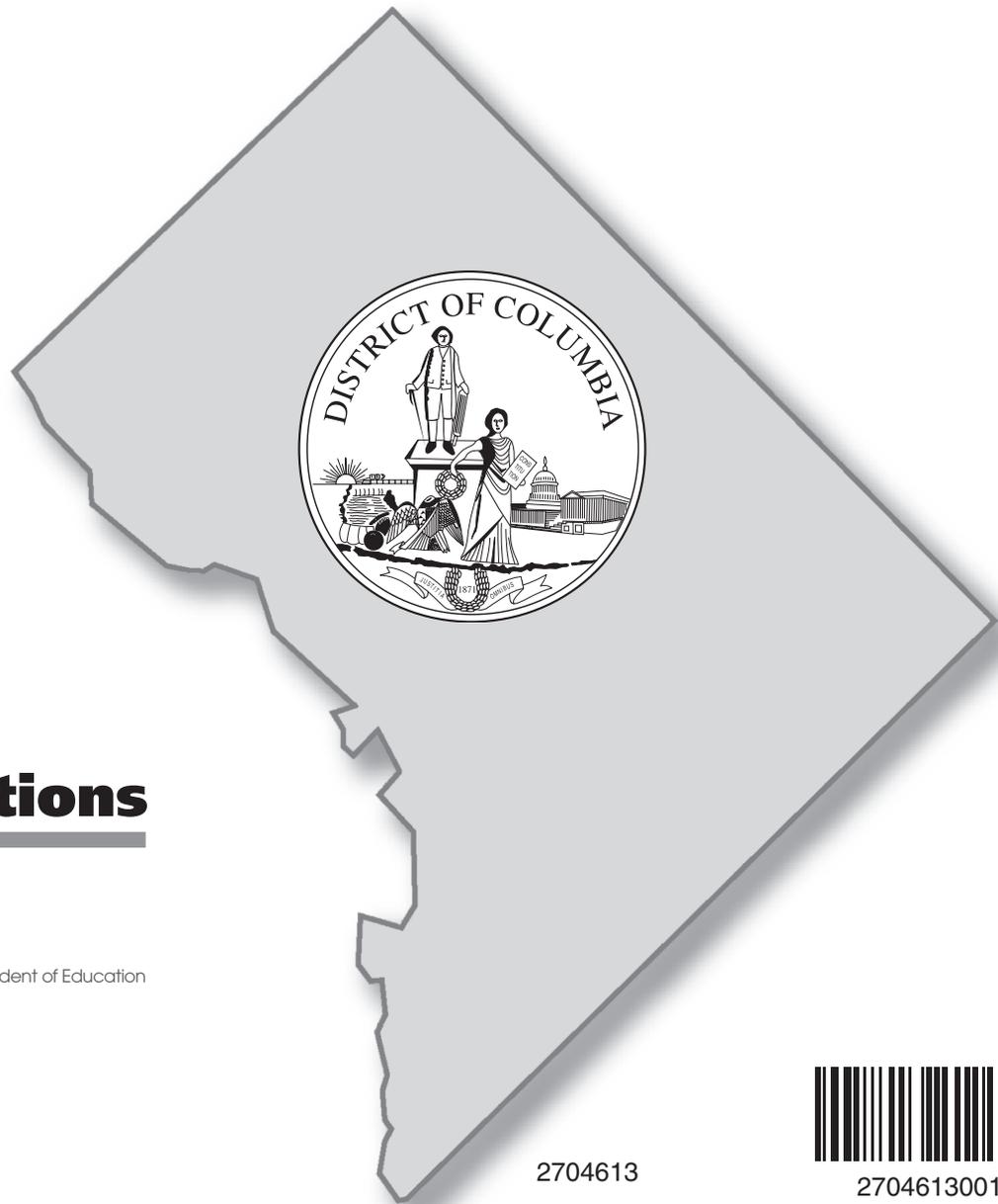


# DISTRICT OF COLUMBIA



CTB

## Comprehensive Assessment System



### Test Directions

2013



Office of the State Superintendent of Education  
DISTRICT OF COLUMBIA

2704613



2704613001

### *Health and Physical Education Online Assessment*

## TEST DATES

Test Dates for Health Online Assessment  
(includes make-up testing).....Monday, April 22, through  
Thursday, May 2, 2013

## OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Public schools in the District of Columbia administer the annual DC Comprehensive Assessment System (DC CAS) in Reading, Mathematics, Composition, Science, and Health and Physical Education under the auspices of the Office of the State Superintendent of Education (OSSE). For more information, visit the OSSE website at [www.osse.dc.gov](http://www.osse.dc.gov).

## SECURITY WARNING

All test items used in the District of Columbia Comprehensive Assessment System are **CONFIDENTIAL** and must be kept **SECURE** at all times. **NO PART** of this test may be duplicated or reproduced by **ANY** means.

Unauthorized use, duplication, or reproduction of **ANY** or **ALL** portions of the test materials or **ANY** other action that would invalidate test scores is prohibited.

## TEST SECURITY

The test materials, including Summary Test Tickets and Individual Test Tickets, must be kept secure. They must be kept in locked storage except during actual test administration. The Test Chairperson's password must also be maintained as secure information. Students should not be exposed to test content before the actual testing, and they should not be given extra practice on specific question formats. If students have prior knowledge of test content, results of testing can give a deceptive picture, and institutional needs may be obscured. When instruction is focused on specific test content, test scores may improve, but they probably will not be an accurate reflection of overall achievement. In other words, "inflated" scores may suggest gains that are not really educational gains. Please assume responsibility for maintaining strict security of these materials. For more information, visit <http://osse.dc.gov/service/test-security>.



