable Materials: May 30, 2025

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## 1.0 Overview

The DC CAPE assessments will be administered in either computer-based (CBT) or paper-based (PBT) formats. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. The Science Assessment presents students with tasks that are built around scientific phenomena as well as engaging design challenges to evaluate student performance in three-dimensional science learning. In all content areas, students will demonstrate their skills and knowledge through selected response, constructed response, and technology enhanced items. In all content areas, students will also demonstrate their acquired skills and knowledge through selected response items, constructed response, and technology enhanced items.

Each assessment is comprised of multiple sections, and additionally, one of the mathematics sections for Grades 6, 7 and high school is split into two parts: a non-calculator part and calculator part. Refer to Section 2.4 for additional information about the number of sections for each assessment.

### 1.1 About this Manual

This manual provides instructions applicable to Test Administrators necessary for the paper-based administration of the DC CAPE assessments, as well as the procedures and protocols for the Test Administrator to complete before, during, and after test administration. This manual also contains the protocols that Test Administrators and Proctors must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

When administering the paper-based DC CAPE assessments to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the section he or she is administering. All administration instructions are contained within each script. In addition to English, scripts are translated into Spanish. The translated scripts are available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

All documents referenced in this manual can be found at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

### 1.2 The Roles of Individuals

**The Local Education Agency (LEA) Test Coordinator (LTC)** is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used.

**The School Test Coordinator (STC)** is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating test administration and resolving testing issues at his or her school.

**A Test Administrator (TA)** is an individual at the school who is responsible for administering the assessment.

The following individuals may serve as a Test Administrator:

- Individuals employed by the LEA as teachers
- LEA- and school-level administrators
- Other school-level or LEA-level employees

Test Administrators must NOT have been sanctioned for test integrity violations in the previous year.

**A Proctor** is an individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators.

Proctor responsibilities include but are not limited to:

- Meeting with the School Test Coordinator to review test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Assisting in the preparation of the testing environment
- Assisting in the supervision of test administration during each section

See OSSE 2024-25 Test Security Guidelines for requirements for both Test Administrators and Proctors.

## 2.0 Test Security and Administration Policies

### 2.1 Maintaining the Security of Test Materials and Content

The administration of DC CAPE assessments are secure testing events. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results.

Students may not have access to secure testing materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure and must be returned to Pearson as either scorable or nonscorable:

- Test booklets
- Answer documents
- Large print and braille test booklets
- Human Reader scripts for mathematics and science (if applicable)
- Spanish test booklets for mathematics and science

Follow the security plan developed by your School Test Coordinator and/or principal for your school. Contact your School Test Coordinator with any questions about your school's security plan.

Make sure to follow your school's chain-of-custody protocol at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations. The handling of test materials must be documented before, during, and after test administration in order to maintain their security.

#### 2.1.1 Test Administrator Responsibilities

##### 1. Receive training in administering tests properly and securely.

- Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering a test.
- Attend any training session(s) led by the STC/Designee before test administration.
- Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.

##### 2. Administer all tests according to appropriate protocols.

- Administer tests during the statewide testing window and in the prescribed order.
- Follow the directions and read the scripts in the *TAM* verbatim to students. Translated scripts are available in Spanish. The translated scripts are available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
- Provide students with all required test materials as listed in the *TAM*.
- Prevent the use of prohibited materials (refer to Section 2.3) during testing sections. Note that results may be invalidated for students who use cell phones or other electronic devices during a test section, including after a student turns in his or her test materials, and during a break (see exception listed in Section 2.2.1).

##### 3. Maintain full attention on the testing environment at all times during testing.

- Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, a test administrator may view student test booklets for the sole purpose of confirming that students are working in the correct section. **A Test Administrator may not review answer documents and/or confirm whether a student has marked all his or her responses.**
- Ensure that students are supervised during testing, including during breaks.

- Ensure students are working only on the section being administered. If a Test Administrator observes a student working in the incorrect section, this is a testing irregularity that must be reported to the STC and OSSE.
4. **Ensure that students do not participate in any form of cheating.**
    - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
  5. **Do not provide unauthorized assistance to a student that could impact his/her answers.**
    - At any time during a proctor group, a Test Administrator may repeat a portion of the *Test Administrator Manual* script if necessary for clarification.
    - However, Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact their answers. Examples of assisting include, but are not limited to:
      - Providing answers to a student
      - Indicating that a student has answered a question incorrectly or left a question blank
      - Defining words or providing synonyms
      - Spelling words
      - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
      - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
      - Suggesting that a student write more on a question, check his or her work, or review or reconsider a response to a question
  6. **Follow proper test security procedures for providing accessibility features or accommodations.**
    - Ensure that students are only provided accommodations that are listed specifically for use during testing in an approved IEP or a 504 plan, and an EL plan.
    - Follow guidelines on proper administration of accommodations and/or accessibility features as prescribed in the *DC CAPE Accessibility Features and Accommodations (AF&A) Manual*.
  7. **Follow chain-of-custody requirements to return all test materials after testing each day.**

### 2.1.2 Incident Reports

In the event of a testing irregularity or a test security breach, Test Administrators should be prepared to provide their STC or LTC with information needed to complete an OSSE incident report.

## 2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. In Section 2.2.1, there are examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.



## 2.2.1 Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break.
    - Exception: Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies.
    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. These devices may require prior approval for this exception.
- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the designated test administration window without OSSE approval
- **Test Materials Irregularities**
  - Losing a student test booklet or answer document
  - Losing Human Reader scripts
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the passages or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics or accommodation for English language arts/literacy which requires a Test Administrator to access passages or test items.
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
  - Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
  - Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**

- Failing to follow administration directions exactly as specified in the *Test Administrator Manual*
- Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors in the testing environment
  - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.
  - Authorized Visitors—Visits by state assessment office monitors, LEA monitors, and state-authorized observers are allowed based on OSSE policy, as long as these individuals do not disturb the testing process.

### 2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your School Test Coordinator. To report an incident, follow the protocol outlined below.

- The incident must be reported to the School Test Coordinator immediately.
- If follow-up documentation is required by your LEA Test Coordinator or OSSE, complete any additional documentation required.

## 2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to your School Test Coordinator for the policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment.
- The testing sign in **Appendix C** should be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) should be removed or covered.

### Administration Considerations for Students

With the support of the school administration, the School Test Coordinator has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, School Test Coordinators may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English Learner:

- Small-group testing
- Frequent breaks
- Time of day
- Separate or alternate location

- Specified area or seating
- Adaptive and specialized equipment or furniture

For more information on administrative considerations that are available for ALL students, refer to Table 2 of the *Accessibility Features and Accommodations Manual* (AF&A Manual) located at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

### Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following are materials that may not be used at any time during a section, including after a student has completed testing (e.g., turns in his/her test booklet and answer document) or during a break. Students, Test Administrators, Proctors or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Sections**
  - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception).
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English Learner.
  - Mathematical formulas, number lines, and conversion tables other than the grade- or course- specific, provided mathematics reference sheets
  - Any manipulative not approved through a unique accommodation request prior to testing (refer to your School Test Coordinator for more information).

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is not allowed in the testing environment.

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in their possession upon arrival for testing, instruct the student to hand the materials to the Test Administrator or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Books and materials not related to the tested subject are permitted after a student has completed testing.

### Exceptions for Test Accommodations

A student with a disability or who is an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student’s IEP, 504 or EL plan. Remember, the Human Reader Script must be used if a Human Reader is administering the mathematics or science assessments; Human Reader Scripts are secure test materials.

