Grade **3**

NEVADA

Criterion Referenced Tests

Administration Manual
2005

For tests in Reading and Mathematics

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Part 1 – GENERAL INSTRUCTIONS

This manual contains a description of the procedures to be used when administering the 2005 Nevada Criterion Referenced Tests in Reading and Mathematics for Grade 3, along with detailed instructions to be read to students. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

Purpose of the Assessment

The purpose of these tests is to identify student strengths and weaknesses relative to the Nevada State Standards, a critical feature of students' education. State law strictly limits the individuals who may review the content of these tests and prohibits school personnel and the public from such activity. Regulations governing state examination programs prohibit copying the content of any test materials. **Maintaining the security of test booklets and student answer sheets are of extreme importance**. Please review all test security guidelines carefully and review any questions or concerns with your School Test Coordinator.

School District Personnel Responsible for Testing

The following school district personnel are responsible for the administration of the Nevada CRT:

District Test Director (DTD)
Each district has designated a District Test Director (DTD). The DTD has district-wide responsibility for implementation of test procedures and serves as the point of contact between School Test Coordinators (STCs) and the Nevada Department of Education and Measured Progress. This person has been appointed by the school district superintendent.

School Test Coordinator (STC)
School Test Coordinators (STCs) serve as the point of contact between the District Test Director (DTD) and their school. The STC is either the school principal or the principal's designee. If designated, the STC must hold a current Nevada license as a teacher or counselor. The STC is responsible for ensuring that all testing procedures are followed within the school, training Test Administrators, and maintaining the security of test materials. STCs must take particular care to review and inventory all testing materials before and after administration.

Test Administrator (TA)
Test Administrators are responsible for administering the test(s) according to the procedures contained in this *Test Administrator Manual* and for maintaining the security of test materials. Primary responsibilities include:

- ensuring that test materials are kept secure during test administration
- ensuring that all students understand and follow test administration instructions
- administering the tests in an environment that enables each student to do as well as possible
- conducting the answer sheet edit procedures as described in this manual
- returning all answer sheets, test booklets, scratch paper, and test instructions to your *School Test Coordinator* (STC) each day, after testing is complete

Administration of the CRT Tests at Grade 3

District Test Directors will work with School Test Coordinators to establish testing dates and times. This information will be provided to you by your STC.

The Criterion Referenced Test is intended to be a measure of student proficiency rather than speed; therefore there are no time limits. Students who are working productively should be given as much time as needed to complete the test. Each test consists of two parts and should take approximately 120 minutes to finish (about 60 minutes for each part).

Individual districts will need to provide specific test schedules within the state testing window, keeping in mind that all students who are working productively should be allowed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue. Breaks must not be used as an opportunity to study the content area of a test.

Students requiring additional time beyond the scheduled testing period may need to be relocated to a different testing area or may need to continue working through scheduled breaks. When relocating a student to a different testing location is required, the student should not converse or interact with other students. Test administrators must collect all testing materials from students during relocation and return them once students are situated.

Flexible scheduling is available to school districts as is the order of what test is given on which day. The Nevada Department of Education has published recommendations for test administration in the *Guidelines for the Nevada Proficiency Examination Program, 2004-2005*. Whatever decisions are made in terms of the scheduling, students must not be allowed to return to test items encountered any day prior to the current day of testing or to look ahead to upcoming sessions.

The Nevada Department of Education recommends that an entire content area (for example, Reading) should be completed in a single day. Each content area assessed for the Grade 3 CRT is made up of two parts, which are intended to be administered consecutively with a minimum ten-minute break between the parts. Should a district opt to split administration of two parts of the same content area over a **two-day period** (for example, Part 1 of the Reading test is administered on a Monday and Part 2 of the Reading test is administered on Tuesday), students must be allowed enough time to complete ALL of Part 1 on Monday. In this situation, students cannot revisit their answers to Part 1 on Tuesday. If the district opts to administer both parts of a subject on the **same day**, students who require more time to finish the test (once the predetermined end times have been reached) can work on uncompleted items in either part of that content area.

Test administrators must ensure that students utilize the same answer sheet and test booklet throughout all testing sessions. A "Student Name" box has been added to the cover of the CRT test booklets. Students will be instructed to print their name on the cover of their test booklets prior to the administration of the test.

The following guidelines are provided for planning a favorable testing environment:

Size of Testing Sessions. The size of sessions is at each district's discretion, but smaller testing sessions (no more than 30 students) are recommended.

The Room. The primary consideration in choosing a room for test administration is student comfort. Try to use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating. Seating should be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample work space in which to use a test booklet, an answer sheet, and scratch paper.

Personnel. One proctor/TA in each testing classroom should administer the examination. **A briefing session should be held for proctors prior to test dates to review instructions and duties, such as distributing and collecting materials, and checking the answer sheets to make sure that students have filled them out correctly. If students are tested in large groups, at least one proctor per 30 students should be provided.**

Helping Students. Students are not to be given help with reading or responding to test items, but testing procedures should be made clear. No hints should be given through gestures, facial expressions, or words of encouragement. The test administrator should maintain an impartial and professional attitude. If a student should ask a question about how he/she might answer a question, useful and permissible replies include: "Follow the instructions that you were given," and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner, consistent with district and school policies. Answer sheets from students who cheat should be submitted in a separate Special Handling envelope with notes of explanation attached to them. Additionally, the test administrator should code INV on the student's answer sheet for the appropriate subject area(s).

Students Who Finish Early. Some students may finish early. However, ANY students who require the full amount of estimated time should be allowed to work without disruption and without feeling rushed. It may ease the test administrator's job considerably if students bring study materials, books, or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. For students who finish early, reading is a permissible activity, but students should not talk or in any way disturb others who are still working on their tests.

FOR INFORMATION ON TESTING STUDENTS WITH DISABILITIES, PLEASE SEE APPENDIX B.

FOR INFORMATION ON TESTING STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS, PLEASE SEE APPENDIX C.

Test Materials

Test Administrators must "sign-out" and "sign-in" each test booklet issued and returned on each day of the test administration on the *School Security Checklist* (see below). Your STC will provide you with the following testing materials:

- this *Test Administration Manual*
- test booklets appropriate for the test(s) that you will administer
- student answer sheets
- rulers that measure in centimeters and inches (included with the test materials shipment)

Ensure that you have the following supplies needed for testing:

- No. 2 pencils with erasers
- scratch paper (for appropriate tests)
- a reliable watch or clock

Sample School Security Checklist

Measured Progress 25 Piscataqua Drive Newington, NH 03801

NEVADA Proficiency Examination Program

School Security CheckList

Ship To:

MP Ship Code:	000000000009406		**Date Packed:** January 05, 2005
Contract: 141200	**Contract Name:** Nevada		**Administration:** 2004-2005
County Code:	**County Name:**	**SU Code:**	**Superintendent Unit Name:**
District Code: 01	**District Name:** Churchill		
School Code: 401	**School Name:** Churchill County High School	**Grade:** 10	**Enrollment:** 250

Distribution from the School Test Coordinator (STC) to the Test Administror(s) (TA)

School Test Directors: Each day of testing, the TA must initial the "OUT" column when receiving secure test materials. Each day following testing, the STC must initial the "IN" column when the TA returns the Secure Materials. When the Secured Materials are packaged for return, the STC (or designated person) must initial the "PACKAGED FOR RETURN" column. Comments may be written along the margins.

Class Pack ID	Description	Unit	Qty Shipped
2500074	Grade 10 HSPE	EA	275

Test Booklet Numbers	Test Administrator	DAY 1		DAY 2		DAY 3		DAY 4		DAY 5		PACKAGED FOR RETURN
		OUT TA	IN STC	OUT TA	IN STC	OUT TA	IN STC	OUT TA	IN STC	OUT TA	IN STC	
0501001826												
0501001827												
0501001828												
0501001829												
0501001830												
0501001831												

MP Ship Code: 000000000009406 Page: 1 of 4

Test Security

Nevada statutes specifically prohibit the disclosure of the content of state examinations. The concern is twofold. First, students should have no knowledge of the test prior to the administration. Second, teachers should have no knowledge of the test content so that "teaching to the test" will not occur either inadvertently or intentionally. (NRS 389.015)

The following is a **summary** of test administration and test security requirements. It is imperative that all guidelines and procedures be strictly adhered to.

1. All individuals involved in the administration of the Nevada *Criterion Reference Tests* (CRT) should be familiar with test preparation procedures, handling test materials, and ensuring test security as described in the *Guidelines for the Nevada Proficiency Examination Manual* and in this *Test Administration Manual*.
2. Test booklets and student answer sheets must be secured in a locked storage room or file cabinet with limited access. The key must not be readily accessible to school personnel.
3. Test booklets are not to be distributed to test administrators until the day of testing, and are to be distributed and collected daily utilizing the *School Security Checklist*. Under no circumstances shall test booklets or student answer sheets be circulated among faculty, other administrators, or peers. Copying **ALL OR ANY PART** of a test booklet or taking notes about the items included on a test is **STRICTLY PROHIBITED**.
4. When not in secure storage, test booklets must remain in the possession of the test administrator or proctor at all times.
5. The tests must be administered strictly in accordance with the instructions outlined in the *Test Administration Manual*. Directions that are to be read to the students must be read exactly as they are written.
6. Students must never be exposed to test items or to the answers to test items prior to, during, or following test administration. **Intentional use of test items in any form (including rewording of such test items) is STRICTLY PROHIBITED**.
7. All persons are prohibited from providing students with the answer to any test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during test administration, correcting wrong answers during test administration, or by erasing or correcting answers or responses recorded by the student.
9. Test sessions should be scheduled so that students cannot obtain test information from other students who have already taken the test.
10. Once testing is complete, all test materials must be returned to the STC no later than the end of the school day on which the test(s) are administered.
11. All known violations of test security procedures shall be documented in writing using the *Report of Test Irregularity* form and forwarded to the District Test Director (DTD).

Test Irregularities

Test Administrators should immediately report any testing irregularities to their STC. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to student
- testing accommodations specified in a student's IEP, or LEP Participation Form are not provided
- a student is provided an accommodation that is not specified in the student's IEP, or LEP Participation Form
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer sheet is missing
- any unused/unassigned test booklet is missing

Part 2 – STUDENT DEMOGRAPHIC DATA

It is highly recommended that school personnel complete the demographic information required on the answer sheets. In doing so, school personnel should defer to school district procedures in circumstances where the procedures indicated in this section are too general or for when specific coding questions arise.