**CTB**

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# General Information

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## Description of the Assessment

The purpose of the *District of Columbia Comprehensive Assessment System (DC CAS)* is to measure instructional strengths and weaknesses relative to the Common Core State Standards (Reading, Composition, and Mathematics) and the DC Content Standards (Science, Biology, and Health and Physical Education). Directions for administering the DC CAS Health and Physical Education Online Assessment are given in this manual.

*overview*

Table 1 shows the testing window for the online tests. Testing times for the individual sessions are shown in the table on page 2.

Table 1  
Testing Window for the DC CAS Spring 2013  
Health and Physical Education Online Assessment

Assessment	Testing Window
Practice Test	April 8–19, 2013
Multiple-Choice Assessment	April 22–May 2, 2013

Table 2  
Suggested Timing Schedule for the Online Practice Test  
and the DC CAS Health and Physical Education Online Assessment

Test/Session	Number of Questions	Instruction Time*	Working Time*	Total Time*
Online Practice Test	4	20	10	30
<b>Grade 5**</b>				
Session 1	29	3	35	38
Session 2	25	2	35	37
Session 3 and Survey	11	5	15	20
<b>Grade 8**</b>				
Session 1	32	3	35	38
Session 2	23	2	35	37
Session 3 and Survey	15	5	15	20
<b>High School**</b>				
Session 1	31	3	35	38
Session 2	25	2	35	37
Session 3 and Survey	14	5	15	20

\* Time in minutes

\*\*Administer all sessions of the DC CAS Health and Physical Education Online Assessment on the same day.

## Before Testing

# General Directions for Administering the DC CAS Health and Physical Education Online Assessment

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## General Information

Please read the directions before administering the DC CAS Health and Physical Education Online Assessment. The material to be read aloud to the students is printed in boldface and is preceded by the word SAY. All other information is for the Test Administrator and should not be read to the students. To ensure reliable results, the specific directions for administration of the test sessions should be followed exactly.

For each online session, the testing time is the same as the testing time for the corresponding paper-and-pencil session; however, additional time is added for the student to log in to the test. See the table on page 2 of this manual for a complete list of testing times.

**NOTE:** Cell phones should not be present in the testing environment. This applies to both students and adults.

## Online Practice Test

Be sure to administer the Online Practice Test before administering the DC CAS Health Online Assessment. The practice test will be available approximately two weeks before the start of the DC CAS test window. Give students an opportunity to practice at least one time before administering the online assessment. Be sure to allow students with testing accommodations ample time to practice with the appropriate accommodations tools before administering the online assessment.

The best practice for scheduling the Online Practice Test is to schedule two practice test sessions and assign the same students to both. Having two login passwords ready to go can reduce the time and frustration if students do not pay attention to the instructions and exit the practice test without having reviewed all of the testing features, thus needing to log in with the second password. Practicing the log in, review, and submission on the Online Practice Test is especially important because during actual testing, students may only log in and submit the test once for each session.

Before administering the Online Practice Test and the DC CAS Health Online Assessment, refer to the DC CAS Quick Start Guide for Test Chairpersons, contained in the Addendum to the Test Chairperson's Manual, for information regarding the setup and administration of the online tests.

## Roles and Responsibilities

The DC CAS Health Online Assessment relies on a system of specific roles and responsibilities within the organizational structure in order to secure data from access by unauthorized persons. Thus, **the School Technology Coordinator and the Test Chairperson, acting jointly as Administrative Coordinator of the DC CAS Health Online Assessment**, have the following roles and responsibilities:

- Managing students who are taking the assessment, chiefly by monitoring the students during the test administration, adding students to (or removing them from) the test administration, invalidating rosters, and viewing student information;
- Downloading client software and tests; and
- Scheduling the test sessions.

In addition to all of the functions and privileges listed, **the Local Education Agency (LEA) Assessment Coordinators and Test Chairpersons, acting as Administrator of the DC CAS Health Online Assessment**, have the following roles and responsibilities:

- Managing organizations and users; and
- Monitoring the overall testing program.

## Student Test Session Tickets

Student test session tickets are used for each test session of the DC CAS Health Online Assessment. Once test session options are selected and students are assigned to a test session, test tickets can be printed. Printing test tickets requires the use of Adobe Acrobat Reader 7.0 or later.

There are two types of test session tickets. The **Summary Test Ticket** contains secure information and is used exclusively by the Test Administrator. It contains all of the test session information, a student count, the login data for every student assigned, and the Test Access Codes (TAC). **The single TAC applicable to a specific test session should be given to students the moment they are to begin the test.**

The **Individual Test Ticket** contains the login information for a particular student, including his or her username and unique password for the specific session. The same username and password—unlike the TAC—are used for logging in to each part of the test.

## Test Security

Maintaining the security of all DC CAS Health Online Assessment test materials is crucial to obtaining valid and reliable test results. Therefore, test materials (including Summary Test Tickets and Individual Test Tickets) must be kept in locked storage except during the actual test administration. The Test Chairperson's password must also be maintained as secure information. Access to secure materials must be restricted to authorized individuals only. It is the direct responsibility of all individuals who administer the test to follow these security procedures.

## Invalidation

You can invalidate a student's test session during testing by using the same pages that are used to monitor the student's progress while taking the test. If a student's test session is invalidated while the student is taking the test, the student can continue uninterrupted with the test, thereby minimizing disruption in the test environment and also allowing a score to be recorded in the event the test attempt is later revalidated. From the Manage Sessions page, highlight the test session and click the **View Status** button, then follow the directions below. (See the DC CAS Quick Start Guide for Test Chairpersons, contained in the Addendum to the Test Chairperson's Manual, for more details of this process.) **Invalidation of a test session must be made in consultation with your Test Chairperson.**

- In the **"View Status"** window, select the student's name and click the **Subtest Details** tab. The **Subtest Validation** page opens, listing all of the subtests to which the student is assigned.
- To invalidate a student's attempt on one or more subtests; click the box beside each affected subtest, then click **"Toggle Validation."** The page refreshes, with the student's validation showing **"Invalid"** in red.