## 2.4 Scheduling and Testing Time

All test sections, including make-up testing, must be completed during your testing window. Sections may be scheduled at any time during your testing window. Contact your School Test Coordinator if you have any questions about your testing dates.

### Testing Time

DC CAPE tests are timed. Testing time is limited to the section testing times listed in Tables 2.1–2.3 (with the exception of an extended time accommodation as noted in Section 6.0).

**Administration Time** is the total time that schools should schedule for each section. It includes the section testing time and the approximate times for administrative tasks such as reading directions, answering questions, distributing materials, closing sections, and collecting test materials (shown in Table 2.0 below).

Example: When the section testing time is 90 minutes, schools might schedule a total of 115 minutes: 15 minutes for reading directions + 90 minutes of testing + 10 minutes for closing the section.

**Table 2.0 Administration Time**

	Task	Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
	2. Distribution of test materials to students.	5 minutes
	3. Administration of section.	Refer to Section Testing Time below
	4. End-of-section activities, including closing sections and collecting test materials.	5–15 minutes

**Section Testing Time** is the amount of time that must be provided to any student who needs it to complete the section. A new section cannot be started until all students in the testing environment are finished or until section testing time has expired.

If all students have completed testing before the end of the section testing time, the section may end. Once the section testing time has elapsed, the section must end, except for students with extended time accommodations.

**Table 2.1 Section Testing Times for Grades 3–5**

Subject(s)	Section	Part	Section Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Section 1	Non-calculator	60
	Section 2	Non-calculator	60
	Section 3	Non-calculator	60
ELA/Literacy Grade 3*	Section 1		75
	Section 2		75
	Section 3		75
ELA/Literacy Grade 4*	Section 1		90
	Section 2		90
	Section 3		90
Science Grade 5	Section 1		45
	Section 2		45
	Section 3		45
	Section 4	45	

\*Includes field test section

Test Security  
and Administration  
Policies

**Table 2.2 Section Testing Times for Grades 6–8**

Subject(s)	Section	Part	Section Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 7	Section 1	Non-calculator/ Calculator	60
	Section 2	Calculator	60
	Section 3	Calculator	60
Mathematics Grade 8	Section 1	Non-calculator	60
	Section 2	Calculator	60
	Section 3	Calculator	60
ELA/Literacy Grade 6* ELA/Literacy Grade 7* ELA/Literacy Grade 8*	Section 1		90
	Section 2		90
	Section 3		90
Science Grade 8	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

\*Includes field test section

**Table 2.3 Section Testing Times for High School**

Subject(s)/Course(s)	Section	Part	Section Testing Time (Minutes)
Algebra I, Geometry, Algebra II	Section 1	Non-calculator/ Calculator	90
	Section 2	Calculator	90
ELA/Literacy Grade 9 (ELA I)* ELA/Literacy Grade 10 (ELA II)*	Section 1		90
	Section 2		90
	Section 3		90
Biology	Section 1		45
	Section 2		45
	Section 3		45
	Section 4		45

\*Includes field test section

### Make-Up Testing

Ensure that your School Test Coordinator knows who is absent on testing day, so that make-up testing can be scheduled. Students must complete all sections within the LEA testing window.

### Breaks

Speak with your School Test Coordinator to clarify local procedures for breaks. For more information about breaks refer to Section 4.7.

## 3.0 BEFORE Testing

### 3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing

This section describes activities the Test Administrator (TA) must complete before the first day of testing. It is highly recommended that TAs complete these tasks no later than the timeline suggested.

At Least One Week Before Testing	Reference
<input type="checkbox"/> Review policies and instructions for test administration in this manual.	
<input type="checkbox"/> Complete any required training with the School Test Coordinator to review test security, administration protocols and plans, and day of test activities.	Section 3.2
<input type="checkbox"/> Complete recommended online training modules or in-person training: <ul style="list-style-type: none"> <li><input type="radio"/> Introduction to Training - For All User Roles</li> <li><input type="radio"/> Administration of Paper-Based Testing for Test Administrators</li> <li><input type="radio"/> Accessibility Features and Accommodations (if applicable)</li> </ul>	Section 3.2 and <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a>
<input type="checkbox"/> Test Integrity and Test Security Notification Statement.	<b>Appendix B</b>
<input type="checkbox"/> Review all testing accommodations to be administered for your students and develop a plan to monitor their use.	Section 3.3
<input type="checkbox"/> Strongly Recommended: Administer the Paper-Based Testing Practice Tests and Tutorial.	Section 3.4
One Day Before Testing	Reference
<input type="checkbox"/> Prepare the testing environment.	Section 3.5

### 3.2 Test Administrator Training and Preparation

Test Administrators must meet with the School Test Coordinator to prepare for test administration and review responsibilities. In addition to this document, review the training modules that provide more detailed information on specific aspects of the DC CAPE administration at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

### 3.3 Preparing to Administer Accessibility Features and Accommodations

The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to Section 6.0 for additional information about accessibility features and accommodations. If a Human Reader is administering the mathematics or science assessments, the Human Reader Script must be used; it is a secure test material.

### 3.4 Administer Practice Tests and Tutorials

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that all students who will participate in the DC CAPE assessments first take the tutorials and practice tests available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

During the test, Test Administrators will NOT be allowed to assist students with using tools or responding to items. Therefore, it is important that these questions be answered during tutorials and practice tests. Paper-based practice tests and tutorials familiarize students with new item types and paper-based testing.

Your School Test Coordinator will provide you with instructions for administering the practice tests and tutorials. It will take up to 30 minutes to administer each tutorial. Throughout the school year, students should be provided access to the tutorials and practice tests. Students with accommodations may need additional practice time to become familiar with all paper-based testing features.

### 3.5 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation, a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good working condition.

Before students enter the test environment:

- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Refer to Section 2.3 for testing environment guidelines.
- Post a “Testing — Please Do Not Disturb” sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Post an example of the “Stop” and “Go On” signs (refer to **Appendix C** of this manual) on the board.
- Display a timing box on the board; refer to the example in Figure 3.0.
  - Write the name of the section you are administering on the Section Name line in the timing box on the board.
  - Using the section testing time in Tables 2.1–2.3 of this manual for reference, write the section testing time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

**Figure 3.0 Timing Box Example**

Section Name: _____
Section Testing Time: _____
Starting Time: _____
Stopping Time: _____
Number of Parts: _____

**Note:** Number of Parts is only used for Section 1 of the grade 6, grade 7, Algebra I, Geometry, and Algebra II assessments.



## 4.0 DURING Testing

### 4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing

This section describes activities Test Administrators must complete during the day of testing.