The vast majority of Nevada students have been provided with a "pre-ID" label for the spring 2005 state test administration. We refer to this as a pre-ID label because embedded in the barcode on the label is most of the student identification information that is required by this assessment. The pre-ID label is to be affixed to page 1 of the student answer sheet in the lower right corner (in the space "Place Label Here"). The advantage of the pre-ID labels is that they greatly reduce the burden of filling in ovals (bubbles) on the student answer sheet. More detail about how to use them is below.

Students have been assigned pre-ID labels based on information provided to the Department of Education in early February by school districts. The information contained on the label should be consistent with information contained in the student information system used in your school. Because of the timing of the initial exchange of information, no pre-ID labels will be available for students who enrolled at your school after the data files were created in early February. In these instances, all student and school information requested on the student answer sheet must be completed by authorized school personnel. There are a handful of schools in the state (e.g. new charter schools) that have not yet implemented student information systems. Because of this, no labels are available for students enrolled in those schools. Authorized personnel then will need to complete the student and school information requested on the student answer sheet. Directions are provided below for the coding of answer sheets when no pre-ID label is available.

Visible on each pre-ID label are the following pieces of the student's demographic data:

- Student Name
- Grade Level
- State Assigned Student ID Number
- School Name
- District Code and School Code (combined into **one 5-digit number**, beginning with the 2-digit district code and ending with the 3-digit school code)

Also visible on each label is a barcode. Embedded in this barcode are several additional pieces of identifying data about the student. The following pieces of data are embedded in the barcode, but are not visible on the printed label:

- Region Number (Clark County only)
- Date of Birth
- District Student ID
- Gender
- Ethnicity
- IEP & Former IEP
- LEP & Former LEP
- Eligibility to receive free or reduced priced lunch (FRL)
- Section 504
- Immigrant
- Migrant
- Targeted Title I
- Gifted/Talented

- Years in District (YID)
- Years in School (YIS)

Because you cannot tell from looking at the label what information was previously reported for these categories, you will need to refer to a student roster of information provided to you by your school district to check the accuracy of information listed for each student. The roster lists the information about students that was taken from your student information system on February 28, 2005 by district personnel and reported to the Department of Education for the creation of pre-ID labels. You can verify this information, if necessary, by accessing the student information system at your school. Please check the roster carefully for each student and note any instances of missing or incorrect data. For students with missing or incorrect data, please complete the ovals on the answer sheet to correct the information. For all the categories previously listed, you only need to hand-bubble the data that is missing or incorrect. For example, if a student's data is correct except for the years in the district, you only need to complete the correct oval for the **Years in District (YID)** category and not for any of the other categories if the information in those fields is correct.

While the pre-ID labels contain the majority of required student and school information, there are a few pieces of information that may not be known in advance of testing:

- TC (Testing Conditions)
- DNP (Did Not Participate)
- INV (Test Invalidation)
- Special Considerations (SCAAN, Braille, & New in Country)

You must complete the appropriate oval for any student who tests with accommodations or modifications, who does not participate, or whose test must be invalidated.

As noted above, if no pre-ID label is available for a student, the answer sheet must be completed by authorized personnel or under their supervision (e.g. students may complete certain codes). It is recommended that schools utilizing pre-ID labels for most of their students make any hand-code corrections for pre-ID codes and hand-code the student answer sheets for those students without labels prior to test administration. That way, students will not have to sit idly through the scripted directions for completing the demographic section.

Scripted directions for completion of select demographic codes by students are provided below for schools or classes that have no pre-ID labels available to them. Note that authorized school personnel must complete all remaining codes.

If students are to complete the demographic data sections of their answer sheets, the following instructions must be performed exactly. Material that is to be read aloud is printed in **bold type** and preceded by the word **SAY**. All other written information is provided for the administrator and should not be read aloud to the students.

Instructions for Completing Student Information on Answer Sheets

SAY **You will be taking tests in Reading and Mathematics. I will now distribute answer sheets. Please DO NOT make any marks on your answer sheet until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.**

Distribute the answer sheets. Then

SAY **Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to proceed. Are there any questions?**

Pause. If necessary, answer questions. Then proceed to read the instructions for all sections that need to be bubbled in by students.

NAME BLOCK:

SAY **Turn your answer sheet so that you are looking at the blocks labeled LAST NAME, FIRST NAME, and MI.**

Hold up a sample answer sheet and point to the Name Block.

SAY **Find the block for LAST NAME. Starting with the first box on the far left side, print one letter of your last name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. *(Pause.)* In the block for FIRST NAME, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. *(Pause.)* In the box labeled MI, print the first letter of your middle name. If you do not have a middle name, do not print anything in this space. *(Pause.)***

Walk around and check to see that each student has completed the Name Block correctly.

SAY **Each box has a column of circles below it. Darken the circle in the first column that has the same letter as the letter in the box above it. Repeat the process for each of the other letters in your name. If you have a blank space in a box, darken the blank circle above the letter A. Darken only one circle in each column. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?**

Pause. If necessary, answer questions.

SAY **You may now darken the appropriate circles.**

Pause. Check to make sure that each student is darkening the appropriate circles.

DISTRICT NUMBER BLOCK:

SAY **Look next to the student name block. Find the block for DISTRICT NUMBER. In the boxes, write the district number. *(Please provide the appropriate district number from Appendix A for the students by writing it on a blackboard or other area visible to all students.)***

Pause.

SAY **Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.**

Pause.

SCHOOL NUMBER BLOCK:

SAY **Next to the District Number block is the SCHOOL NUMBER. In the boxes provided, write in the school number.** ***(Please provide appropriate school number from Appendix A for the students by writing it on a blackboard or other area visible to all students.)*** **Then darken the circles for the numbers you wrote in the boxes.**

Pause.

REGION NUMBER BLOCK (CLARK COUNTY ONLY):

To be filled out by the Test Administrator. See Part 5 of this manual for further information on coding REGION NUMBER.

STUDENT NUMBER BLOCK:

The Student Number block can be used to fill in the Student ID number assigned by the school district. If the District ID number on the student roster (not visible on the pre-ID label) is incorrect or if a pre-ID label is unavailable for a student, the district-assigned Student ID can be filled in here. The number should be left-justified with no leading zeros. If you have any questions or need to obtain Student Numbers, contact your DTD.

BIRTH DATE BLOCK:

SAY **Locate the block labeled BIRTH DATE.** ***(Hold up the form and indicate the appropriate box.)*** **This is for recording your date of birth. In the box for "Month," darken the circle of the month you were born. Are there any questions?**

Pause. If necessary, give additional examples or answer questions.

SAY **The next section is labeled "Day." In the boxes, write the day of the month on which you were born, putting one number in each box. If your birthday is the first through the ninth of the month, write a "zero" in the first box and correct number in the second box. For example, if you were born on the fourth day of the month, you would write a "zero" in the first box and a "four" in the second box. If you were born on the sixteenth day of the month, you would write a "one" in the first box and a "six" in the second box. Are there any questions?**

Pause. If necessary, give additional examples or answer questions.

SAY **Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.**

Pause. Walk around to see that students are darkening the correct circles.

SAY **The next section is labeled "Year." In the empty boxes, write the last two digits of the year in which you were born. For example, if you were born in 1996, you would write a "nine" in the first box and a "six" in the second box. Are there any questions?**

Pause. If necessary, give additional examples or answer questions.

SAY **Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.**

Pause. Walk around to see that the students are darkening the correct circles.

ETHNICITY BLOCK:

Only one circle is to be filled in. If the student considers herself or himself to be a member of two or more groups, she or he is to fill in the space for the one group with which she or he most closely identifies.

SAY **Now look at the bottom right corner of the page, where you can see a box labeled "RACE/ETHNICITY." This is the ETHNICITY block.**

Hold up a sample answer sheet and point to the "Race/Ethnicity" box.

SAY **The Ethnicity block is for recording your ethnic background. The ethnic/racial groups that I am about to describe have been provided by the United States Department of Education. For each group, I will read the group name and the letter code of the space you should darken if you are a member of that group. If you are a member of more than one group, please fill in the space for the one group with which you most closely identify.**

The first group is <u>AMERICAN INDIAN OR ALASKAN NATIVE</u>. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the circle containing the letter "I" in the Ethnicity block.

The next group is <u>ASIAN OR PACIFIC ISLANDER</u>. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the circle containing the letter "A" in the Ethnicity block.

The next group is <u>HISPANIC.</u> This includes people of Mexican, Puerto Rican, Cuban, Central and South America, or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the circle containing the letter "H" in the Ethnicity block.

The next group is <u>BLACK, NOT OF HISPANIC ORIGIN</u>. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the circle containing the letter "B" in the Ethnicity block.

The next group is <u>CAUCASIAN (White), NOT OF HISPANIC ORIGIN</u>. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the circle containing the letter "C" in this block. Please make sure that you have filled in one and only one circle in the RACE/ETHNICITY block. Are there any questions?

Answer students' questions and allow them time to complete the Ethnicity section.

SAY **Check again to make sure that you have filled in only one bubble in this block.**

GENDER BLOCK:

SAY **Now find the GENDER block. If you are a girl, darken the circle next to the word "Female." If you are a boy, darken the circle next to the word "Male."**

Pause.

SAY **Please erase any stray pencil marks you may have made on your answer sheet.**

Pause.

The remaining sections of the demographic page will be completed after testing as explained in Part 5 of this manual.

Please verify the students' completion of the demographic data and check the demographic page of each student's answer sheet for completeness and accuracy.

Note: A sample version of the 2005 CRT Grade 3 Answer Sheet appears on the following page for your reference. "Page 1" contains student information blocks; "Page 2" contains the Reading and Mathematics answer blocks.