Keeping track of invalidations is very important. The policies and procedures for this step are discussed in the "Test Invalidation" section of the *Test Chairperson's Manual*.

Test invalidation should never be taken lightly. Once a test session has been invalidated and submitted to CTB/McGraw-Hill for scoring, **the invalidation cannot be reversed**. For more information on how to invalidate individual test sessions, please refer to the DC CAS Quick Start Guide for Test Chairpersons.

## Preparation by the Test Administrator

As the Test Administrator, you should become thoroughly familiar with the testing schedule and the directions for administration before administering a test session. Study the information and share it with proctors or other individuals who will be helping you administer the test sessions. The following guidelines and procedures are suggestions to help you in planning and conducting the test sessions.

*Test Administrator  
preparation*

### Before DC CAS Health Online Assessment Test Administration

- Verify that assessment computers have the online testing software and test content downloaded. This will be handled by the local technology staff.
- Verify that the Summary Test Tickets have been printed and lock them in a secure location.
- Verify that the Individual Test Tickets have been printed and lock them in a secure location.
- Review this manual.
- Confirm online assessment dates, times, and locations.
- Notify your Test Chairperson of changes to students being tested. (The Test Chairperson handles all of the student management, e.g., adding a student, adding accommodations, etc.)

### During DC CAS Health Online Assessment Test Administration (Practice Test, Multiple-Choice Assessment)

- Bring Individual Test Tickets and Summary Test Tickets to the testing room.
- Direct students to open the online login screen.
- Distribute Individual Test Tickets to students.
- Provide the Test Access Code for the appropriate test session.
- Read the test directions aloud from this manual and administer the test.
- Collect all test tickets.

### After DC CAS Health Online Assessment Test Administration

- Return all test tickets to your Test Chairperson.

## Error Messages

Error messages may appear on the student workstation during testing. Please contact the Help Desk at (800) 994-8579, for assistance resolving error messages.

## Preparation of the Students

### *Student preparation*

It is important that students anticipate the DC CAS Health Online Assessment with interest rather than with anxiety. They should realize that they are taking an achievement test that will yield information about skills they should have already learned. Prepare students for testing and establish a relaxed atmosphere. Point out that the questions intentionally cover a range of difficulty.

## Use of Proctors

### *Number of proctors*

The number of proctors needed for a testing period depends on the grade tested and the level of the students' test-taking experience. As a general rule, one proctor for every 15 students is recommended. Familiarize proctors with administration procedures before the first testing period.

### *Proctors' responsibilities*

*Before Testing.* Proctors should help prepare the room for testing and assist in distributing the test materials.

*At the Beginning of Testing.* Proctors should be introduced to the students for whom they will be responsible during the testing period.

*During Testing.* After testing has begun, the **only assistance** given should be in the mechanics of taking the test. Proctors should check to see that students are selecting answers in the correct manner. A proctor should notify the Test Administrator if a student is having difficulty understanding the task of selecting answer choices or finding the correct question.

Proctors should adhere to the following guidelines:

- Make certain that each student is working in the correct test session.
- Prevent talking or sharing of answers.
- Do **not** suggest the correct answer to the students. (If a student asks, "Is this right?" the proctor should give a neutral response such as "Decide what you think is correct and then go on.")
- Inform the Test Administrator if any unusual problems arise.
- Allow adequate time for giving assistance to all students who need it.

*At the End of Testing.* Proctors should help the Test Administrator assist students in exiting the test session.

## Testing Cautions

Keep the following points in mind when considering ethical test preparation or practices.

- 1 *Coaching.* Make sure that all students understand the directions for taking the test. The Test Administrator or the proctors may assist the students with mechanical aspects, such as helping the students find the correct place. However, no one should provide assistance that will inadvertently indicate an answer; this is a test, not an instructional activity. Do not indicate the correct response to any question except sample questions.
- 2 *Guessing.* Encourage students to attempt all questions, even those that they find difficult. Students should be encouraged to select the best answer choice for each question and then go on. Avoid using the term "guessing," as this may encourage random selecting.

- 3 *Random Selecting.* Students should **not** select answers randomly. Random selecting indicates that the student is not making a valid attempt. If you determine that a student has selected most or all answers randomly (and random selecting is atypical for that student), treat the test session as invalid.
- 4 *Irregularities During Testing.* Any test administration may be marred by unforeseen irregularities that, in a few cases, can result in individual or group performance that is not valid. Make a note of any irregularities involving individual students, such as selecting responses at random, experiencing computer problems, experiencing a sudden illness, having to leave the room, or becoming unduly disturbed by the testing situation. Note any unusual interruptions or distractions that affect the entire group. Record the time the interruption occurs. Report all irregularities affecting individual and group performance to your Test Chairperson. These reports will be useful when interpreting assessment results. If the test needs to be invalidated, discuss this matter with your Test Chairperson.

## Special Accommodations

For students requiring physical testing accommodations, including the **Screen Reader** (read-aloud) feature, the appropriate settings must be selected in the **Specific Accommodations** section of the student profile. The student's up-to-date accommodations report must be consulted so that the testing accommodations can be set up in accordance with the student's Individualized Education Program (IEP). **Please note that Screen Reader must be set up in a student's profile prior to administering the Online Practice Test.** This will allow students time to practice with the tool before actual testing.