Day of Testing	Reference
<input type="checkbox"/> Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody Form.	Section 4.2
<input type="checkbox"/> Distribute test materials to students and administer the DC CAPE assessments according to the directions in this manual and using the appropriate administration script.	Section 4.3
<input type="checkbox"/> Monitor testing time.	Section 4.4
<input type="checkbox"/> Supervise test administration and provide breaks (if applicable).	Sections 4.6 and 4.7
<input type="checkbox"/> Return all testing materials to the School Test Coordinator.	Section 4.8.2
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

### 4.2 Receive Test Materials from the School Test Coordinator (Day of Testing)

The School Test Coordinator will distribute test materials to and collect materials from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed by School Test Coordinators to Test Administrators for paper-based test administration include:

- **DC CAPE-supplied materials**
  - Test booklets
  - Answer documents
  - Mathematics reference sheets (**Note:** Cannot be re-used if written on)
  - *Test Administrator Manual(s)*
  - Human Reader Scripts for mathematics or science (if necessary)
- **School-supplied material**
  - Wooden No. 2 pencil(s) with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the section, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (see Calculators section for more information)

- Mathematics tools (see Mathematics Tools for Administration section for more information)
- Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, refer to Section 6.2.)
- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- “Testing — Please Do Not Disturb,” “Go On,” and “Stop” signs to post on the doors of the testing rooms or the board (copies of the signs are available in **Appendix C**)

### Calculators

- For grades 3–5 mathematics assessments, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7 mathematics assessments, students may only use four-function calculators with square root and percentage functions for all calculator sections.
- For grade 8 mathematics assessments, students may only use scientific calculators for all calculator sections.
- For high school mathematics assessments, students may only use graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator sections.
- For Science, students may use a four-function calculator with square root and percentage functions.

Students must only use calculators that are allowable for their grade/course assessment. Only students with a specific calculator accommodation may use calculators outside of their grade level/course. Allowing for the use of a calculator that is not designated for the grade-level/course assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Speak with your School Test Coordinator for more information about the Calculator Policies.

Test Administrators should not administer a section requiring a calculator to a student for whom a grade appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up section with a grade-appropriate calculator. Test Administrators should have calculators available during testing. During sections that are comprised of both a non-calculator part and a calculator part, students will be prompted to raise their hands to ask for a calculator.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during DC CAPE assessments.
- Students are NOT allowed to share calculators with another student during a test section.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.
- School Test Coordinators or Test Administrators must confirm that the calculators meet requirements as defined above.

If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 plan. For more clarifications and complete guidance, refer to Section 3 (4D and 4E) of the *AF&A Manual* and the Calculator FAQ’s under the Calculator Policy at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

## Mathematics Tools for Administration

A list of additional mathematics tools for mathematics assessments are listed below. Some of the tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** DC will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 4.0.
  - Required tools will be included in the shipment of materials.
  - Students are not permitted to use outside rulers or protractors if these tools are provided by DC for use on their grade level assessment.
  - Protractors are an optional tool for grade 8 and all high school mathematics courses. Rulers are an optional tool for high school mathematics courses. DC will not provide these materials.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments.
  - The printed copy must be the DC-approved mathematics reference sheets, available at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).
  - The copies must be free of any writing or notes
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that section.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics, and Geometry assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

**Table 4.0 Rulers and Protractors for Paper-Based Testing**

Grade(s)/Course(s)	Provided	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{4}</math> inch)</li> </ul>	—
Grades 4–7	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{8}</math> inch)</li> <li>• Protractor</li> </ul>	—
Grade 8	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{8}</math> inch)</li> </ul>	<ul style="list-style-type: none"> <li>• Protractor</li> </ul>
Algebra I, Geometry, Algebra II	—	<ul style="list-style-type: none"> <li>• Ruler</li> <li>• Protractor</li> </ul>

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools for Administration clarifications, please see the Mathematics Tools policy at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com).

### 4.3 Distribute Materials and Read Script (Day of Testing)

After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate test session script and distribute test booklets, answer

documents, and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil, mathematics reference sheet (if applicable), scratch paper, and a calculator (if applicable).

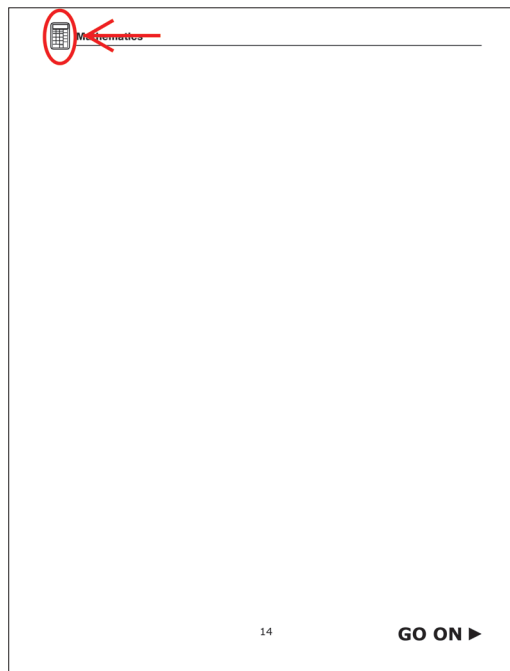
**Note:** Rulers and protractors may be provided to students (refer to Section 4.2).

Test Administrators are required to adhere to the scripts provided in this manual for administering the DC CAPE assessments. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes the first time through the directions. Some SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. If after the first reading students still have questions, refer to Section 4.6.1.

Text that is outside the SAY boxes includes directions meant for Test Administrators and should NOT be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

Refer to Tables 2.1–2.3 for guidance on sections where calculators may be used by students. Refer to Figure 4.1 for where to find the calculator icon on the test booklet.

**Figure 4.1 Example of Location of Calculator Icon on Test Booklet**



#### 4.4 Keep Time (Day of Testing)

Keep accurate time for each test section. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to Tables 2.1–2.3 for guidance on section testing times.

**Note:** A student with the extended time accommodation specified in his or her approved IEP, 504 or EL plan may be provided more time to complete each section.

## 4.5 Maintain Test Security

Adhere to the test security protocols at all times and report violations or concerns to your School Test Coordinator immediately. It is essential to follow security measures at all times in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in this manual and the assessment security instructions and procedures provided by OSSE.

If testing is interrupted at any time during the section (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in Sections 4.5.1, 4.5.2, and 4.6.

### 4.5.1 Contaminated Test Materials

If any test materials (e.g., test booklets, answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document) the following procedures must be followed.

1. The Test Administrator must immediately:
  - a. Stop testing for the student or group, as needed.
  - b. Record the amount of time remaining.
  - c. If possible, record the item number and page number where the student stopped testing.
  - d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the section prior to the disruption. Testing may then resume.
  - a. If the ill student returns to resume testing, and the completed responses can be transcribed into a replacement answer document, the Test Administrator must provide the student with a new test booklet or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
  - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement answer document, the student may be given the opportunity to retake those sections, using a replacement test booklet and/or answer document, during make-up testing. Contact your state for further guidance if necessary.
4. Your School Test Coordinator will take care of the contaminated materials.

### 4.5.2 Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement answer document. Answers must be transcribed following the guidelines for transcribing student responses in the *Test Coordinator Manual*.
2. The School Test Coordinator will take care of the damaged materials.

## 4.6 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are working in the correct section and that they are NOT involved in questionable activities. Circulate around the room and check to see that students are recording their answers in their answer document. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.2 and 2.3 for information on prohibited activities and prohibited materials.

### 4.6.1 Guidance for Clarifying Directions During Administration

Test Administrators are permitted to clarify ONLY general administration instructions after reading the script word-for-word. **No passages or test items may be clarified.**

If you have questions, consult your School Test Coordinator.

If a Test Administrator is providing the **General Administration Directions Clarified in Student's Native Language (by Test Administrator)** accommodation to an English learner (EL), then these guidelines must also be followed when providing clarifications in a student's native language.

### 4.6.2 Guidance for Redirecting Students

The Test Administrator or Proctor may redirect the student's attention to the test without coaching or assisting the student in any way. Examples may include:

- Providing reminders to stay on task and focused during the assessments
- Providing a visual cue to the student to remain on task

Test Administrators and Proctors may not individually remind or encourage a student to answer all questions. Test Administrators and Proctors may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

### 4.6.3 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials. The school or LEA should document details of the situation and submit an incident report to OSSE.