Variable Barcode
10 digits

PLACE LABEL HERE

1

1 2 3 4 5 6 7 8 9 0

STUDENT NAME		
LAST NAME	FIRST NAME	MI

DISTRICT NUMBER	SCHOOL NUMBER	REGION NUMBER
00	000	0
11	111	1
22	222	2
33	333	3
44	444	4
55	555	5
66	666	6
77	777	7
88	888	8
99	999	9

Nevada
DEPARTMENT OF EDUCATION

NEVADA CRITERION REFERENCED TESTS GRADE 3 ANSWER SHEET

STUDENT NUMBER
0000000000
1111111111
2222222222
3333333333
4444444444
5555555555
6666666666
7777777777
8888888888
9999999999

BIRTH DATE		
MONTH	DAY	YEAR
JAN 1		19
FEB 2		
MAR 3	00	00
APR 4	11	11
MAY 5	22	22
JUN 6	33	33
JUL 7	4	44
AUG 8	5	55
SEP 9	6	66
OCT 10	7	77
NOV 11	8	88
DEC 12	9	99

SPC CON
○ SCAAN
○ Braille
○ New in Country

RACE/ETHNICITY
I A H B C

SUBTESTS	TC	DNP	INV
Reading	R A M	A O	I
Mathematics	R A M	A O	I

OPTIONAL	
1	A B C D E
2	A B C D E
3	A B C D E
4	A B C D E
5	A B C D E
6	A B C D E
7	A B C D E
8	A B C D E
9	A B C D E
10	A B C D E

PROGRAMS
○ IEP
○ Former IEP
○ 504
○ LEP
○ Former LEP
○ Immigrant
○ F/RL
○ MG
○ T1 Target
○ G/T

YID
○ After CD
○ Before CD

YIS
○ After CD
○ Before CD

GENDER
○ Female
○ Male

Version	① ② ③ ④ ⑤

Reading

Sample A	Sample B	Sample C
Ⓐ Ⓑ Ⓒ Ⓓ	Ⓐ Ⓑ Ⓒ Ⓓ	Ⓐ Ⓑ Ⓒ Ⓓ

Session 1

1.	Ⓐ Ⓑ Ⓒ Ⓓ	18.	Ⓐ Ⓑ Ⓒ Ⓓ
2.	Ⓐ Ⓑ Ⓒ Ⓓ	19.	Ⓐ Ⓑ Ⓒ Ⓓ
3.	Ⓐ Ⓑ Ⓒ Ⓓ	20.	Ⓐ Ⓑ Ⓒ Ⓓ
4.	Ⓐ Ⓑ Ⓒ Ⓓ	21.	Ⓐ Ⓑ Ⓒ Ⓓ
5.	Ⓐ Ⓑ Ⓒ Ⓓ	22.	Ⓐ Ⓑ Ⓒ Ⓓ
6.	Ⓐ Ⓑ Ⓒ Ⓓ	23.	Ⓐ Ⓑ Ⓒ Ⓓ
7.	Ⓐ Ⓑ Ⓒ Ⓓ	24.	Ⓐ Ⓑ Ⓒ Ⓓ
8.	Ⓐ Ⓑ Ⓒ Ⓓ	25.	Ⓐ Ⓑ Ⓒ Ⓓ
9.	Ⓐ Ⓑ Ⓒ Ⓓ	26.	Ⓐ Ⓑ Ⓒ Ⓓ
10.	Ⓐ Ⓑ Ⓒ Ⓓ	27.	Ⓐ Ⓑ Ⓒ Ⓓ
11.	Ⓐ Ⓑ Ⓒ Ⓓ	28.	Ⓐ Ⓑ Ⓒ Ⓓ
12.	Ⓐ Ⓑ Ⓒ Ⓓ	29.	Ⓐ Ⓑ Ⓒ Ⓓ
13.	Ⓐ Ⓑ Ⓒ Ⓓ	30.	Ⓐ Ⓑ Ⓒ Ⓓ
14.	Ⓐ Ⓑ Ⓒ Ⓓ	31.	Ⓐ Ⓑ Ⓒ Ⓓ
15.	Ⓐ Ⓑ Ⓒ Ⓓ	32.	Ⓐ Ⓑ Ⓒ Ⓓ
16.	Ⓐ Ⓑ Ⓒ Ⓓ	33.	Ⓐ Ⓑ Ⓒ Ⓓ
17.	Ⓐ Ⓑ Ⓒ Ⓓ		

Session 2

34.	Ⓐ Ⓑ Ⓒ Ⓓ	46.	Ⓐ Ⓑ Ⓒ Ⓓ
35.	Ⓐ Ⓑ Ⓒ Ⓓ	47.	Ⓐ Ⓑ Ⓒ Ⓓ
36.	Ⓐ Ⓑ Ⓒ Ⓓ	48.	Ⓐ Ⓑ Ⓒ Ⓓ
37.	Ⓐ Ⓑ Ⓒ Ⓓ	49.	Ⓐ Ⓑ Ⓒ Ⓓ
38.	Ⓐ Ⓑ Ⓒ Ⓓ	50.	Ⓐ Ⓑ Ⓒ Ⓓ
39.	Ⓐ Ⓑ Ⓒ Ⓓ	51.	Ⓐ Ⓑ Ⓒ Ⓓ
40.	Ⓐ Ⓑ Ⓒ Ⓓ	52.	Ⓐ Ⓑ Ⓒ Ⓓ
41.	Ⓐ Ⓑ Ⓒ Ⓓ	53.	Ⓐ Ⓑ Ⓒ Ⓓ
42.	Ⓐ Ⓑ Ⓒ Ⓓ	54.	Ⓐ Ⓑ Ⓒ Ⓓ
43.	Ⓐ Ⓑ Ⓒ Ⓓ	55.	Ⓐ Ⓑ Ⓒ Ⓓ
44.	Ⓐ Ⓑ Ⓒ Ⓓ	56.	Ⓐ Ⓑ Ⓒ Ⓓ
45.	Ⓐ Ⓑ Ⓒ Ⓓ	57.	Ⓐ Ⓑ Ⓒ Ⓓ

Mathematics

Sample A	Sample B	Sample C
Ⓐ Ⓑ Ⓒ Ⓓ	Ⓐ Ⓑ Ⓒ Ⓓ	Ⓐ Ⓑ Ⓒ Ⓓ

Session 1

1.	Ⓐ Ⓑ Ⓒ Ⓓ	16.	Ⓐ Ⓑ Ⓒ Ⓓ
2.	Ⓐ Ⓑ Ⓒ Ⓓ	17.	Ⓐ Ⓑ Ⓒ Ⓓ
3.	Ⓐ Ⓑ Ⓒ Ⓓ	18.	Ⓐ Ⓑ Ⓒ Ⓓ
4.	Ⓐ Ⓑ Ⓒ Ⓓ	19.	Ⓐ Ⓑ Ⓒ Ⓓ
5.	Ⓐ Ⓑ Ⓒ Ⓓ	20.	Ⓐ Ⓑ Ⓒ Ⓓ
6.	Ⓐ Ⓑ Ⓒ Ⓓ	21.	Ⓐ Ⓑ Ⓒ Ⓓ
7.	Ⓐ Ⓑ Ⓒ Ⓓ	22.	Ⓐ Ⓑ Ⓒ Ⓓ
8.	Ⓐ Ⓑ Ⓒ Ⓓ	23.	Ⓐ Ⓑ Ⓒ Ⓓ
9.	Ⓐ Ⓑ Ⓒ Ⓓ	24.	Ⓐ Ⓑ Ⓒ Ⓓ
10.	Ⓐ Ⓑ Ⓒ Ⓓ	25.	Ⓐ Ⓑ Ⓒ Ⓓ
11.	Ⓐ Ⓑ Ⓒ Ⓓ	26.	Ⓐ Ⓑ Ⓒ Ⓓ
12.	Ⓐ Ⓑ Ⓒ Ⓓ	27.	Ⓐ Ⓑ Ⓒ Ⓓ
13.	Ⓐ Ⓑ Ⓒ Ⓓ	28.	Ⓐ Ⓑ Ⓒ Ⓓ
14.	Ⓐ Ⓑ Ⓒ Ⓓ	29.	Ⓐ Ⓑ Ⓒ Ⓓ
15.	Ⓐ Ⓑ Ⓒ Ⓓ	30.	Ⓐ Ⓑ Ⓒ Ⓓ

Session 2

31.	Ⓐ Ⓑ Ⓒ Ⓓ	46.	Ⓐ Ⓑ Ⓒ Ⓓ
32.	Ⓐ Ⓑ Ⓒ Ⓓ	47.	Ⓐ Ⓑ Ⓒ Ⓓ
33.	Ⓐ Ⓑ Ⓒ Ⓓ	48.	Ⓐ Ⓑ Ⓒ Ⓓ
34.	Ⓐ Ⓑ Ⓒ Ⓓ	49.	Ⓐ Ⓑ Ⓒ Ⓓ
35.	Ⓐ Ⓑ Ⓒ Ⓓ	50.	Ⓐ Ⓑ Ⓒ Ⓓ
36.	Ⓐ Ⓑ Ⓒ Ⓓ	51.	Ⓐ Ⓑ Ⓒ Ⓓ
37.	Ⓐ Ⓑ Ⓒ Ⓓ	52.	Ⓐ Ⓑ Ⓒ Ⓓ
38.	Ⓐ Ⓑ Ⓒ Ⓓ	53.	Ⓐ Ⓑ Ⓒ Ⓓ
39.	Ⓐ Ⓑ Ⓒ Ⓓ	54.	Ⓐ Ⓑ Ⓒ Ⓓ
40.	Ⓐ Ⓑ Ⓒ Ⓓ	55.	Ⓐ Ⓑ Ⓒ Ⓓ
41.	Ⓐ Ⓑ Ⓒ Ⓓ	56.	Ⓐ Ⓑ Ⓒ Ⓓ
42.	Ⓐ Ⓑ Ⓒ Ⓓ	57.	Ⓐ Ⓑ Ⓒ Ⓓ
43.	Ⓐ Ⓑ Ⓒ Ⓓ	58.	Ⓐ Ⓑ Ⓒ Ⓓ
44.	Ⓐ Ⓑ Ⓒ Ⓓ	59.	Ⓐ Ⓑ Ⓒ Ⓓ
45.	Ⓐ Ⓑ Ⓒ Ⓓ	60.	Ⓐ Ⓑ Ⓒ Ⓓ

Static Barcode
16 digits

Part 3 – READING TEST INSTRUCTIONS

The Reading test consists of two parts. Each part will take approximately 60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. The district/school might want to consider taking advantage of the midpoint between parts by scheduling a break to minimize the effect of fatigue.