Depending on the specifics of the student's IEP, settings in the student profile can be made to **Allow Screen Reader** and to change **Color and Font** for visually challenged students. Clicking the circle beside **Large Font Size** will display test items in 18-point font. Background and font colors can also be changed for both questions and answers.

Once the appropriate accommodations are selected, the settings as they will appear in the student's test window can be seen by clicking **Preview**. When the settings are deemed satisfactory, the Test Administrator should click **Save**.

## Screen Reader Accommodation

After the student's profile has been configured to allow the Screen Reader accommodation, the student logs in just as other students do. The student workstation should be set up ahead of testing time with the necessary hardware, such as earphones and the sound card.

The restrictions on which items can be read aloud and which cannot are built into the test. Those items that allow read-aloud functionality display a start/stop icon in the tool bar at the top of the work space. (See illustration.) To start Screen Reader, students must click on the text of the question. Students must then click on each answer choice for that text to be read aloud. The Screen Reader will note when an answer choice has been selected and when the option eliminator is used. Students can click on the "Stop" icon to stop a Screen Reader reading at any time. Be sure to practice this with your students before actual testing begins.

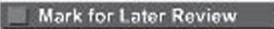


**Note that the Screen Reader accommodation must be set up prior to the Online Practice Test sessions in order for students to practice with this accommodation.**

## Online Icons and Tools

All students will have the following icons and tools available during online testing:

<p>Option Eliminator</p> 	<p>This tool lets you cross out an answer choice that you think is not correct.</p> <ul style="list-style-type: none"> <li>• Click on the red "X" icon. Then click the mouse with the pointer on an answer and a red "X" will appear and cross it out.</li> <li>• Use the eraser tool to clear an "X."</li> <li>• When the option eliminator is turned off, you can still click on an answer choice you eliminated if you want to select that answer.</li> </ul>
<p>Highlighter</p> 	<p>When this tool is selected, the pointer changes to a highlighter pen.</p> <ul style="list-style-type: none"> <li>• Hold down the mouse button and drag the highlighter over the area that you wish to highlight.</li> <li>• Highlighting can be removed with the eraser.</li> </ul>
<p>Eraser</p> 	<p>You can use the eraser tool to remove a red "X" over an answer choice or to remove highlights that you added to text.</p> <ul style="list-style-type: none"> <li>• Click on the eraser icon.</li> <li>• To erase a red "X," click on the "X," and it will disappear. To remove highlights, click on the highlighted areas of the text.</li> <li>• When you are finished using the eraser, click on the eraser icon again to turn off the eraser tool.</li> </ul>

<p>Mark for Later Review</p>  	<p>To mark any question that you would like to review later, click on the words “Mark for Later Review” in the lower right-hand corner.</p> <ul style="list-style-type: none"> <li>• The numbered box at the bottom of the screen for that question will be shaded yellow.</li> <li>• Then, instead of “Mark for Later Review,” you should see the word “Unmark.” Click on it and the yellow in the numbered box will disappear.</li> <li>• Marking questions is not necessary, but it may help you keep track of questions you want to review later.</li> <li>• Unmarking is not necessary for the answer to be selected and submitted.</li> </ul>
	<p>When the Screen Reader accommodation is selected, the red Stop Reading icon will appear in the gray bar at the top of the screen.</p> <ul style="list-style-type: none"> <li>• Click on the red Stop Reading icon to stop the reader. The words Stop Reading will appear on the screen.</li> </ul> <p>The Screen Reader accommodation must be set for the student in the student’s profile before scheduling the student for the test session.</p>

## Scheduling the Assessment

### Planning

Test Administrators should plan testing to help all students do their best. Here are some points to remember:

- Avoid testing just after the students have had strenuous physical activity.
- Schedule the testing so that there will be sufficient time to complete the test sessions within the allotted time. All three sessions should be administered on the same day.
- Administer the test sessions in the order in which they appear on the Summary Test Ticket. Remember that students always complete the test sessions in chronological order, **except when a student is absent for a test session. When a student who was absent for a session (e.g., Session 1) logs back in with the class for the next test session (e.g., Session 2), he or she will take the same test session as the rest of the class. A make-up time must be scheduled to administer the test session(s) the student missed.**
- Schedule breaks so that a comfortable pace and a relaxed atmosphere are maintained. Be sensitive to the fatigue level and attention span of the students. Balance your sense of their attention span against your knowledge of the length of the various test sessions, and alter the schedule as necessary within the prescribed guidelines for test scheduling.
- Eliminate distractions, such as bells, telephones, or announcements over the public-address system.
- Use a Do Not Disturb sign on the door of the testing room.

## Timing the Assessment

The DC CAS Health Online Assessment is **not** strictly timed. The Suggested Timing Schedule on page 2 recommends testing time per session for planning purposes. While most students should be able to complete the testing within these times, all students should be given the opportunity to complete the assessment.

Begin timing only when you are certain that all students understand what to do. **Make sure that all students start the test session at the same time by not providing the Test Access Code until all of the students are ready.** Enter the starting time in the appropriate space(s) provided in this manual.

### Stopping time

Calculate the time to stop the testing activity based on the actual starting time. Enter the stopping time in the appropriate space(s) provided in this manual.

### Time limits

Signal to the students when they should begin testing. Check to make sure students continue to work according to the instructions within the test session and that they stop working when the GO ON instruction at the bottom of the screen changes to FINISH or when time is called. Allow students to go back over any questions within a timed session before time is called. **You may call time if all students have completed a test session before the specified working time has elapsed.**

### Test timing

During Sessions 1 and 2, write the words “15 minutes” on the board **when there are only 15 minutes remaining.**

## Symbols Appearing in Assessment Directions

The following symbols appear in these Test Directions:

★	This symbol indicates the beginning of sample question directions.
	This symbol accompanies anything concerning the timing of the session.