### 4.6.4 Item Irregularities During Testing

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, use the following steps:

- Instruct the student to proceed with the test.
- Note the content area, course/grade level, item number, test format (paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Form to Report a Testing Irregularity or Security Breach. Actual wording from the question should never be included either verbally or in writing.
- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

#### 4.6.5 Procedures for Severe Weather and Safety Threats

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event there is a building evacuation, lockdown, or school closure that occurs **before** the start of a section, follow the protocol outlined below:

- Proceed with testing only if the section can be completed that day.
  - If the section cannot be completed, schedule the section during make-up testing.
- Document the situation, noting the event, date and time, students affected, and any other specific details regarding the situation.
- Refer to your School Test Coordinator for the policy about reporting a testing irregularity.

In the event there is a building evacuation, lockdown, or school closure that occurs **during** the section, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the section can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the section:
  - Inform students how many minutes remain in the section.
  - Write on the board the updated start time and stop time of the section.
- Document the situation and submit the documentation to the School Test Coordinator.
- Refer to your School Test Coordinator for the policy about reporting a testing irregularity.

#### 4.7 Administer Breaks

During a break, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including breaks between sections.

Test Administrators are responsible for ensuring that students are NOT able to see the content on other students' test materials. DC CAPE policies for breaks are below. Refer to your School Test Coordinator for additional requirements regarding breaks.

##### 4.7.1 Breaks During a Section

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom is allowed during testing for each section. The end of section time can be adjusted up to three minutes at the end of this break.
- Individual restroom breaks are allowed. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Section time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to beginning section time.
- Students are NOT permitted to talk.

The Test Administrator should ensure the security of students' test booklets, answer documents, scratch paper, and mathematics reference sheets.

**Frequent breaks:** Frequent breaks may be offered as a test session consideration. Test Administrators may not “stop the clock” for a student’s frequent breaks, unless the student has an extended time accommodation, or unless the Test Administrator chooses to give a 3-minute stretch break during testing to all students in the test environment. In addition, the clock may not be stopped for assessment disruptions that may be caused by students, unless the student has an extended time accommodation.

### 4.7.2 Breaks Between Sections

If the School Test Coordinator scheduled sections back-to-back for students, breaks are highly recommended between sections to stretch, go to the restroom, or get a drink for the entire classroom. All students in the session must break at the same time between sections.

## 4.8 Ending Each Section

### 4.8.1 Collect Test Materials

Collect test booklets, answer documents, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students. Make sure all students have written their names on their test booklets and answer documents. Count the materials to make sure each student has returned his or her test booklet, answer document, scratch paper, mathematics reference sheets (if applicable), and testing tools.

**Note:** Follow the chain-of-custody procedure to ensure all materials have been collected.

### 4.8.2 Return Materials to School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- Test booklets
- Answer documents
- DC-supplied mathematics reference sheets
- Calculators
- Mathematics tools for administration (if applicable)
- Accommodated test materials (inform the School Test Coordinator of any tests needing transcription)
- Used and unused scratch paper

Test booklets and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and answer documents.

## 4.9 Make-Up Testing

If a student starts a section and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that section, they may be allowed to complete that test on a different day with approval from OSSE. If you have concerns about a student completing a section, you should NOT allow the student to begin. If a student leaves during a section, note the exact place in the test where the student stopped and the time remaining, and then contact the School Test Coordinator.

Students are NOT allowed to alter any previously recorded responses. They must pick up exactly where they left off. Test Administrators must closely monitor make-up testing to ensure students do not alter any previously written responses.

Multiple proctor groups and/or sections may be tested together according to the directions in *Testing Multiple Grades Guidance* at [dc.mypearsonsupport.com](http://dc.mypearsonsupport.com) as long as the testing time and administration script are the same.



## 4.10 Script for Administering Mathematics

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the Mathematics assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.

### 4.10.1 Grade 3 – Mathematics – All Sections

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–3	Grade 3: 60 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Rulers</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of all Sections – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>SAY</b>	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

<b>SAY</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
------------	---

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

<b>SAY</b>	<p>If Section 1: <b>Write your first and last name at the top of your test booklet and in Box A.</b></p> <p>If Section 2 or 3: <b>Check to make sure your first and last name is written at the top of your test booklet in Box A.</b></p>
------------	--

Make sure that each student has written their name on the test booklet.

## Instructions for Administering All Sections

**SAY**

Using the labels on the edge of the page, open your test booklet to the first page of Section \_\_ (fill in the appropriate section) and follow along while I read the directions.

Today, you will take Section \_\_ (fill in the appropriate section) of the Grade 3 Mathematics Test. You will not be able to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section ONLY. Do not go past the stop sign.

Turn to the next page while I continue to read the directions.

### Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. See below for examples on how to correctly complete an answer grid.

**SAY**

This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.

If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>SAY</b>	OPTION A <b>After I have collected your test materials, please sit quietly until the section has ended.</b>
	OPTION B <b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C <b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b>

<b>SAY</b>	<b>Do you have any questions?</b>
------------	-----------------------------------

Answer student questions.

<b>SAY</b>	<b>You will have 60 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.</b> <b>Turn to the next page. You may begin working now.</b>
------------	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing

The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).


The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:


	<b>Please stop testing, place your scratch paper in your test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
---	--

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

	<b>Open your test booklets and continue testing.</b>
---	--

#### **Instructions for When 10 Minutes of Section Time Remain**


When 10 minutes of section time remain,

	<b>You have 10 minutes remaining.</b>
---	---------------------------------------

Continue to actively proctor while students are testing.

#### **Instructions for Ending the Section**

When the section time is finished, read the following optional SAY box if there are students still actively testing.

	<b>Stop working. Testing time has now ended. Close your test booklet. Check that your name is written on your test booklet. I will collect your test materials.</b>
---	---

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next section.


### 4.10.2 Grades 4 and 5 Mathematics – All Sections

The administration script under Section 4.10.2 will be used for all sections of the Grades 4 and 5 mathematics test.


On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the mathematics assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–3	Grades 4 and 5: 60 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Mathematics reference sheets (grade 5 only)</li> <li>• Rulers and protractors</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End all Sections – Students <b>Stop</b>				


#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

	<p><b>Please sit quietly while I distribute the test materials.</b></p>
---	---

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

	<p>If Section 1: <b>Write your first and last name at the top of your test booklet and answer document in Box A.</b></p> <p>If Section 2 or 3: <b>Check to make sure your first and last name is written at the top of your test booklet in Box A.</b></p>
---	--

Make sure that each student has written their name on the test booklet and answer document.

## Instructions for Administering All Sections

**SAY**

Using the labels on the edge of the page, open your test booklet to the first page of Section \_\_ (fill in the appropriate section) and follow along while I read the directions.

Today, you will take Section \_\_ (fill in the appropriate section) of the \_\_ (grade 4 or 5 — select the appropriate grade level) **Mathematics Test**. You will not be able to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section **ONLY**. Do not go past the stop sign.

Turn to the next page while I continue to read the directions.

### Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. See below for examples on how to correctly complete an answer grid.

**SAY**

This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do **NOT** go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.

If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>SAY</b>	OPTION A <b>After I have collected your test materials, please sit quietly until the section has ended.</b>
	OPTION B <b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C <b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b>

<b>SAY</b>	<b>Do you have any questions?</b>
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Answer student questions.