Students who need more time may need to continue working through the scheduled break or may need to be relocated to a different testing location, depending on the length of the break. Breaks must not be used as an opportunity to study the content area of a test. If students need to be relocated, the test administrator must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.

See that all students are quietly seated and have clear desks, except for pencils and erasers. The demographic information on the answer sheets must be completed prior to testing. Correct demographic information is extremely important and therefore should be checked very carefully by an adult.

Note: If this is the first content area administered, please read the directions from the beginning. If another content area has been previously administered, you may omit the directions for filling out "Student Name" on the test booklet and "Version Number" on the answer sheet.

Instructions for Reading test – Part 1

SAY **I will now pass out the test booklets. These test booklets contain the Reading and Mathematics tests. At this time, we are going to work on the Reading test.**

Pass out the test booklets in the order they are packaged. Make sure each student receives their pre-ID labeled answer sheet (or the sheet used to fill out their demographic data).

SAY **Locate the box marked "Student Name" on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided.**

Check to be sure that each student has printed their name on the front cover of his/her test booklet.

SAY **Look at the front cover of your test booklet. Find the large 3 in the top right corner of the test booklet. The VERSION number for your test booklet is printed below the large 3. This is the VERSION number you will mark on your answer sheet.**

Check to be sure that each student has found the VERSION number on his/her test booklet.

SAY **Look at Page 2 of your answer sheet and find the word "Reading" at the top left corner of the page. Above the word "Reading" is a shaded box with the word "VERSION" and five numbered circles.**

Check to be sure that each student has found the correct box.

SAY **Now fill in the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a "1" in it. If your test booklet is VERSION 2, you will darken the circle with a "2" in it. Does anyone have a question?**

Answer any questions the students may have. Be sure they have filled in the correct VERSION number on their answer sheets.

SAY **Now open your test booklet to Page 1. The top of the page is titled *Directions for Reading*.**

Hold up a sample test booklet that is open to Page 1. Check to be sure students have opened their test booklets to the correct page.

SAY **Please listen carefully as I review the directions for the Reading test. When the directions say to mark your answers in your "answer booklet" this means the answer sheet containing the bubbles which you will use to fill in answers to the test questions.**

"There are reading questions in this test booklet for you to answer. Do not mark your answers in this booklet. Instead, mark them in the answer booklet. Each time you answer a question, be sure the number in the answer booklet is the same as the number of the question you are answering in the test booklet.

DO NOT WASTE TIME ON HARD QUESTIONS. If you find a question is taking a lot of your time, come back to it later. ALSO, BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION IN YOUR ANSWER BOOKLET.

The questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. In your answer booklet, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

You may write or mark in your test booklet; however, you must write or mark your final answer in your answer booklet. Make no stray or unnecessary marks in your answer booklet.

Let's work through the sample passage and questions together to be sure you understand the directions." Are there any questions?

Pause. Answer any questions.

SAY **Now look at the boxed passage and sample questions below. We will read the passage and answer the questions together. The answers to the questions must be marked on your answer sheet. Before we read the passage and questions, let's find where we will mark the answers on the answer sheet. Look at page 2 of your answer sheet and locate the word "*Reading*" at the top.**

Hold up this page of the answer sheet and point out the word "Reading."

SAY **To the right of the word "Reading" are three boxes. The boxes are labeled Sample A, Sample B, and Sample C. You will mark your answers for each of the sample questions in the boxes. Are there any questions?**

Answer any questions the students may have. Check to be sure the students have found the correct place on their answer sheets.

SAY **Now we will go back to the test booklet and read the sample passage.**

Make sure everyone has found the sample passage and questions.

SAY **Read the passage to yourselves as I read it aloud. "The Best Tree House in Town. Mary and Juan planned to <u>construct</u> a tree house. On the first day, Juan got the wood while Mary got the other things they needed. It took two days to make the house. On the third day, they had a party for their friends. Everyone thought it was the best tree house in town."**

Pause for students to think about the passage.

SAY **Now look at the first question below the passage. It is labeled "Sample A." Read the question and answer choices to yourself as I read them aloud.** ***"In the story what does the word <u>construct</u> mean? A – draw; B – build; C – find; D – paint."***

Pause.

SAY **Mark your answer to the question in the box labeled "Sample A" in the Reading section of your answer sheet.**

Pause while students mark their answers on their answer sheets.

SAY **Which circle did you mark?**

Pause for replies.

SAY **The word construct means "*build*," so "B" is the correct answer. You should have filled in the circle with the letter B in it. Does anyone have a question?**

Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place on their answer sheet.

SAY **Now look at the "Sample B" question in your test booklet. Read the question and answer choices to yourself. Then mark the circle for your answer in the box labeled "Sample B" in the Reading section of your answer sheet.**

Pause while students mark their answers.

SAY **Which circle did you mark?**

Pause for replies.

SAY **The correct answer is "B," *hard-working*. You should have marked the circle with the letter B in it. Does anyone have a question?**

Answer questions, if necessary.

SAY **Now read the "Sample C" question and answer choices in your test booklet. Then mark the circle for your answer in the box labeled "Sample C" in the Reading section of your answer sheet.**

Pause while students mark their answers.

SAY **Which circle did you mark?**

Pause for replies.

SAY **The correct answer is "A," *had a party for their friends*. You should have marked the circle with the letter A in it. Does anyone have a question?**

Answer questions, if necessary.

SAY **The Reading Test is divided into two parts: Part 1 and Part 2. When you have finished Part 1, we will take a break. If you finish Part 1 before time for the break, you may go back and check your answers on Part 1. Do not begin working on Part 2 of the test. Are their any questions?**

Answer any questions.

SAY **We are now ready to begin Part 1 of the Reading Test. Read and answer each question carefully. Then read the passages in your test booklet and answer the questions that follow about what you have just read. Be sure to mark your answers in the Reading section of your answer sheet. Do not go past the page with a stop sign until you are told to do so. Are there any questions?**

Answer any questions.

SAY **Turn to the beginning of the Reading section in your test booklet and start working.**

While students are working, circulate to ensure that students are working on the correct test and are entering their answers on the correct section of their answer sheet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district's plan to accommodate students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 1 or a predetermined end time is reached,

SAY **We will now take our break. Place your answer sheet inside your test booklet to hold your place. Then close your test booklet. Students who would like more time to complete this test should raise their hand and *(insert DISTRICT PLAN.)***

Before the break, instruct students to leave test materials on their desks
OR
Collect each student's test materials and secure them in locked storage until testing resumes.

Instructions for Reading test – Part 2

Reminder: If Part 2 is administered on a different day than Part 1, students cannot go back to check their work in Part 1. They will be allowed to check their work in Part 2 ONLY. If Part 2 is administered the same day as Part 1, students can go back and check both Part 1 and Part 2 of the test (see directions below).

When testing resumes,

SAY **Open your test booklets and remove your answer sheet. We will begin working on Part 2 of the Reading test. Continue to work until you reach the page with a STOP sign. Are there any questions?**

Answer any questions.

SAY **If you finish early, you may go back and check your work on** *(insert "Part 1 and 2" or "Part 2 only")* **of the Reading test. DO NOT work on the Mathematics section of the test. You should have plenty of time to complete the Reading test. When you have finished, have checked over your work, and would like to read, raise your hand and I will collect your test materials. Then you may read what you have brought with you, but you must not talk or disturb others who are still working. Does anyone have a question?**

Answer any questions.

SAY **You may begin working.**

While students are working, circulate to ensure that students are working on the correct test and are entering their answers on the correct section of their answer sheet. Since this is not a timed test, students should be given unlimited time to finish so long as they are working productively. Follow your district's plan to accommodate students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 2 or a predetermined end time is reached,

SAY **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this test should raise their hand and** ***(insert DISTRICT PLAN.)***

If you completed testing for the day, collect all test booklets and answer sheets. Follow the answer sheet edit procedures in Part 5 of this manual and return all test booklets, student answer sheets and any test materials to your STC.

Part 4 – MATHEMATICS TEST INSTRUCTIONS

The Mathematics test consists of two parts. Each part will take approximately 60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. The district/school might want to consider taking advantage of the midpoint between parts by scheduling a break to minimize the effect of fatigue.

Students who need more time may need to continue working through the scheduled break or may need to be relocated to a different testing location, depending on the length of the break. Breaks must not be used as an opportunity to study the content area of a test. If students need to be relocated, the test administrator must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.

See that all students are quietly seated and have clear desks, except for pencils, scratch paper and erasers. Pass out the paper rulers that were provided to you by your STC. Each student should receive one ruler for the Mathematics test.

The demographic information on the answer sheets must be completed prior to testing. Correct demographic information is extremely important and therefore should be checked very carefully by an adult.

Note: If this is the first content area administered, please read the directions from the beginning. If another content area has been previously administered, you may omit the directions for filling out "Student Name" on the test booklet and "Version Number" on the answer sheet.

Instructions for Mathematics test – Part 1

SAY **I will now pass out the test booklets. These test booklets contain the Reading and Mathematics tests. At this time, we are going to work on the Mathematics test.**

Pass out the test booklets in the order they are packaged. Make sure each student receives their pre-ID labeled answer sheet (or the sheet used to fill out their demographic data).

SAY **Locate the box marked "Student Name" on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided.**

Check to be sure that each student has printed their name on the front cover of his/her test booklet.

SAY **Look at the front cover of your test booklet. Find the large 3 in the top right corner of the test booklet. The VERSION number for your test booklet is printed below the large 3. This is the VERSION number you will mark on your answer sheet.**

Check to be sure that each student has found the VERSION number on his/her test booklet.

SAY **Look at Page 2 of your answer sheet and find the word "Reading" at the top left corner of the page. Above the word "Reading" is a shaded box with the word "VERSION" and five numbered circles.**

Check to be sure that each student has found the correct box.

SAY **Now fill in the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a "1" in it. If your test booklet is VERSION 2, you will darken the circle with a "2" in it. Does anyone have a question?**

Answer any questions the students may have. Be sure they have filled in the correct VERSION number on their answer sheets.

SAY **Now open your test booklet to page 37. The top of the page is titled *Directions for Mathematics.***

Hold up a sample test booklet and show students the directions for the Mathematics test on page 37. Check to be sure that each student has opened his/her test booklet to the correct page.