## During Testing

### Practice Test for the DC CAS Health and Physical Education Online Assessment

The Practice Test comprises two Sample Questions and two questions in a mock Session 1. This structure is intended to model the actual test structure, which has two Sample Questions and three test sessions.

Make sure that you have the Summary Test Ticket and the Individual Test Tickets for the Online Practice Test.

To access the login screen, double-click the Online icon on each desktop. A picture of the login screen will appear, as shown below.



After the students have arrived, distribute each student's Individual Test Ticket.

SAY **Today you are going to learn how to answer questions on the computer for the Health Online Assessment.**

**Please look at your test ticket and make sure that it has your name on it. Raise your hand if you do not have the correct test ticket.**

Provide assistance to any student raising his or her hand.

SAY **Please follow my instructions, and do not go on until I tell you to do so. You should see a screen that says, "Hello, please log in to begin." Type your Login ID and password exactly as shown on your test ticket.**

Write the Access Code from the first page of the Summary Test Ticket on the board.

SAY **Then, type the Access Code \_\_\_\_\_ .**

Read the Test Access Code aloud to the students. Erase the Access Code once all students have logged in.

SAY **Now click the “Log in” button. If you see a Warning Security screen, click on the word “Run.”**

*Pause. Students will not see the Warning Security screen if their computers were used previously for this application.*

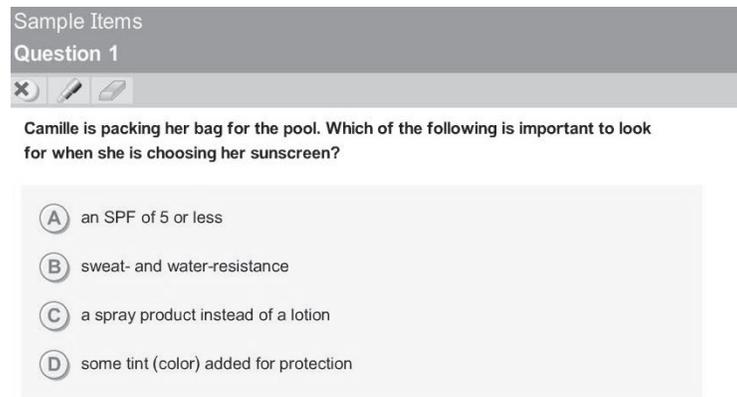
SAY **You should see a Welcome Screen with your name on it. Please raise your hand if you do not see the Welcome Screen or if the name on the Welcome Screen is not yours.**

*Pause to make sure the students have proceeded to the Welcome Screen, as shown below.*



SAY **This screen shows that the practice test is untimed and that there are two sample questions. Now click the “Start” button.**

*Pause to make sure the students have the first question on their screens, as shown below.*



SAY **Before you begin, please listen as I describe the screen. Look at the upper left-hand corner of your screen. It shows that these are Sample Questions and this is Question 1 of 2. You will also see three icons. An icon is a picture that represents a special tool you can click on while taking the practice test. I will discuss those shortly.**

**The first sample question can be found just under the three icons in the upper left-hand corner of your screen.**

**Now look at the bottom left-hand corner of your screen. There are boxes numbered 1 and 2. These numbers represent the two sample questions you will complete. The words YOU ARE HERE always appear above the box of the question you are answering.**

SAY **Look at Question 1. It says “Camille is packing her bag for the pool. Which of the following is important to look for when she is choosing her sunscreen?” In the bottom right-hand corner, you see the words NO ANSWER SELECTED because you have not selected an answer yet. To select an answer, you will click on the letter in a circle next to the correct answer.**

**Please click on the letter “B” in the circle next to the answer “sweat- and water-resistance.”**

*Pause.*

SAY **The letter “B” is replaced with a blue bubble to show that you have selected it. At the bottom right-hand corner of the screen, it shows YOUR ANSWER IS: B. Also, a blue bubble now appears above the first numbered box at the bottom of the screen to show that you have selected an answer.**

**To change your answer, you can click on another letter. Click on the letter “A.” The message now says YOUR ANSWER IS: A.**

*Pause.*

SAY **Click on answer choices “C” and “D” to see how your answer changes.**

*Pause.*

SAY **To mark any question that you would like to review later, click on the words “Mark for Later Review” in the lower right-hand corner. The numbered box at the bottom of the screen for that question will be shaded yellow. Then, instead of “Mark for Later Review,” you should see the word “Unmark.” Click on it and the yellow in the numbered box will disappear. Marking questions is not necessary, but it may help you keep track of questions you want to review later.**

**Are there any questions?**

*Pause to answer any questions the students might have.*

SAY **Be sure you have selected an answer before you go on to the next question.**

**To move to the next question, click on the “Go On” button in the lower right-hand corner of the screen *or* you can click on a numbered box at the bottom of the screen.**

**Click on box 2 at the bottom of the screen.**

*Pause to make sure the students have proceeded to Question 2.*

SAY **The words YOU ARE HERE appear above the box with the “2” in it. At the top of the screen, you will see “Question 2.”**

**You will also see three icons in the upper left-hand screen. These are special tools you may use to help you; however, you do not have to use them. You will find an icon with an “X,” an icon of a highlighter, and an icon of an eraser.**

*Pause. Make sure the students have found the icons.*

SAY **Now we will practice using each one of these special tools. The first icon contains a circle and a red “X.” It is called the option eliminator tool because you can use it to remove incorrect answers.**