<b>SAY</b>	<b>You will have 60 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.</b> <b>Turn to the next page. You may begin working now.</b>
------------	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing


The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).


The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
---	--

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

	<b>Open your test booklets and answer documents and continue testing.</b>
---	---

#### Instructions for When 10 Minutes of Section Time Remain


When 10 minutes of section time remain,

	<b>You have 10 minutes remaining.</b>
---	---------------------------------------

Continue to actively proctor while students are testing.

#### Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing.

	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next section.



### 4.10.3 Grades 6, 7, and High School Mathematics – Section 1

The administration script under Section 4.10.3 will be used for Section 1 of the Grades 6, 7, and high school mathematics assessments. Refer to Section 4.10.5 for the administration script for Section 2 and Section 3 of the Grades 6, 7, 8, and High School mathematics assessment.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the mathematics assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1: Non-Calculator Part	Grades 6 and 7: 60 Minutes High School: 90 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Mathematics reference sheets</li> <li>• Rulers and protractors (required for Grades 6 and 7)</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
<b>Students Go On</b>				
Section 1: Calculator Part		<ul style="list-style-type: none"> <li>• In addition to above, calculators</li> </ul>		
<b>End of Section 1 – Students Stop</b>				

#### Instructions for Preparing to Test

<b>SAY</b>	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

<b>SAY</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
------------	---

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

<b>SAY</b>	<p><b>Write your first and last name at the top of your test booklet and answer document in Box A.</b></p>
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Make sure that each student has written their name on the test booklet and answer document.

## Instructions for Administering Section 1

**SAY**

Using the labels on the edge of the page, open your test booklet to the first page of Section 1 and follow along while I read the directions.

Today, you will take Section 1 of the \_\_ (grade 6, 7 or the appropriate course) Mathematics Test. Section 1 has two parts. In Part 1, you may not use a calculator. In Part 2, you may use a calculator. You will not be allowed to return to Part 1 of the test after you start Part 2. You must complete both the non-calculator and calculator parts of Section 1 within the time allowed.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. When you finish Part 1, you may review your answers and any questions you did not answer in this part **ONLY**. Once you have reviewed your answers, continue to Part 2. When you are ready to go on to Part 2, raise your hand to receive your calculator.

Turn to the next page while I continue to read the directions.

### Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. See below for examples on how to correctly complete an answer grid.

**SAY**

This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.

If you finish early and have completely checked your work in the calculator part, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>SAY</b>	OPTION A <b>After I have collected your test materials, please sit quietly until the section has ended.</b>
	OPTION B <b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C <b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b>

<b>SAY</b>	<b>Do you have any questions?</b>
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Answer student questions.

<b>SAY</b>	<p><b>You will have . . .</b></p> <ul style="list-style-type: none"> <li>• Grades 6 and 7: <b>60 minutes</b></li> <li>• High School: <b>90 minutes</b></li> </ul> <p><b>. . . to complete both the non-calculator and calculator parts in this section. When there are 20 minutes of testing time left, I will remind you to move on to the calculator part, if you have not already done so. I will also let you know when you have 10 minutes of testing time left.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
------------	---

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Once students reach the first stop sign in their test booklet (below the stop sign, the test booklet will state: “You have come to the end of the non-calculator part in Section 1 of the test”), ensure students are moving on to the calculator part.
- Distribute grade/course-appropriate/accommodations appropriate calculators when students complete the non-calculator part (refer to Sections 4.2 and 4.3 for more information).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing

The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

<b>SAY</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
------------	--

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>SAY</b>	<b>Open your test booklets and answer documents and continue testing.</b>
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#### Instructions for When 20 Minutes of Section Time Remain

When 20 minutes of section time remain,

<b>SAY</b>	<b>You have 20 minutes remaining. As a reminder, both the non-calculator and calculator parts must be completed within this time.</b>
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#### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>SAY</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

#### Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing.

<b>SAY</b>	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next section.

#### 4.10.4 Grade 8 Mathematics – Section 1

The administration script under Section 4.10.4 will be used for Section 1 of the Grade 8 mathematics test. Refer to Section 4.10.5 for the administration script for Section 2 and Section 3 of the Grades 6, 7, 8, and High School mathematics assessment.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the mathematics assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1	Grade 8: 60 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Mathematics reference sheets</li> <li>• Rulers</li> <li>• Protractors</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of Section 1 – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>SAY</b>	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

<b>SAY</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
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Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

<b>SAY</b>	<p><b>Write your first and last name at the top of your test booklet and answer document in Box A.</b></p>
------------	--

Make sure that each student has written their name on the test booklet and answer document.

## Instructions for Administering Section 1

	<p>Using the labels on the edge of the page, open your test booklet to the first page of Section 1 and follow along while I read the directions.</p> <p>Today, you will take Section 1 of the Grade 8 Mathematics Test. You will not be able to use a calculator.</p> <p>Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section <b>ONLY</b>. Do not go past the stop sign.</p> <p>Turn to the next page while I continue to read the directions.</p> <p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"> <li>1. Work the problem and find an answer.</li> <li>2. Write your answer in the boxes at the top of the grid.</li> <li>3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.</li> <li>4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.</li> <li>5. Do not fill in a circle under an unused box.</li> <li>6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.</li> <li>7. See below for examples on how to correctly complete an answer grid.</li> </ol>
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	<p>This is the end of the directions in your test booklet.</p> <p>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
--	---

Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>SAY</b>	OPTION A <b>After I have collected your test materials, please sit quietly until the section has ended.</b>
	OPTION B <b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C <b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b>

<b>SAY</b>	<b>Do you have any questions?</b>
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Answer student questions.

<b>SAY</b>	<b>You will have 60 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.</b> <b>Turn to the next page. You may begin working now.</b>
------------	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing

The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.



If taking a three-minute stand and stretch break during the section:

<b>SAY</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
------------	--

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>SAY</b>	<b>Open your test booklets and answer documents and continue testing.</b>
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### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>SAY</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing.

<b>SAY</b>	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next section.

### 4.10.5 Grades 6, 7, 8, and High School Mathematics – Sections 2 and 3

Test administration scripts for Grades 6, 7, and high school (Algebra I, Geometry, and Algebra II) Section 1 are in Section 4.10.3. Test administration scripts for Grade 8 Section 1 are in Section 4.10.4.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 2 (6-8 & HS) and 3 (6-8 only)	Grades 6 – 8: 60 Minutes High School: 90 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculator</li> <li>• Rulers (required for Grades 6, 7, and 8)</li> <li>• Protractors (required for Grades 6 and 7)</li> </ul>		
End of all sections – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>SAY</b>	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
------------	--

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

<b>SAY</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
------------	---

Remember that students wrote their names on their test booklets and answer documents in the previous section.