SAY **Please listen carefully as I review the directions for the Mathematics test. When the directions say to mark your answers in your "answer booklet" this means the <u>answer sheet</u> containing the bubbles which you will use to fill in answers to the test questions.**

"There are problems in this test booklet for you to solve. Do not mark your answers in this booklet. Instead, mark them in the answer booklet. Each time you answer a problem, be sure the number in the answer booklet is the same as the number of the question you are answering in the test booklet.

DO NOT WASTE TIME ON HARD QUESTIONS. If you find a question is taking a lot of your time, come back to it later. ALSO, BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION IN YOUR ANSWER BOOKLET.

The questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. In your answer booklet, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and <u>make sure the circle is completely filled in</u>.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect..

You may write or mark in your test booklet; however, you must mark your final answer in your answer booklet. Make no stray or unnecessary marks in your answer booklet.

Let's work through the sample questions together to be sure you understand the directions." Are there any questions? *(Pause and answer any questions.)*

Now look at the boxed sample problems below. We will read them and solve them together. The answers to the questions must be marked on your answer sheet. Before we read the problems, let's find where we will mark the answers on your answer sheet. Find the word "Mathematics" on page 2 of your answer sheet.

Hold up this page of the answer sheet and point out the word "Mathematics."

SAY **To the right of the word "Mathematics" are three boxes. The boxes are labeled Sample A, Sample B, and Sample C. You will mark your answers for each of the sample questions in these boxes. Are there any questions?**

Answer any questions the students may have.

SAY **Now we will go back to the test booklet and read the sample questions.**

Make sure everyone has found the sample questions in the test booklet.

SAY **Now look at the first question. It is labeled "Sample A." Read the question and answer choices to yourself as I read them aloud. "*What is the sum of 7 and 5? A – 7; B – 10; C – 12; D – 24.*"**

Pause.

SAY **Mark your answer to the question in the box labeled "Sample A" in the Mathematics section of your answer sheet.**

Pause while students mark their answers on their answer sheets.

SAY **Which circle did you mark?**

Pause for replies.

SAY **The sum of 7 and 5 is 12, so "C" is the correct answer. You should have marked the circle with the letter C in it. Does anyone have a question?**

Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place on their answer sheets.

SAY **Now look at Sample B in your test booklet. Read the question and answer choices to yourself. Then mark the circle for your answer in the box labeled "Sample B" in the Mathematics section of your answer sheet.**

Pause while students mark their answers.

SAY **Which circle did you mark?**

Pause for replies.

SAY **The correct answer is "B," *You have fewer apples than your friend*. You should have marked the circle with the letter B in it. Does anyone have a question?**

Answer questions, if necessary.

SAY **Now read the Sample C question and answer choices in your test booklet. Then mark the circle for your answer in the box labeled "Sample C" in the Mathematics section of your answer sheet.**

Pause while students mark their answers.

SAY **Which circle did you mark?**

Pause for replies.

SAY **The correct answer is "C," *fifteen cents*. You should have marked the circle with the letter C in it. Does anyone have a question?**

Answer questions, if necessary.

SAY **The Mathematics Test is divided into two parts: Part 1 and Part 2. When you have finished Part 1, we will take a short break. If you finish Part 1 before time for the break, you may go back and check your answers on Part 1. Do not begin working on Part 2 of the test. Are there any questions?**

Answer any questions.

SAY **We are now ready to begin Part 1 of the Mathematics Test. Read each question carefully. Be sure to mark your answers in the Mathematics section of your answer sheet. Do not go past the page with a STOP sign until you are told to do so. Are there any questions?**

Answer any questions.

SAY **Turn to the beginning of the Mathematics section in your test booklet and start working.**

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer sheet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district's plan for accommodating students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 1 or a predetermined end time is reached,

SAY **We will now take our break. Place your answer sheet in your test booklet to hold your place. Then close your test booklet. Students who would like more time to complete this section should raise their hand and *(insert DISTRICT PLAN).***

Before the break, instruct students to leave test materials on their desks
OR
Collect each student's test materials and secure them in locked storage until testing resumes.

Instructions for Mathematics test – Part 2

Reminder: If Part 2 is administered on a different day than Part 1, students cannot go back to check their work in Part 1. They will be allowed to check their work in Part 2 ONLY. If Part 2 is administered the same day as Part 1, students can go back and check both Part 1 and Part 2 of the test (see directions below).

When testing resumes,

SAY **Open your test booklets and remove your answer sheet. We will begin working on Part 2 of the Mathematics test. Continue to work until you reach the page with a STOP sign. Are there any questions?**

Answer any questions.

SAY **If you finish early, you may go back and check your work on** *(insert "Part 1 and 2" or "Part 2 only")* **of the Mathematics test. DO NOT work on the Reading section of the test. You should have plenty of time to complete the Mathematics test. When you have finished, have checked over your work, and would like to read, raise your hand and I will collect your test materials. Then you may read what you have brought with you, but you must not talk or disturb others who are still working. Does anyone have a question?**

Answer any questions.

SAY **You may begin working.**

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer sheet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district's plan for accommodating students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 2 or a predetermined end time is reached,

SAY **The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should raise their hand and** ***(insert DISTRICT PLAN).***

If you completed testing for the day, collect all test booklets and answer sheets. Follow the answer sheet edit procedures in Part 5 of this manual and return all test booklets, student answer sheets and any test materials to your STC.

Part 5 – ANSWER SHEET EDIT PROCEDURES

Errors in coding the demographic information on the answer sheets may result in inaccurate reports or delays in reporting test results. Contact your district office for questions regarding student demographic information.

Following test administration, all students answer sheets should be reviewed for the following:

- Ensure that there are no stray pencil marks outside of the answer spaces or bubbled areas to be machine scored.
- All marks to be machine scored are marked darkly in pencil.
- All erasures are complete.
- All sections have been bubbled appropriately (if applicable).

Program Codes

IEP: a student who is identified as having a disability and is provided placement and services consistent with the *Individuals with Disabilities Education Act* (IDEA). **This includes a student with an IEP for speech or language.** Students identified only as Gifted and/or Talented are not included here.

Former IEP: a student who was identified in the past as having a disability and was provided placement and services consistent with the IDEA. The student was determined no longer eligible for special education services and an IEP is NOT currently in effect.

504: a student identified in accordance with section 504 of the *Rehabilitation Act of 1973* and who has a Section 504 plan.

LEP: a student who speaks a language other than English or has another language other than English spoken in the home **and** participates in an English language instructional program. Monitored LEP students should be coded as LEP.

Former LEP: a student who speaks a language other than English or has another language other than English spoken in the home and has **previously** participated in an English language instructional program. The student has exited from the program by achieving an exit score on the current assessment of English language proficiency and the *approaching proficiency* designation on any one state-mandated assessment.

Immigrant: an individual (age 3-21) enrolled in a school who was not born in the United States and who has not been attending schools in the United States for more than three (3) full academic years. (In Nevada, an academic year is from count day to testing day.)

F/RL: a student who qualifies for the Free or Reduced Lunch Program. A student, particularly a secondary student, who is identified by the school or school district as being economically disadvantaged by any other means will also be coded here.

MG: a migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.

T1 (Title 1 Target): a student who has been identified for services in a school receiving Title I Targeted Assistance funding. Note: In Nevada, most Title I students are enrolled in school-wide programs and are **not** included in this category.

G/T: a student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

Student Information Codes

Years In District (YID) must be completed by school personnel as follows:

After CD	Student enrolled in the district after count day, or student who initially enrolled before count day but who has not been continuously enrolled since count day.
Before CD	Student continuously enrolled in the district from and including count day or before.

Years In School (YIS) must be completed by school personnel as follows:

After CD	Student enrolled in the school after count day, or student who initially enrolled before count day but who has not been continuously enrolled from and including count day.
Before CD	Student continuously enrolled in the district from and including count day or before.

Testing Conditions (TC) applies only to a student with an IEP, a student with a Section 504 plan, or a student identified as Limited English Proficient (LEP), and only if the student used accommodations on the test. In these cases, fill in the bubble indicating the conditions under which the student took the Reading or Math sections of the test.

R **REGULAR CONDITIONS** (no accommodations)
A **ACCOMMODATIONS** (formerly called "Permissible Accommodations")
M **MODIFICATIONS** (IEP students only) (formerly called "Non-Permissible Accommodations)

Did Not Participate (DNP) should be completed if a student does not take the test. Fill in the appropriate bubble.

A **ABSENT** if the student is currently enrolled but is absent for test administration.

O **OTHER** if the student is enrolled but did not participate for some other reason.

Invalidation (INV) should be completed only if a student's test must be invalidated. If this code is marked, the student's participation will not count for AYP purposes nor will the student be considered proficient. This procedure replaces the previous practice of marking all the bubbles in the first five or six rows in the answer section of the test involved (CRT, HSPE, or ITBS/ITED).

I **INVALIDATION** if the student's test has been invalidated.

Special Considerations (SPC CON)

S **SCAAN** if the student is administered the state's alternate assessment (Skills and Competencies Alternative Assessment of Nevada).

B **BRAILLE** if the student is administered a Braille version of the assessment.

N **NEW IN COUNTRY** for an immigrant student identified as LEP who in the current school year is enrolled for the first time in a United States school.

Race/Ethnicity

I American Indian/Alaskan Native
A Asian/Pacific Islander
H Hispanic
B Black, not of Hispanic origin
C White, not of Hispanic origin

Region Number (Clark County <u>only</u>)

NOTE: If school is <u>NOT</u> in Clark County district, leave this section **BLANK** (do not fill in)

0 N/A
1 Northeast
2 East
3 Southeast
4 Southwest
5 Northwest
6 N/A
7 **No region – fill in circle 7 if school is classified by CCSD as either:**
CSS (Central Student Support); or
ESD (Education Services Division)
8 N/A
9 N/A

(If further information for Region Number is needed, contact your DTD.)