**Now read the question silently as I read aloud.**

**Which of these is an addictive drug?**

**Let’s remove incorrect answers.**

**Click on the red “X” icon. The background of the icon will change from gray to blue. Then click on the circle for answer choice “A.” You should see a red “X” over the circle. You can do this for answer choices “B” and “D” to see how it works.**

*Pause.*

SAY **Before you can select an answer, you must turn off the option eliminator tool. Turn off the option eliminator by clicking on that icon. When the option eliminator is turned off, you can still click on an answer choice you eliminated if you want to select that answer.**

*Pause.*

SAY **Are there any questions?**

*Pause to answer any questions the students might have.*

SAY **The second tool is a highlighter. Click on the highlighter icon.**

*Pause.*

SAY **Your mouse pointer should now look like a highlighter. To highlight an area, click at the top left corner of the first word you want to highlight and drag the mouse over the bottom right corner of the last word you want to highlight. Practice highlighting some words in the question.**

*Pause.*

SAY **Are there any questions?**

*Pause to answer any questions the students might have.*

SAY **The third tool is the eraser. You can use the eraser tool to remove a red “X” over an answer choice that you have removed. You can also use the eraser tool to remove highlights that you have added to text. Click on the eraser icon. To erase a red “X,” click on the “X,” and it will disappear. To remove highlights, click on the highlighted areas of the text, and the highlights will disappear. When you don’t want to erase anymore, click on the eraser icon again to turn off the eraser tool. Practice with these tools while I walk around the room. Please let me know if you have any questions.**

*Check to make sure that the students understand how to use the tools. Help the students if necessary.*

SAY **Question 2 is the last question of “Sample Questions.” Answer Question 2. Then, click on “Finish Test” in the lower right-hand corner.**

*Pause.*

*When the student reaches the end of the sample questions (or other section of the test), a screen like the example on the next page shows the student (and proctor) how many questions the student attempted, and how many were left unanswered. This is the one place to verify at a glance how many questions the student attempted. The only other way is to look at the numbered boxes at the bottom of the test to see whether there are circles over them indicating that the questions have been answered.*



SAY **The question at the top of this screen asks, “Have you finished Sample Questions?”**

*If the student clicks “No, go back to the test,” he or she can go back and answer any unanswered questions or return to any questions marked for review, and complete the test. If the student clicks “Yes, I have finished,” the test will be closed. The student will be presented with the login screen for the next test section of the practice test.*

SAY **Now, let’s move on to the practice test. Make sure that “0” questions are left before you click “Yes, I have finished.” Click on the “Yes, I have finished” button. This will take you back to the Welcome Screen. Now click on the “Continue” button.**

*Pause to make sure the students have the first question on their screens, as shown below.*



SAY **At the top of the screen you will see “Question 1.” Please answer Questions 1 and 2 and practice using the special tools we worked with while answering the Sample Questions. Please let me know if you have any questions.**

SAY **Question 2 is the last question of the Practice Test. Before you click on “Finish Test,” please raise your hand, and I will check that you have properly selected and correctly marked your answers. Then you can click on “Finish Test” and “Yes, I have finished.” Remember, once you have clicked on the “Yes, I have finished” button, you cannot go back to the test.**

*Pause.*

*Check to make sure the students know how to mark their answers. Also, check to make sure the students know how to finish the test.*

*Before the students leave the room, collect the Individual Test Tickets.*

*Check each computer and make sure that the student exited the test properly. If not, click on “Stop Test” and then “Yes, I have finished.”*

## Specific Directions for the DC CAS Health and Physical Education Online Assessment

*Administer all sessions of the DC CAS Health and Physical Education Online Assessment on the same day.*

### Session 1

*Before beginning this test session, make sure you have reviewed the general directions for administering the DC CAS Health Online Assessment. The general directions (and specific information regarding “Error Messages”) are located on pages 3 through 11 of this manual.*

*This test session may be read aloud to students if they have an IEP, a Section 504 plan, or an ELL plan that allows for such accommodation. Time limits may need to be adjusted if this session is read aloud. Screen Reader is a read-aloud accommodation, and its use for the DC CAS Health Online Assessment is considered a unique accommodation.*

*Be sure that each student has his or her own Individual Test Ticket. Also make sure that you have the Summary Test Ticket.*

**SAY Today you will be taking Session 1, Health. We are going to do some health questions together. Then you will answer some questions by yourself.**

**Remember to click on the circled letter on your computer screen next to the answer you choose. If you want to change an answer, click on the circled letter next to the new answer.**

**Here are some other important things to remember when taking this online test:**

- **Check to see that you have answered all the questions.**
- **If you do not know the answer to a question, you can mark the question for later review by clicking on the words “Mark for Later Review” in the lower right-hand corner of the screen. You may return to the question later if you have time.**
- **To move to the next question or a previous question, click on the “Go On” or “Go Back” arrow in the lower right-hand corner of the screen. You can also move from question to question by clicking on the box with the question number at the bottom of the screen, or you can move around by using the arrows at the bottom of the screen.**

**Look at your test ticket and make sure it has your name on it. Raise your hand if you do not have the correct test ticket.**

*Provide assistance to any student raising his or her hand.*

**SAY You should see a screen that says, “Hello, please log in to begin.” Type your Login ID and password as shown on your test ticket.**

*Write the Session 1 Access Code from the first page of the Summary Test Ticket on the board.*

SAY **Then, type the Access Code \_\_\_\_\_ .**

*Read the Test Access Code aloud to the students. Erase the Access Code once all students have logged in.*

SAY **Now click on the “Log in” button. Then click the “Start” button. It may take up to 30 seconds for the test to appear.**