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

<b>SAY</b>	<p><b>Check to make sure your name is written at the top of your test booklet and answer document.</b></p> <p>(Pause.)</p> <p><b>Please raise your hand if your name is not at the top of your test booklet or answer document.</b></p>
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Make sure that each student has received their own test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

## Instructions for Administering Each Section

	<p>Using the labels on the edge of the page, open your test booklet to the first page of Section ___ (fill in the appropriate section) and follow along while I read the directions.</p> <p>Today, you will take Section __ (fill in the appropriate section number) of the __ (fill in the appropriate grade-level/course) <b>Mathematics Test</b>. You will be able to use a calculator.</p> <p>Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section <b>ONLY</b>. Do not go past the stop sign.</p> <p>Turn to the next page while I continue to read the directions.</p> <p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"> <li>1. Work the problem and find an answer.</li> <li>2. Write your answer in the boxes at the top of the grid.</li> <li>3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.</li> <li>4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.</li> <li>5. Do not fill in a circle under an unused box.</li> <li>6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.</li> <li>7. See below for examples on how to correctly complete an answer grid.</li> </ol>
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	<p>This is the end of the directions in your test booklet.</p> <p>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work in this section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
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Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>SAY</b>	OPTION A <b>After I have collected your test materials, please sit quietly until the section has ended.</b>
	OPTION B <b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C <b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b>

<b>SAY</b>	<b>Do you have any questions?</b>
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Answer student questions.

<b>SAY</b>	<p><b>You will have . . .</b></p> <ul style="list-style-type: none"> <li>• Grades 6–8: <b>60 minutes</b></li> <li>• High School: <b>90 minutes</b></li> </ul> <p><b>. . . to complete this section. I will let you know when you have 10 minutes of testing time left.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
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Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

#### **Instructions for Taking a Break During Testing**

The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.

If taking a three-minute stand and stretch break during the section:

<b>SAY</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>SAY</b>	<b>Open your test booklets and continue testing.</b>
------------	--

### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>SAY</b>	<b>You have 10 minutes remaining.</b>
------------	---------------------------------------

Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing.

<b>SAY</b>	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next section.

## 4.11 Script for Administering English Language Arts/Literacy (ELA/L)

The administration script under Section 4.11 will be used for all sections for the ELA/L Test. On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the ELA/L assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.

### 4.11.1 Grade 3 – ELA/Literacy – All Sections

The administration script under Section 4.11.1 will be used for all sections for the Grade 3 ELA/L Test. Refer to Section 4.10.1 for the administration script for all sections for the Grade 3 Mathematics Test.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the ELA/L assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–3	Grade 3: 75 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of all sections – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>SAY</b>	<b>Today, you are going to take the English language arts/literacy assessment. You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b>
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If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

<b>SAY</b>	<b>Please sit quietly while I distribute the test materials.</b>
------------	--

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets.

<b>SAY</b>	<p>If Section 1: <b>Write your first and last name at the top of your test booklet in Box A.</b></p> <p>If Section 2: <b>Check to make sure your first and last name is written at the top of your test booklet in Box A.</b></p>
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Make sure each student has written their name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belong to them.

<b>SAY</b>	<p><b>This is the end of the directions in your test booklet.</b></p> <p><b>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so. Examples of the GO ON and STOP signs are posted on the board.</b></p> <p><b>If you finish early and have completely checked your work in this section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</b></p>
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Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>SAY</b>	<p>OPTION A</p> <p><b>After I have collected your test materials, please sit quietly until the section has ended.</b></p>
	<p>OPTION B</p> <p><b>After I have collected your test materials, I will dismiss you.</b></p>
	<p>OPTION C</p> <p><b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b></p>

<b>SAY</b>	<p><b>Do you have any questions?</b></p>
------------	--

Answer student questions.

<b>SAY</b>	<p><b>You will have . . .</b> (Select the section being administered)</p> <p>Grade 3 Section 1: <b>75 minutes</b></p> <p>Grade 3 Section 2: <b>75 minutes</b></p> <p>Grade 3 Section 3: <b>75 minutes</b></p> <p><b>. . .to complete this section. I will let you know when you have 10 minutes of testing time left.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
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Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

- Ensure students do not move on to other sections.

### Instructions for Taking a Break During Testing

The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

<b>SAY</b>	<b>Please stop testing, place your scratch paper in your test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

<b>SAY</b>	<b>Open your test booklets and continue testing.</b>
------------	--

### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>SAY</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing.

<b>SAY</b>	<b>Stop working. Testing time has now ended. Close your test booklet. Check that your name is written on your test booklet. I will collect your test materials.</b>
------------	---

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.



- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next section.

#### 4.11.2 Grades 4 – High School School ELA/Literacy – All Sections

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1 – 3	Grades 4 – 10: <b>90 Minutes</b>	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of all sections – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>SAY</b>	<p><b>Today, you are going to take the English language arts/literacy assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

<b>SAY</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
------------	---

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets and answer documents.

<b>SAY</b>	<p>If Section 1: <b>Write your first and last name at the top of your test booklet and answer document in Box A.</b></p> <p>If Section 2 or 3: <b>Check to make sure your first and last name is written at the top of your test booklet and answer document in Box A.</b></p>
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Make sure each student has written their name on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

## Instructions for Administering Each Section

**SAY**

Using the labels on the edge of the page, open your test booklet to the first page of Section \_\_ (fill in the appropriate section) and follow along while I read the directions. Do NOT turn the page until I tell you to do so.

Today, you will take Section \_\_ (fill in appropriate section number) of the Grade \_\_ (fill in the appropriate grade) English Language Arts/Literacy Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your answer document. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section ONLY. Do not go past the stop sign.

**SAY**

This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.

If you finish early and have completely checked your work in this section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>SAY</b>	OPTION A <b>After I have collected your test materials, please sit quietly until the section has ended.</b>
	OPTION B <b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C <b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b>

<b>SAY</b>	<b>Do you have any questions?</b>
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Answer student questions.

<b>SAY</b>	<b>You will have 90 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.</b> <b>Turn to the next page. You may begin working now.</b>
------------	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Ensure students do not move on to other sections.

### Instructions for Taking a Break During Testing

The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the section:

<b>SAY</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>SAY</b>	<b>Open your test booklets and answer documents and continue testing.</b>
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### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>SAY</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing .

<b>SAY</b>	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect test booklets, answer documents, scratch paper, testing tools, and accessibility/ accommodations tools (as needed) from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next section.


## 4.12 Script for Administering Science

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the Science assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by section and are noted within the administration script.


### 4.12.1 Grades 5, 8, and High School Biology – All Sections

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1-4	Grades 5, 8 and high school biology (each section): 45 Minutes	<ul style="list-style-type: none"> <li>• Student testing booklets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of all sections – Students <b>Stop</b>				


#### Instructions for Preparing to Test

	<p><b>Today, you will take the Science Assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
---	--

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

	<p><b>Please sit quietly while I distribute the test materials.</b></p>
---	---

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

	<p><b>If Section 1: Write your first and last name at the top of your test booklet.</b></p> <p><b>If Section 2, 3, or 4: Check to make sure your first and last name is written at the top of your test booklet.</b></p>
---	--

Make sure that each student has written their name on the test booklet and answer document.

## Instructions for Administering All Sections

	<p>Using the labels on the edge of the page, open your test booklet to the first page of Section_ (fill in the appropriate section) and follow along while I read the directions.</p> <p>Today, you will take Section_ (fill in the appropriate section) of the_ (fill in the appropriate grade level) Science Assessment.</p> <p>To respond to the tasks on this test, you may be asked to review information in the form of text, images, data tables, and graphs. Analyze all the information and tasks carefully and then respond to each task. You may need to read across multiple pages to see all the information. You will be allowed to use a calculator for all sections in this test.</p> <p>Some tasks require more than one response. You may look back at the information as often as necessary.</p> <p>For tasks that ask you to explain, describe, or answer in your own words, write your responses in the space provided. You may use scratch paper to organize your thinking before writing your response in the space provided.</p> <p>For tasks that ask you to fill in the blank spaces or write answers in the correct box, you may write the letter corresponding to the response or write the entire response in the blank space.</p> <p>If you do not know the answer to a question, you may select or compose an answer you think is the best response and go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this section <b>ONLY</b>. Do not go past the stop sign.</p> <p>Finally, before beginning the test, please write your name on the top of the cover page and wait for the test administrator to inform you to turn the page.</p>
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	<p>This is the end of the directions in your test booklet.</p> <p>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
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Grades 5 and 8  
Science and High School  
Biology All Sections

Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

	OPTION A <b>After I have collected your test materials, please sit quietly until the section has ended.</b>
	OPTION B <b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C <b>After I have collected your test materials, you may read a book or other allowable materials until the section has ended.</b>

	<b>Do you have any questions?</b>
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Answer any questions.