APPENDIX A

District and School Number List

01 CHURCHILL COUNTY SCHOOL DISTRICT

01 CHURCHILL

01	205	Best E S
01	401	Churchill Co H S
01	301	Churchill Co Jr H S
01	201	Cottage
01	206	Lahontan E S
01	202	Northside E S
01	207	Numa E S
01	204	West End E S

21 CHURCHILL ALT

21	902	Churchill Co Adult

41 CHURCHILL CHARTER

41	402	Gateways to Success

81 HOME SCHOOLED

81	888	Churchill Home Sch

02 CLARK COUNTY SCHOOL DISTRICT

02 CLARK

02	131	Adams E S
02	231	Adcock E S
02	420	Advanced Tech Acad
02	178	Alamo E S
02	137	Bartlett E S
02	406	Basic H S
02	280	Bass E S
02	108	Beatty E S
02	327	Becker M S
02	248	Beckley E S
02	236	Bell E S
02	138	Bendorf E S
02	292	Bennett E S
02	271	Bilbray E S
02	101	Blue Diamond E S
02	411	Bonanza H S
02	157	Bonner E S
02	348	Cadwallader M S
02	225	Cahlan E S
02	155	Cambeiro E S
02	349	Canarelli M S
02	316	Cannon M S
02	429	Canyon Spgs H S
02	171	Carl E S
02	219	Carson E S
02	158	Cartwright E S
02	304	Cashman M S
02	607	Centennial H S
02	409	Chaparral H S
02	415	Cheyenne H S
02	109	Christensen E S
02	414	Cimarron Mem H S
02	401	Clark H S
02	151	Allen E S
02	140	Antonello E S
02	413	Area Tech Trade Ctr
02	601	Boulder City H S
02	279	Bowler Grant E S
02	159	Bowler Joseph E S
02	246	Bracken E S
02	307	Bridger M S
02	306	Brinley M S
02	179	Brookman E S
02	319	Brown M S
02	147	Bruner E S
02	148	Bryan Richard E S
02	156	Bryan Roger E S
02	163	Bunker E S
02	211	Booker E S
02	422	Comm Coll East H S
02	426	Comm Coll South H S
02	423	Comm Coll West H S
02	184	Conners E S
02	612	Coronado H S
02	165	Cortez E S
02	335	Cortney M S
02	293	Cox Clyde E S
02	126	Cox David E S
02	180	Cozine E S
02	223	Craig E S
02	342	Cram M S
02	205	Crestwood E S
02	233	Culley E S
02	125	Cunningham E S

02	130	Dailey E S
02	172	Darnell E S
02	220	Dearing E S
02	269	Decker E S
02	430	Del Sol H S
02	124	Derfelt E S
02	609	Desert Pines H S
02	212	Earl Ira E S
02	296	Earl Marion E S
02	267	Edwards E S
02	257	Ferron E S
02	347	Fertitta M S
02	352	Findlay M S
02	143	Fitzgerald E S
02	119	Fong E S
02	276	Galloway E S
02	167	Garehime E S
02	318	Garrett M S
02	302	Garside M S
02	181	Gehring E S
02	120	Gibson E S
02	310	Gibson M S
02	206	Gilbert E S
02	185	Givens ES
02	153	Goldfarb E S
02	207	Hancock E S
02	261	Harmon E S
02	346	Harney M S
02	262	Harris E S
02	168	Hayes E S
02	229	Heard E S
02	173	Heckethorn E S
02	129	Herr E S
02	209	Herron E S
02	252	Indian Spgs E S
02	604	Indian Spgs H S
02	123	Jacobson E S
02	135	Jydstrup E S
02	133	Kahre E S
02	134	Katz E S
02	332	Keller M S
02	226	Kelly E S
02	169	Kesterson E S
02	237	Lake E S
02	166	Lamping E S
02	418	Las Vegas Acad
02	402	Las Vegas H S
02	321	Laughlin Jr S H S
02	337	Lawrence M S

02	106	Deskin E S
02	300	Detwiler E S
02	263	Diskin E S
02	266	Dondero E S
02	111	Dooley E S
02	417	Durango H S
02	118	Eisenberg E S
02	410	Eldorado H S
02	164	Elizondo E S
02	608	Foothill H S
02	308	Fremont M S
02	268	French E S
02	272	Frias E S
02	240	Fyfe E S
02	102	Goodsprings E S
02	186	Goolsby E S
02	275	Gragson E S
02	278	Gray E S
02	416	Green Vly H S
02	324	Greenspun M S
02	208	Griffith E S
02	317	Guinn M S
02	161	Guy E S
02	210	Hewetson E S
02	122	Hill E S
02	297	Hinman E S
02	202	Hoggard E S
02	273	Hollingsworth E S
02	350	Hughes M S
02	187	Hummel E S
02	303	Hyde Park M S
02	336	Indian Spgs M S
02	182	Iverson E S
02	323	Johnson M S
02	107	Kim E S
02	136	King Martha E S
02	105	King Martin E S
02	309	Knudson M S
02	222	Lincoln E S
02	270	Long E S
02	144	Lowman E S
02	141	Lummis E S
02	103	Lundy E S
02	117	Lunt E S

02	341	Leavitt M S
02	428	Liberty H S
02	331	Lied M S
02	115	Lynch E S
02	329	Lyon M S
02	277	Mack E S
02	217	Mackey E S
02	213	Manch E S
02	353	Mannion M S
02	311	Martin M S
02	281	Martinez E S
02	132	May E S
02	234	McCall E S
02	249	McCaw E S
02	298	McDoniel E S
02	113	McMillan E S
02	218	McWilliams E S
02	112	Mendoza E S
02	274	Miller Sandy E S
02	338	Miller Bob M S
02	215	Miller, John F.
02	250	Mitchell E S
02	602	Moapa Vly H S
02	424	Mojave H S
02	333	Molasky M S
02	343	Monaco M S
02	282	Moore E S
02	162	Morrow E S
02	228	Mountain View E S
02	170	Neal E S
02	146	Newton E S
02	283	Ober E S
02	322	OCallaghan M S
02	312	Orr M S
02	425	Palo Verde H S
02	232	Paradise E S
02	216	Park E S
02	110	Parson E S
02	114	Perkins E S
02	289	Petersen E S
02	145	Piggott E S
02	244	Pittman E S
02	253	Priest E S
02	403	Rancho H S
02	235	Red Rock E S
02	295	Reed E S
02	104	Reid E S
02	160	Rhodes E S
02	150	Roberts E S
02	315	Robison M S
02	174	Rogers E S
02	339	Rogich M S
02	203	Ronnow E S
02	201	Ronzone E S
02	221	Rowe E S
02	128	Rundle E S
02	412	S N V T C
02	291	Sandy Vly E S
02	320	Sandy Vly M S
02	354	Saville M S
02	328	Sawyer M S
02	188	Scherkenbach E S
02	344	Schofield M S
02	345	Sedway M S
02	251	Sewell E S
02	427	Shadow Ridge H S
02	611	Sierra Vista H S
02	421	Silverado H S
02	334	Silvestri M S
02	189	Simmons E S
02	305	Smith M S
02	284	Smith Hal E S
02	264	Smith Helen E S
02	175	Snyder E S
02	431	Spring Vly H S
02	204	Squires E S
02	294	Stanford E S
02	286	Staton E S
02	241	Sunrise Acres E S
02	325	Swainston M S
02	190	Tanaka E S
02	285	Tarr E S
02	260	Tate E S
02	254	Taylor Robert E S
02	230	Taylor Glen E S
02	239	Thomas E S
02	139	Thorpe E S
02	290	Tobler E S
02	265	Tomiyasu E S
02	127	Treem E S
02	243	Twin Lakes E S
02	176	Twitchell E S
02	214	Ullom E S

02	404	Valley H S
02	154	Vanderburg E S
02	245	Vegas Verdes E S
02	183	Walker E S
02	258	Ward E S
02	238	Warren E S
02	247	Wasden E S
02	177	Watson E S
02	259	Wengert E S
02	330	West M S
02	405	Western H S
02	326	White M S
02	256	Whitney E S
02	255	Virgin Vly E S
02	603	Virgin Vly Jr S H S
02	301	Von Tobel M S
02	142	Wiener E S
02	149	Wilhelm E S
02	242	Williams Tom E S
02	224	Williams Wendell E S
02	152	Wolfe E S
02	287	Wolff E S
02	314	Woodbury M S
02	116	Woolley E S
02	121	Wynn E S

22 CLARK ALT

22	941	Adult Ed
22	930	Biltmore Continuation
22	922	Burk Credit
22	419	Burk Sunset
22	950	CCSD Virtual H S
22	936	Child Haven
22	932	Cowan Academic
22	924	Cowan Credit
22	948	Desert Rose Adult
22	926	Desert Willow E S
22	927	Desert Willow Secondary
22	937	Homebound E S
22	915	Homebound Secondary
22	925	Acad for Indiv Study 6-12
22	947	Acad for Indiv Study K-5
22	407	Jeffrey Behavior
22	920	Jeffery Credit
22	917	Miley Achvmt E S
22	916	Miley Achvmt Secondary
22	934	Morris Behavior
22	923	Morris Credit
22	408	Morris Sunset
22	933	Peterson Behavior
22	931	Peterson Credit
22	928	South Continuation
22	908	Southwest Behavior
22	910	Stewart, Helen J.
22	935	Variety Secondary
22	911	Variety Sch
22	929	Washington Continuation

42 CLARK CHARTER

42	288	Agassi E S
42	351	CC Team Academy
42	615	Explore Knowledge E S
42	616	Explore Knowledge Sec
42	610	Keystone
42	299	Odyssey E S
42	358	Odyssey M S
42	614	Odyssey H S
42	617	Agassi Sec

62 CLARK CORR

62	777	Detention
62	952	H D S P
62	921	Impact Program
62	912	Juvenile Court
62	953	S D C C
62	954	S N W C F
62	913	Spring Mtn Jr Sr H S
62	918	Summit School
62	919	Summit View Correctional

82 HOME SCHOOLED

82	888	Clark Home Sch

03 DOUGLAS COUNTY SCHOOL DISTRICT

03 DOUGLAS

03	301	Carson Vly M S
03	501	Douglas H S
03	201	Gardnerville E S
03	206	Jacks Vly E S
03	208	Kingsbury M S

23 DOUGLAS ALT

23	901	Douglas Alt

43 DOUGLAS CHARTER

43	300	Sierra Crest Acad

03	205	Meneley E S
03	210	Minden E S
03	302	Pau Wa Lu M S
03	209	Pinon Hills E S
03	207	Scarselli E S
03	502	Whittell H S
03	202	Zephyr Cove E S