*Make sure that the test is displayed on all the screens.*

SAY **Find Question 1. This is a practice question that we will do together.**

*Make sure that the students have found Question 1.*

★ SAY **Listen carefully. Look at Question 1 and look at the answer choices. Find the answer. Then click on the circled letter next to the answer you choose. After you have finished, stop.**

*Pause to allow the students to do Question 1. Do **not** read the question aloud.*

SAY **You should have clicked on the circle for answer choice “B.” If you did not click on answer choice “B,” please do so now.**

*Make sure that the students have answered the question correctly.*

SAY **Click on the “Go On” arrow and find Question 2.**

*Make sure that the students have found Question 2.*

★ SAY **Read Question 2 and look at the answer choices. Find the answer. Then click on the circled letter next to the answer you choose. After you have finished, stop.**

*Pause to allow the students to do Question 2. Do **not** read the question aloud.*

SAY **You should have clicked on the circle for answer choice “C.” If you did not click on answer choice “C,” please do so now.**

*Make sure that the students have answered the question correctly.*

SAY **Now you are going to do some questions by yourself. Remember to read all the directions carefully. When you see the “Go On” arrow in the lower right-hand corner, click the button and continue with the session. Check to make sure you have answered all of the questions. When you come to the “Finish Test” button, you have finished Session 1. If you finish early, you may go back and check your work in this session. Then click on “Finish Test” or “Stop Test” and then on “Yes, I have finished.” Then, continue to sit quietly until I say stop.**

**Are there any questions?**

*When you are sure that the students understand the directions, continue.*

SAY **You will have approximately 35 minutes to complete Session 1. To help you keep track of the time, I will write the words “15 minutes” on the board when there are 15 minutes remaining. Click on the “Go On” arrow and find Question 1.**

*Make sure that the students have found Question 1.*

Write "15 minutes" on the board when there are 15 minutes remaining.

SAY **You may begin.**



Give the students 35 minutes to complete this test session.

Record the starting time: \_\_\_\_\_

Add 35 minutes: + 35

Record the stopping time: \_\_\_\_\_

*During testing, if a student has a problem using the computer, assist the student. If a student's computer disconnects from the test, wait three minutes and then double-click on the test icon and have the student log in again. If the student cannot continue testing, contact the Test Chairperson or the Technology Coordinator and document the issue. Collect the Individual Test Ticket from the student if he or she cannot complete the test on another computer. In addition, please note that the test time specified may be adjusted if testing irregularities, such as computer problems, occur during the test session.*

*When all students have completed Session 1,*

SAY **Stop. This is the end of Session 1. If you haven't clicked on "Finish Test" or "Stop Test," please do so now. Then click on "Yes, I have finished."**

*You may have students take a short break. Resume testing when you think students are ready to go on.*

## Session 2

*Before beginning this test session, make sure you have reviewed the general directions for administering the DC CAS Health Online Assessment. The general directions (and specific information regarding “Error Messages”) are located on pages 3 through 11 of this manual.*

*This test session may be read aloud to students if they have an IEP, a Section 504 plan, or an ELL plan that allows for such accommodation. Time limits may need to be adjusted if this session is read aloud. Screen Reader is a read-aloud accommodation, and its use for the DC CAS Health Online Assessment is considered a unique accommodation.*

*Be sure that each student has his or her own Individual Test Ticket. Also make sure that you have the Summary Test Ticket.*

SAY **Now you will be taking Session 2, Health. To answer a question, click on the circled letter next to the answer you choose. If you want to change an answer, click on the circled letter next to the new answer.**

**Look at your test ticket and make sure it has your name on it. Raise your hand if you do not have the correct test ticket.**

*Provide assistance to any student raising his or her hand.*

SAY **You should see a screen that says, “Hello, please log in to begin.” Type your Login ID and password as shown on your test ticket.**

*Write the Session 2 Access Code from the first page of the Summary Test Ticket on the board.*

SAY **Then, type the Access Code \_\_\_\_\_ .**

*Read the Test Access Code aloud to the students. Erase the Access Code once all students have logged in.*

SAY **Now click the “Log in” button. Then click the “Start” button. It may take up to 30 seconds for the test to appear.**

*Make sure that the test is displayed on all the screens.*

SAY **Remember to read all the directions carefully. When you see the “Go On” arrow in the lower right-hand corner, click the button and continue with the session. Check to make sure you have answered all of the questions. When you come to the “Finish Test” button, you have finished Session 2. If you finish early, you may go back and check your work in this session. Then click on “Finish Test” or “Stop Test” and then on “Yes, I have finished.” Then, continue to sit quietly until I say stop.**

**Are there any questions?**

*When you are sure that the students understand the directions, continue.*

SAY **You will have approximately 35 minutes to complete Session 2. To help you keep track of the time, I will write the words “15 minutes” on the board when there are 15 minutes remaining.**

*Make sure that the students are in the correct place.*

SAY **You may begin.**

*Write "15 minutes" on the board when there are 15 minutes remaining.*



Give the students 35 minutes to complete this test session.