	<b>You will have 45 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.</b>  <b>Turn to the next page. You may begin working now.</b>
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Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

#### Instructions for Taking a Break During Testing

The following are permitted during test sessions at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.



If taking a three-minute stand and stretch break during the section:

<b>SAY</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>SAY</b>	<b>Open your test booklets and answer documents and continue testing.</b>
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### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>SAY</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished, read the following optional SAY box if there are students still actively testing.

<b>SAY</b>	<b>Stop working. Testing time has now ended.</b>
	<b>Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one section in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next section.

## 5.0 AFTER Completion of Each Day of Testing

### 5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing

This section describes activities Test Administrators must complete after testing.

Day of Testing	Reference
<input type="checkbox"/> Ensure all materials have been returned after testing and chain-of-custody documents have been completed.	Section 5.2
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

### 5.2 Return Materials to the School Test Coordinator

Upon returning test materials to the School Test Coordinator, make sure that each student has written their name on their test booklet and answer document. The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manual* (after all sections are completed)
- Test booklets
- Answer documents
- DC CAPE-supplied mathematics reference sheets
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Accommodated test materials, including Human Reader Scripts
- Used and unused scratch paper

Notify School Test Coordinator of any students who will need to make up the section(s) tested that day.

**Note:** All materials that were signed out using the Chain of Custody form should be signed in with the School Test Coordinator.

## 6.0 Accessibility Features and Accommodations

The *Accessibility Features and Accommodations Manual, First Edition (AF&A Manual)* is available online at: [dc.mypearsonsupport.com/manuals](https://dc.mypearsonsupport.com/manuals). Schools/LEAs must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

### 6.1 Test Administration of Accessibility Features and Accommodations

In **Appendix A** of the *AF&A Manual*, guidance is provided for Test Coordinators and Test Administrators on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

The examples below are excerpted from the *AF&A Manual*.

## Accessibility Feature Example from Section 2

Accessibility Feature		Administration Guidelines
1s	<p><b>Human Reader for Mathematics and Science Assessments, or Mathematics and Science</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for Accommodations Registration File:</u> <ul style="list-style-type: none"> <li>◦ Student’s accommodations registration file must have Human Reader/Human Signer selected. A student <b>MUST</b> be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other supported accommodations such as Text-to-Speech (TTS), Closed Captioning (CC). <b>Important:</b> Students must be identified as ‘Human Reader’ in the Accommodations File, failure to do so will result in the student receiving a form that differs from the form needed to provide the accessibility feature.</li> <li>◦ The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Human Reader Script.</li> </ul> </li> <li>• <u>Materials:</u> Human Reader Script for Mathematics or Science</li> <li>• <u>Test Administrator Training:</u> Human Readers and Human Signers providing this accessibility feature must review:           <ul style="list-style-type: none"> <li>◦ The Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a <b>SECURE ENVIRONMENT</b>.</li> <li>◦ <u>Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/ Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments.</u></li> <li>◦ <u>Appendix L: Human Signer Guidelines</u> (signers only).</li> </ul> </li> </ul> <p><b>During Testing:</b> A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace.</p> <p><b>After Testing:</b> Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts to Pearson with the nonscorable materials.</p>

### Accommodations Example from Section 3

Accommodation		Administration Guidelines
3d	Large Print Edition	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Identification for Accommodations Registration File: Student's Accommodations Registration File must have Large Print Edition selected.</li> <li>• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler &amp; protractor), when appropriate.</li> <li>• Test Administrator Training: Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> <li>◦ Appendix M: DC CAPE Assessments for Students with Visual Impairment, Including Blindness.</li> <li>◦ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based DC CAPE Assessments.</li> </ul> </li> </ul> <p><b>During Testing:</b> A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator.</li> <li>• Refer to <b>Appendix C:</b> Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</li> </ul>

## 6.2 Before Testing: Preparing for Accessible Test Administration

If you will be administering any accessibility features or accommodations be sure you receive the proper training and materials from your School Test Coordinator. Ask your School Test Coordinator for a list of any students in your group receiving accessibility features and/or accommodations.

If you will be administering any of the accommodations/accessibility features on the next page, review the corresponding documentation.

Accommodation	<i>AF&amp;A Manual References</i>
<b>Human Reader</b>	<p><b>Appendix B:</b> Test Administration Protocol for the Human Reader Accommodation for English language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments</p> <p><b>Appendix I:</b> DC CAPE Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read</p> <p><b>Appendix J:</b> DC CAPE Audio Guidelines for Mathematics, used to ensure consistency in how items are read</p> <p><b>Human reader scripts:</b> Human Reader must be indicated in the Accommodations Registration File in order to be shipped in the initial order with secure test materials. Scripts are required to ensure mathematics and science assessments are read consistently.</p>
<b>Human Scribe</b>	<b>Appendix C:</b> Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
<b>Human Signer</b>	<b>Appendix L:</b> Human Signer Guidelines gives guidance to signers to ensure consistency in administration
<b>Extended Time</b>	<b>Appendix E:</b> Guidance for Selecting and Administering the Extended Time Accommodation
<b>Large Print and Braille</b>	<b>Appendix M:</b> DC CAPE Assessments and Students with Visual Impairment including Blindness

See a list of accommodated materials below:

**What is included in a Spanish Mathematics & Science Test Kit?**

- Spanish test booklet
- Spanish answer document (except for grade 3 which will have a consumable test booklet)\*
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish mathematics reference sheet (grades 5–high school, mathematics only)
- English test booklet

**What is included in a Large Print Test Kit?**

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (except for grade 3 which will have a consumable test booklet)
- Large Print mathematics reference sheet (grades 5–high school, mathematics only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)

**What is included in a Human Reader Test Kit?**

- Human reader script (mathematics and science)
- 2 standard test booklets
- Answer document (except for grade 3 which will have a consumable test booklet)

- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–high school, mathematics only)

#### What is included in a Braille Test Kit?

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet
- Standard answer document (except grade 3 which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–high school, mathematics only)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

### 6.3 During Testing: Test Administration of Accessibility Features and Accommodations

**Appendix A** in the *AF&A Manual* outlines administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

Test Administrators may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics and Science Assessments (*identified in advance in Assessment Delivery and Management Platform (ADAM)*)—must be administered using the Human Reader script
- Human Signer for the Mathematics and Science Assessments (*identified in advance in Assessment Delivery and Management Platform (ADAM)*)

Test Administrators may need to provide the following accommodations to a student with an IEP/504 plan during testing:

- Human Reader for ELA/Literacy
- Human Signer for ELA/Literacy
- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response

Test Administrators may need to provide the following accommodations to an English Learner during testing:

- Extended Time
- Human Scribe for Mathematics and Science
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language
- Human Reader for the Mathematics and Science Assessments in Spanish or other languages as needed (*identified in advance*) must be administered using the Human Reader script

### **Special Accommodations Circumstances During Testing**

Reference the following appendices of the *AF&A Manual* for special circumstances regarding accommodations:

- **Appendix G:** Emergency Accommodation Form
  - An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the assessment window (e.g., a student breaks their arm and needs a scribe).
- **Appendix H:** Student Accommodation Refusal Form
  - If a student refuses the accommodation(s) listed in his or her IEP, 504 or EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact your School Test Coordinator if either of these circumstances occurs.