63 DOUGLAS CORR

63	503	Jacobsen H S
63	902	Tahoe Detention Facility

83 HOME SCHOOLED

83	888	Douglas Home Sch

04 ELKO COUNTY SCHOOL DISTRICT

04 ELKO

04	205	Carlin E S
04	601	Carlin H S
04	202	Elko Grammar
04	603	Elko H S
04	104	Independence Vly E S
04	105	Jackpot E S
04	107	Montello E S
04	108	Mound Vly E S
04	206	Owyhee E S
04	212	Petan Ranch Sch
04	211	Sage E S
04	204	Southside E S
04	210	Spring Creek E S
04	207	Wells E S
04	602	Wells H S
04	502	Wells Jr H S
04	501	Carlin Jr H S
04	503	Elko Jr H S
04	605	Jackpot H S
04	505	Jackpot Jr H S
04	209	Mountain View E S
04	203	Northside E S
04	604	Owyhee H S
04	111	Ruby Vly E S
04	606	Spring Creek H S
04	504	Spring Creek M S
04	208	West Wendover E S
04	607	West Wendover H S
04	507	West Wendover Jr H S

24 ELKO ALT

24	902	Elko Adult
24	903	Elko Alt
24	901	Elko Early Education

64 ELKO CORR

64	906	Juvenile Detention

84 HOME SCHOOLED

84	888	Elko Home Sch

05 ESMERALDA COUNTY SCHOOL DISTRICT

05 ESMERALDA

05	101	Dyer E S
05	102	Goldfield E S
05	103	Silver Peak E S

85 HOME SCHOOLED

85	888	Esmeralda Home Sch

06 EUREKA COUNTY SCHOOL DISTRICT

06 EUREKA

06	101	Crescent Vly E S
06	103	Eureka E S
06	601	Eureka H S

86 HOME SCHOOLED

86	888	Eureka Home Sch

07 HUMBOLDT COUNTY SCHOOL DISTRICT

07	**HUMBOLDT**	
07	101	Denio E S
07	206	French Ford M S
07	205	Grass Vly E S
07	107	Jackson Mtn E S
07	103	Kings River E S
07	106	Leonard Creek E S
07	501	Lowry H S
07	203	McDermitt E S
07	601	McDermitt H S
07	302	McDermitt Jr H S
07	104	Orovada E S
07	105	Paradise Vly E S
07	201	Sonoma Heights E S
07	202	Winnemucca Grammar
07	301	Winnemucca Jr H S

27	**HUMBOLDT ALT**	
27	903	Lowry Adult
67	**HUMBOLDT CORR**	
67	901	Leighton Hall
87	**HOME SCHOOLED**	
87	888	Humboldt Home Sch

08 LANDER COUNTY SCHOOL DISTRICT

08	**LANDER**	
08	101	Austin E S
08	602	Austin H S
08	601	Battle Mtn H S
08	301	Battle Mtn Jr H S
08	201	Black E S
08	203	Lemaire E S
08	202	Pierce, Eliza

28	**LANDER ALT**	
28	902	Lander Adult
88	**HOME SCHOOLED**	
88	888	Lander Home Sch

09 LINCOLN COUNTY SCHOOL DISTRICT

09	**LINCOLN**	
09	201	Caliente E S
09	501	Lincoln Co H S
09	301	Meadow Vly M S
09	102	Pahranagat Vly E S
09	601	Pahranagat Vly H S
09	302	Pahranagat Vly M S
09	202	Panaca E S
09	203	Pioche E S

29	**LINCOLN ALT**	
29	902	Lincoln Co Adult
69	**LINCOLN CORR**	
69	602	C O Bastian
89	**HOME SCHOOLED**	
89	888	Lincoln Home Sch

10 LYON COUNTY SCHOOL DISTRICT

10	**LYON**	
10	209	Cottonwood E S
10	201	Dayton E S
10	604	Dayton H S
10	208	Dayton Inter
10	203	Fernley E S
10	601	Fernley H S
10	303	Fernley Inter
10	205	Silver Spgs E S
10	605	Silver Stage H S
10	304	Silver Stage M S

30	**LYON ALT**	
30	907	Fernley Adult
30	908	Silver Stage Adult
30	909	Yerington Adult
70	**LYON CORR**	
70	902	Western NV Youth Ctr

10	204	Smith Vly E S
10	602	Smith Vly H S
10	210	Sutro E S
10	202	Yerington E S
10	603	Yerington H S
10	302	Yerington Inter

90		**HOME SCHOOLED**
90	888	Lyon Home Sch

11 MINERAL COUNTY SCHOOL DISTRICT

11	**MINERAL**	
11	203	Hawthorne El Jr H S
11	201	Hawthorne Primary
11	601	Mineral Co H S
11	202	Schurz E S

31	**MINERAL ALT**	
31	901	Mineral Alt
91	**HOME SCHOOLED**	
91	888	Mineral Home Sch

12 NYE COUNTY SCHOOL DISTRICT

12	**NYE**	
12	106	Amargosa Vly E S
12	316	Amargosa Vly M S
12	301	Clarke M S
12	101	Duckwater E S
12	317	Duckwater M S
12	207	Hafen E S
12	108	Johnson E S
12	102	Manse E S
12	206	Mt Charleston E S
12	204	Silver Rim E S
12	202	Tonopah E S
32	**NYE ALT**	
32	902	Nye Co Adult
32	606	Pathways H S
32	607	Pathways M S
32	608	CSS Program

12	201	Beatty E S
12	601	Beatty H S
12	311	Beatty M S
12	105	Gabbs E S
12	602	Gabbs H S
12	315	Gabbs M S
12	604	Pahrump Vly H S
12	103	Round Mtn E S
12	605	Round Mtn H S
12	313	Round Mtn M S
12	603	Tonopah H S
12	312	Tonopah M S
92	**HOME SCHOOLED**	
92	888	Nye Home Sch

13 CARSON CITY SCHOOL DISTRICT

13	**CARSON**	
13	201	Bordewich Bray E S
13	501	Carson H S
13	301	Carson M S
13	302	Eagle Vly M S
13	209	Empire E S
33	**CARSON ALT**	
33	902	Carson Adult
33	903	Pioneer H S
53	**CARSON CHARTER**	
53	212	Carson Montessori

13	204	Fremont E S
13	203	Fritsch E S
13	211	Mark Twain E S
13	207	Seeliger E S
73	**CARSON CORR**	
73	202	Prison Education
73	901	Juvenile Detention
93	**HOME SCHOOLED**	
93	888	Carson Home Sch

14 PERSHING COUNTY SCHOOL DISTRICT

14 PERSHING

14	101	Imlay E S
14	201	Lovelock E S
14	601	Pershing H S
14	301	Pershing M S

34 PERSHING ALT

34	903	Pershing Co Adult

74 PERSHING CORR

74	991	Coal Canyon H S

94 HOME SCHOOLED

94	888	Pershing Home Sch

15 STOREY COUNTY SCHOOL DISTRICT

15 STOREY

15	101	Gallagher E S
15	102	Hillside E S
15	601	Virginia City H S
15	301	Virginia City M S

35 STOREY ALT

35	901	Virginia City Alt

95 HOME SCHOOLED

95	888	Storey Home Sch

16 WASHOE COUNTY SCHOOL DISTRICT

16 WASHOE

16	266	Allen E S
16	271	Beasley E S
16	207	Beck E S
16	275	Bennett E S
16	214	Cannan E S
16	261	Caughlin Ranch E S
16	609	Damonte Ranch HS
16	315	Damonte Ranch M S
16	268	Desert Heights E S
16	238	Diedrichsen E S
16	306	Dilworth M S
16	258	Dodson E S
16	203	Elmcrest E S
16	509	Galena H S
16	601	Gerlach H S
16	313	Gerlach M S
16	262	Hidden Vly E S
16	230	Huffaker E S
16	504	Hug H S
16	251	Incline E S
16	602	Incline H S
16	309	Incline M S
16	232	Lemmon Vly E S
16	257	Lenz E S
16	273	Mathews E S
16	201	Anderson E S
16	310	Billinghurst M S
16	208	Booth E S
16	229	Brown E S
16	301	Clayton M S
16	215	Corbett E S
16	272	Donner Spgs E S
16	212	Double Diamond E S
16	223	Drake E S
16	204	Duncan E S
16	239	Dunn E S
16	256	Gomes E S
16	216	Gomm E S
16	224	Greenbrae E S
16	274	Hunsberger E S
16	206	Hunter Lake E S
16	236	Johnson E S
16	226	Juniper E S
16	227	Lincoln Park E S
16	202	Loder E S
16	311	Mendive M S

16	222	Maxwell E S
16	508	McQueen H S
16	210	Melton E S
16	237	Natchez E S
16	607	North Valleys H S
16	240	Palmer E S
16	213	Peavine E S
16	505	Reed H S
16	502	Reno H S
16	316	Shaw M S
16	217	Sierra Vista E S
16	263	Silver Lake E S
16	260	Smith Alice E S
16	225	Smith Kate E S
16	218	Smithridge E S
16	269	Spanish Spgs E S
16	265	Taylor E S
16	603	T M C C Magnet H S
16	276	Van Gorder E S
16	304	Vaughn M S
16	235	Verdi E S
16	220	Veterans Mem E S
16	228	Mitchell E S
16	267	Moss E S
16	211	Mount Rose E S
16	308	OBrien M S
16	302	Pine M S
16	233	Pleasant Vly E S
16	221	Risley E S
16	606	Spanish Spgs H S
16	503	Sparks H S
16	307	Sparks M S
16	219	Stead E S
16	234	Sun Valley E S
16	303	Swope M S
16	209	Towles E S
16	305	Traner M S
16	205	Warner E S
16	264	Westergard E S
16	259	Whitehead E S
16	270	Winnemucca E S
16	501	Wooster H S

36	**WASHOE ALT**	
36	920	Washoe Adult
36	506	Washoe H S
36	314	Washoe M S
36	911	Picollo Marvin
36	912	Wittenberg Hall
36	913	ESL Center
36	914	ESL Center Middle (Pine)
36	915	Homebound
36	916	Hare OCC Center
36	917	Pathways
36	918	Echo Loder ESL Center

56	**WASHOE CHARTER**	
56	608	Acad for Career Ed
56	278	Bailey E S
56	312	Coral Acad of Sci
56	282	High Des Montessori
56	604	I Can Do Anything
56	281	Mariposa Acad
56	610	Rainshadow H S
56	605	Sierra NV Acad
96	**HOME SCHOOLED**	
96	888	Washoe Home Sch