Record the starting time: \_\_\_\_\_

Add 35 minutes: + 35

Record the stopping time: \_\_\_\_\_

*During testing, if a student has a problem using the computer, assist the student. If a student's computer disconnects from the test, wait three minutes and then double-click on the test icon and have the student log in again. If the student cannot continue testing, contact the Test Chairperson or the Technology Coordinator and document the issue. Collect the Individual Test Ticket from the student if he or she cannot complete the test on another computer. In addition, please note that the test time specified may be adjusted if testing irregularities, such as computer problems, occur during the test session.*

*When all students have completed Session 2,*

SAY **Stop. This is the end of Session 2. If you haven't clicked on "Finish Test" or "Stop Test," please do so now. Then click on "Yes, I have finished."**

*You may have students take a short break. Resume testing when you think students are ready to go on.*

*Note that some students may opt out of taking Session 3, which contains items that assess Sexual Health. Instruct these students to sit quietly while the remaining students take Session 3.*

## Session 3

*Before beginning this test session, make sure you have reviewed the general directions for administering the DC CAS Health Online Assessment. The general directions (and specific information regarding “Error Messages”) are located on pages 3 through 11 of this manual.*

*This test session may be read aloud to students if they have an IEP, a Section 504 plan, or an ELL plan that allows for such accommodation. Time limits may need to be adjusted if this session is read aloud. Screen Reader is a read-aloud accommodation, and its use for the DC CAS Health Online Assessment is considered a unique accommodation.*

*Be sure that each student has his or her own Individual Test Ticket. Also make sure that you have the Summary Test Ticket.*

*Some students may opt out of taking Session 3, which contains items that assess sexual health. This decision should have been made prior to the start of the DC CAS Health Online test administration. If students who opt out are present, ask these students to sit quietly while the remaining students take Session 3. The Test Chairperson will need to check the four Special Use fields on the Student Information screen for students that opt out of Session 3, if this has not already been done. If no students present are opting out, skip the first “SAY” text below. If students that are opting out are present,*

**SAY Some of you will not be answering the remaining questions in the test. If you returned the letter signed by your parent or guardian, please sit quietly until further instructions are given.**

**SAY Now you will be taking Session 3, Health. To answer a question, click on the circled letter next to the answer you choose. If you want to change an answer, click on the circled letter next to the new answer. After the test questions, there will be eight questions about taking the test on the computer. These are not questions that will be scored but will instead help improve future online tests.**

**Look at your test ticket and make sure it has your name on it. Raise your hand if you do not have the correct test ticket.**

*Provide assistance to any student raising his or her hand.*

**SAY You should see a screen that says, “Hello, please log in to begin.” Type your Login ID and password as shown on your test ticket.**

*Write the Session 3 Access Code from the first page of the Summary Test Ticket on the board.*

**SAY Then, type the Access Code \_\_\_\_\_ .**

*Read the Test Access Code aloud to the students. Erase the Access Code once all students have logged in.*

**SAY Now click the “Log in” button. Then click the “Start” button. It may take up to 30 seconds for the test to appear.**

*Make sure that the test is displayed on all the screens.*

SAY **Remember to read all the directions carefully. When you see the “Go On” arrow in the lower right-hand corner, click the button and continue with the session. Check to make sure you have answered all of the questions. When you come to the “Finish Test” button, you have finished Session 3. If you finish early, you may go back and check your work in the session. Then click on “Finish Test” or “Stop Test” and then on “Yes, I have finished.” Then, continue to sit quietly until I say stop.**

**Are there any questions?**

*When you are sure that the students understand the directions, continue.*

SAY **You will have approximately 15 minutes to complete this session.**

*Make sure that the students are in the correct place.*

SAY **You may begin.**



Give the students 15 minutes to complete this test session.

Record the starting time: \_\_\_\_\_

Add 15 minutes: + 15

Record the stopping time: \_\_\_\_\_

*During testing, if a student has a problem using the computer, assist the student. If a student’s computer disconnects from the test, wait three minutes and then double-click on the test icon and have the student log in again. If the student cannot continue testing, contact the Test Chairperson or the Technology Coordinator and document the issue. Collect the Individual Test Ticket from the student if he or she cannot complete the test on another computer. In addition, please note that the test time specified may be adjusted if testing irregularities, such as computer problems, occur during the test session.*

*When all students have completed Session 3,*

SAY **Stop. This is the end of Session 3. If you haven’t clicked on “Finish Test” or “Stop Test,” please do so now. Then click on “Yes, I have finished.”**

*Collect all Individual Test Tickets.*

## After Testing

### General Directions Following Testing

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#### Request Test Invalidations

Tests should be invalidated only in rare cases. Reasons for possible test invalidations include, but are not limited to, the following:

- if a student becomes ill during testing;
- if a student cheats;
- if test security is violated;
- if improper test administration occurs; or
- if students are tested outside the testing window.

In order to request test invalidation, contact your Test Chairperson. For more information, see the Testing Accommodations Manual at <http://osse.dc.gov/service/accommodations>

#### Conduct Make-up Test Session

Students who are absent during the districtwide test administration should be administered the test upon their return to school. Please try to give every absent student an opportunity to test within the state's testing window. If the student will make up the test, you should remove him or her from the existing test session and schedule a make-up session. Proctors will be required for each test session. Proctors should check to see that students are selecting answers in the correct manner but should give assistance in the mechanics of taking the test only.

#### Report Breaches of Test Security

Any person who witnesses or believes a test security violation has occurred, either by school personnel or students, must report it as soon as possible (no later than 24 hours after the alleged violation occurred) to the principal, Test Chairperson, LEA Assessment Coordinator, or OSSE. Incidents are to be reported using the State Test Security Incident Reporting Form, contained in the District of Columbia State Test Security Guidelines document. In the event the witness would like to remain anonymous, he or she can report an alleged violation to (202) 564-6100, or submit the form by mail.

#### Return All Test Materials

Return all test materials, including Access Code lists and test tickets, to your Test Chairperson as soon as possible after completing the last test session.

#### Complete Test Administrator Survey

After testing is complete, CTB/McGraw-Hill asks that Test Administrators participate in an online survey about the 2013 DC CAS Health and Physical Education online assessment. Your opinions are extremely important and will help us better serve you and your students today and in the future. We know your time is valuable, so we are asking you to please take just a few minutes to take a short six-question online survey. Please visit <https://www.surveymonkey.com/s/F7VL5L2> to complete the survey. Thank you in advance for your participation.