## **6.4 After Testing: Completing Accessible Test Administration**

Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation.

After testing, your School Test Coordinator may ask you to assist with transcription of student responses or other after testing activities for accessibility features and accommodations. Remember, accommodated student responses (e.g., Assistive Technology, scribe) are secure and must be treated as secure test materials.



# Appendix A

## Glossary of Assessment Terminology

# Glossary of Assessment Terminology

This glossary contains assessment terms. The manual covers assessment, and there are state-specific policies.

Term	Definition
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student’s disability or level of English proficiency. Accommodations must be listed in the student’s approved IEP, 504 plan, or EL plan. More information on DC CAPE accommodations is available at <a href="http://dc.mypearsonsupport.com">dc.mypearsonsupport.com</a> .
<b>Accessibility Feature</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the DC CAPE assessments. A small selection of accessibility features available to all students need to be identified in advance.
<b>Administration Time</b>	Administration time is the total time schools should schedule for each section, including the section testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing sections, and collecting test materials.
<b>IEP, 504 Plan, or EL Plan</b>	<p>IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.</p> <p>The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.</p> <p>An English Learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.</p>
<b>Local Education Agency (LEA)</b>	Commonly referred to as a school district, an LEA oversees local schools.
<b>LEA Test Coordinator</b>	LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used.
<b>Mathematics Tools for Administration</b>	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>AF&amp;A Manual</i> for more information on mathematics tools for accommodations.
<b>Non-secure</b>	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
<b>Assessment Delivery and Management Platform (ADAM)</b>	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the DC CAPE assessments.
<b>Part</b>	A portion of a mathematics section – non-calculator part and calculator part.

Term	Definition
<b>Secure</b>	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
<b>Accommodations Registration File</b>	This is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take a DC CAPE assessment.
<b>Testing Environment</b>	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
<b>TestNav</b>	The application used to administer the computer-based DC CAPE assessments.
<b>Section</b>	Each content area of the DC CAPE assessments is comprised of sections. Each section has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide section details. In mathematics, certain sections may be comprised of more than one part.
<b>Section Testing Time</b>	Section testing time is the amount of time any student who needs it must be provided to complete the section. As such, it is the amount of testing time schools must schedule for each section. A new section cannot be started until all students in the section are finished or until section testing time has expired.



# Appendix B

## Test Integrity and Test Security Notification Statement



## District of Columbia Districtwide<sup>1</sup> Test Integrity and Test Security Notification Statement

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*This statement must be distributed to all authorized personnel involved in Districtwide assessment testing at LEAs, including each school site within the LEA and nonpublic special education schools.*

As required by section 103 of the Testing Integrity Act, of 2013, as amended (D.C. Law 20-27; D.C. Law 21-044; and codified at D.C. Official Code § 38-771.03), all authorized personnel, defined as “an individual who has access to Districtwide assessment materials or is directly involved in the administration of a Districtwide assessment,” shall:

1. Complete testing integrity training, as developed by OSSE, before the administration of a Districtwide assessment;
2. Receive the testing integrity and security notification statement distributed by OSSE the administration of a Districtwide assessment;
3. Immediately report any breach of testing security to the test monitor, LEA test integrity coordinator, or OSSE;
4. Cooperate with OSSE in any investigation concerning the administration of a Districtwide assessment;
5. Be prohibited from:
  - a. Photocopying, or in any way reproducing, or disclosing secure test items or other materials related to Districtwide assessments;
  - b. Reviewing, reading, or looking at test items or student responses before, during, or after administering the Districtwide assessment, unless specifically permitted in the test administrator's manual;
  - c. Assisting students in any way with answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment;
  - d. Altering student responses in any manner;
  - e. Altering the test procedures stated in the formal instructions accompanying the Districtwide assessments;
  - f. Allowing students to use notes, references, or other aids, unless the test manual specifically allows;
  - g. Having in one's personal possession secure test materials except during the scheduled testing date;
  - h. Allowing students to view or practice secure test items before or after the scheduled testing time;
  - i. Making or having in one's possession answer keys; except that it shall not be prohibited to have an answer key for a Districtwide assessment that has already been administered and released by OSSE;
  - j. Leaving secure test materials in a non-secure location or unattended by authorized personnel;
  - k. Using unapproved electronics during the administration of a Districtwide assessment;

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<sup>1</sup>The terms “Districtwide” and “Statewide” with respect to assessments are interchangeable as they relate to the assessments covered under federal accountability requirements and the Test Integrity Act of 2013, as amended in 2015.

- l. Making a false certification on any Districtwide assessment forms established and required by OSSE;
- m. Failing to actively supervise students at all times during test sessions;
- n. Allowing any form of cheating;
- o. Being present in the test environment or handling the test materials for one's own family member;
- p. Failing to account for all secure test materials before allowing any pupil to leave the testing room; and/or
- q. Failing to observe the test material chain of custody procedures as outlined in the school test security plan,

Failure to comply with prohibitions set forth herein shall not be considered a violation of a test security plan if the action is:

- 1. necessary to provide for an accommodation that is explicitly identified in a student's IEP or an approved accommodation plan for a English learner student; provided, that any accommodation shall be limited to the eligible student or students; or
- 2. limited to supporting students to stay on task and focused, as defined and described as an acceptable action under OSSE guidance, and does not impact the content of students' answers.

An individual who knowingly and willfully violates, assists in the violation of, solicits another to violate or assist in the violation of, or fails to report a violation of the Testing Integrity Act, the OSSE Test Integrity Guidelines, the school test security plan, , or other test integrity policy or procedure, , shall be subject to sanctions, which shall include:

- 1. Denial, suspension, revocation, or cancellation of, or restrictions on the issuance or renewal of a teaching or administrative credential or teaching certificate issued by OSSE, or both for a period of not less than one year;
- 2. Payment of expenses incurred by the LEA or OSSE as a result of the violation; and/or
- 3. An administrative fine, not to exceed \$1,000 for each violation. (See D.C. Code §38-771.04)

No employee of a LEA shall retaliate against any other employee, parent, or student solely because that individual reports or participates in an investigation of a potential failure of the test security plan or other testing integrity and security policy or protocol. (See D.C. Code §38-771.02(c).)





# Appendix C

## Signs



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# TESTING

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Please  
Do Not Disturb

Test Direction Symbols in Test Booklets

**GO ON ►**



**DO NOT GO ON**

## Paper-Based Testing: Are You Ready?

- Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- Distribute test materials to students and administer the DC CAPE assessment according to the directions in this manual and using the appropriate administration script.
- Monitor testing time.
- Supervise test administration and provide breaks (if applicable).
- Return all testing materials to the School Test Coordinator.
- Complete any documentation necessary for reporting any testing irregularity or security breach.

## Paper-Based Testing: After You're Done

### Return Materials to the School Test Coordinator

- Test Administrator Manual
- DC CAPE-supplied mathematics reference sheets
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Used and unused scratch paper
- Student test booklets and answer sheets



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