17 WHITE PINE COUNTY SCHOOL DISTRICT

17	**WHITE PINE**	
17	103	Baker E S
17	204	Early Childhood
17	101	Lund E S
17	601	Lund Jr S H S
17	203	McGill E S
17	201	Norman E S
17	502	White Pine Co H S
17	301	White Pine M S
77	**WHITE PINE CORR**	
77	902	Mountain H S

37	**WHITE PINE ALT**	
37	904	Steptoe Vly Adult
37	903	Steptoe Vly H S
97	**HOME SCHOOLED**	
97	888	White Pine Home Sch
98	**BIA SCHOOLS**	
98	723	Pyramid Lake
98	752	Duckwater Shoshone

40	STATE BOARD SPONSORED CHARTER SCHOOLS				
40	403	Halima Academy	40	400	Silver State H S
40	401	Nevada State H S	40	402	Team A

80	PRIVATE SCHOOLS				
60	903	Independence H S			
80	762	Sierra Lutheran H S	80	721	Paradise Christian Acad
80	761	Excel Christian School	80	748	Capital Christian
80	760	Rock of Ages Baptist	98	723	Pyramid Lake Jr/Sr H S
80	703	Bishop Gorman H S	80	725	Echoes Christian Acad
80	704	New Horizons Acad	80	731	Legacy Christian School
80	705	Lake Mead Christian Acad	80	734	Church Acad
80	707	The Meadows School	80	740	University Baptist Acad
80	709	Bishop Manogue H S	80	741	Grace Christian Acad
80	710	Mountain View Christian School	80	742	Academy for Learning
80	711	Calvary Chapel Christian School	80	743	New Hope Christian Acad
80	712	Faith Lutheran Jr/Sr H S	80	750	Warren-Walker School
80	718	Trinity Christian School	80	751	Sage Ridge School
80	720	Reno Christian Acad			

APPENDIX B

IEP Accommodation Form for the Nevada Proficiency Examination Program
Effective for 2004-2005 School Year Only

Student Name:_____ **Date:**_____

This form is to be used by a student's IEP committee in documenting need for testing accommodations and must accompany the IEP. Accommodations selected are specific and must be provided to the appropriate classroom test administrator(s). Test security guidelines must be strictly adhered to in the administration of NPEP testing for all students. At least one of options I through III must be completed. Students identified only as Gifted and/or Talented may not use accommodations.

I. NO ACCOMMODATIONS NEEDED

_____It is the judgment of the IEP committee that no accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED,* and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

_____Individual administration will be allowed.
_____Small group administration (other than regular classroom) will be allowed.
_____Administration in an alternative setting will be allowed.
Describe:_____
_____Provide for special lighting.
Describe:_____
_____Provide for test administration in a study carrel or reasonable substitute.
_____Provide for special acoustics such as an amplifier for verbal instructions.
Describe:_____

Accommodations in Test Scheduling (Check only those that apply to this student):

_____Tests administered at a time of day when the student is expected to do his/her best work.
Describe:_____
_____The time allowed to take the test in a single session is extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures **(not to exceed twice the normal time).**

Extra time is allowed **ONLY** on the tests or subtests listed below that are identified with an "X": *(circle grade)*

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

_____ Provide test administration by a specific individual (i.e., special education teacher, guidance counselor, etc.).
Specify:_____
Student will use:
_____ a visual magnification device.

_____ an electronic device whose sole function is to enlarge text.
_____ a mask to cover portions of the test.
_____ markers to maintain his/her place.
_____ a large-print or Braille (circle one) version of the test.
_____ a device to screen out extraneous sounds.
_____ a calculator on the HSPE or CRT mathematics test.

Test administrator or proctor will:

_____ use an auditory amplification device to give directions.
_____ read directions aloud in English that are not normally read aloud to the student.
_____ reread directions aloud in English as necessary.
_____ provide verbatim directions in English to the student in sign language.
_____ read the Language test (subtest found only on ***ITBS/ITED***) verbatim, in English, to student.
_____ read the mathematics test(s) verbatim, in English, to the student.
_____ read the science test(s) verbatim, in English, to the student.
_____ provide directions, verbatim, in English, on a separate sheet for the student to use as needed.

Accommodations in Student Responses (Check only those that apply to this student):

Student will:

_____ use pencils adapted in size or grip diameter.
_____ type written responses using a keyboard or typewriter. (**The use of electronic aids such as spelling, grammar, or hyphenation checks are not permitted on the writing assessment.)**
_____ use a Braillewriter to record responses to writing prompts or constructed response question(s).
_____ record responses to multiple-choice questions in the test booklet or on a separate sheet of paper.
_____ record response(s) to writing prompts or constructed response question(s), on a separate sheet of paper.
_____ dictate responses for multiple-choice questions to a test administrator or proctor.
_____ dictate responses for constructed response questions to a test administrator or proctor. **(This option is NOT available to students taking a writing assessment.)**

Other Accommodation(s):

_____ *IEP committees should check with the Nevada Department of Education on the use of any accommodation not listed on this accommodation form.* If an accommodation has been approved in writing by the Department of Education: Assessment, Program Accountability, and Curriculum, please attach a copy of the letter.

Description of accommodation:_____

III. ALTERNATE ASSESSMENT(S)

_____It is the judgment of the IEP committee that this student will not participate in the CRT, ***ITBS*** or ***ITED***, or Writing Assessment during the period of the current IEP. The following alternate assessment(s) has/have been selected as a replacement:_____

NOTE: (IEP committees who make this decision must be aware of the long-range impact this decision may have on the student. The SCAAN is based upon alternate achievement standards; therefore, student achievement will be based on these alternate standards. Please refer to the "Administration and Reporting Guidelines for SCAAN" for additional information.)

TESTING MODIFICATIONS

All students who test using other than accommodations (see lists above) will be placed in the lowest achievement category for that test and will be counted for participation. The following are not accommodations but are modifications and do affect the validity of the test scores. The following list is not exhaustive but has been provided to highlight a few specific modifications that do affect the validity and reliability of a student's test scores.

- Test administrator reading the reading test on the CRT or on the HSPE or vocabulary test(s) of the *ITBS/ITED* to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check or grammar check device on a writing assessment.
- Student dictating to a scribe the response to the HSPE in Writing or 4th or 8th Grade Writing Assessment.
- Student using a calculator on the Math Computation section of the *ITBS or ITED*, or on Part 2 of Math Concepts and Estimation section of either the *ITBS or ITED.*

APPENDIX C

NEVADA PROFICIENCY EXAMINATION PROGRAM
Proficiency Testing Record for Limited English Proficient Students
Effective for 2004-2005 School Year Only

Student Name_____**Date**_____

School_____ **District**_____

All limited English proficient students must be tested for English language proficiency as well as for subject area content knowledge. The *Language Assessment Scales (LAS)* will be used to assess English language proficiency in oral speech, reading, writing, speaking, and comprehension. These *LAS* scores cannot be used as an alternate to state-mandated content area assessments. All LEP students must also participate in the state subject area content assessments.

Administration of the Language Assessment Scales (LAS) Copyright 1990, CTB/McGraw Hill

LAS-O (Oral) Score:_____**LAS-O Level** _____**Date of LAS-O**_____

LAS-R (Reading)Score:_____ **LAS-R Level** _____**Date of LAS-R**_____

LAS-W (Writing) Score:_____ **LAS-W Level** _____**Date of LAS-W**_____

LAS-S (Speaking) Score:_____ **LAS-S Level** _____ **Date of LAS-S**_____

LAS-C (Comprehension) Score:_____ **LAS-C Level** _____ **Date of LAS-C**_____

Level 1	Level 2	Level 3	Level 4	Level 5*
0-60	61-120	121-180	181-240	241+

***Students scoring at Level 5 in the particular content area being tested are considered on monitored status and are not allowed any accommodations on the same state subject area content test.**

One of the two options below must be completed for each LEP student. LEP students who are on monitored status cannot use an accommodation for a state-mandated subject area content assessment. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security guidelines must be strictly adhered to in all testing for NPEP.

I. NO ACCOMMODATIONS NEEDED

_____No accommodations are needed for this student. The student will test using standard conditions.

II ACCOMMODATIONS (Check only those that apply to this student.)

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED* and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

_____Individual administration will be allowed.

_____Small group administration (other than regular classroom) will be allowed.

_____Administration in an alternative setting will be allowed.

Describe:_____

_____Student will take the test in a study carrel or reasonable substitute.

Accommodations in Test Scheduling (Check only those that apply to this student):

_____The time allowed to take the test in a single session is extended to allow an LEP student to take the test in English**.** Extra time is allowed only on the tests or subtests listed below that are identified with an "X": (circle grade)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

_____A specific individual may administer the test. (i.e. ESL/ELL teacher).
Specify:_____
_____Words in writing test prompt(s) will be **defined** so that the student understands the meaning of the topic. **(No help can be given on responding to the topic nor may the prompt or any part of it be translated into the student's first language.)**
_____Student will use a bilingual dictionary on the CRTs, grades 3-8, and on 4th and 8th grade writing assessments.
_____Student will use word-for-word translators on the *ITBS* and the *ITED.*

Test administrator or proctor:
_____may answer questions that deal with **testing procedures**.
_____ will read aloud **directions** that are not normally read aloud to the student in the student's native language when possible and necessary.
_____ will reread **directions** aloud as necessary.
_____ will read the Language test ***(ITBS/ITED* only)** verbatim, **in English,** to the student.
_____ will read the mathematics test(s) verbatim, **in English,** to the student.
_____ will read the science test(s) verbatim, **in English,** to the student.

Other Accommodation(s):

_____An accommodation not listed above, which has been approved in writing by the Nevada Department of Education: Assessment, Program Accountability, and Curriculum. (Attach copy of letter.)
Description of accommodation:_____

Note: The following changes in test administration procedures are NEVER ALLOWED:

- Test administrator reading the reading test on the CRT or HSPE, or vocabulary test(s) on the *ITBS* or *ITED* to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check device on a writing assessment.
- Student using a bilingual dictionary on the *HSPE in Reading, Math and Writing*.
- Dictation to a scribe for the *Fourth and Eighth Grade Writing Proficiency Examination* or for the *High School Proficiency Examination in Writing*.