

February 27 and 28, 2014

DC CAS TEST CHAIRPERSON TRAINING 2014

Session Outcomes

By the end of the session, participants will:

Receive training on state testing guidelines, procedures and security protocols so that each LEA will be able to implement the state assessment program as outlined by the Office of the State Superintendent of Education (OSSE).

Agenda

- Important Dates
- Training Materials
- Roles
- Test Integrity Act
- School Test Plans
- Pre-Test Responsibilities
- During Testing Responsibilities
- Post-Test Responsibilities
- Health Test Updates
- Accommodations
- Q & A
- Appendices

Important Dates

Task	Date
Test Chairperson Training	2/27 – 2/28
School Test Plan due date	3/13
Delivery of Test Chairperson Kit	3/13
Delivery of Test Materials	3/24-3/26
Test Material Adjustments (short/add) window	3/24-4/8
Test Window	3/31-4/11
Test Material Retrieval	4/11
Affidavit Submission due date	4/25

Training Materials Online

- The Train-the-Trainer Model will be posted on the CTB website at: www.ctb.com/dc-cas
- Including:
 - TC Training PowerPoint presentation
 - Test Chairperson's Manual (TCM)
 - Test Chairperson's Virtual Sample Kit
 - Test Directions
 - Short/Add online process guide
 - School Security Checklist
 - FAQs

Authorized Personnel

- Any individuals who have access to Districtwide assessment materials or are directly involved in the administration of a Districtwide assessment.
 - Attend applicable trainings
 - Report breaches of test security
 - Read all applicable directions and guidance
 - Cooperate in investigations
 - Refrain from prohibited activities

LEA Assessment Coordinator/ Test Integrity Coordinator

- The authorized person responsible for ensuring that the LEA Test Security plan is implemented with fidelity during testing. Coordinates security across all schools/campuses within an LEA.
 - Attend applicable trainings
 - Read all applicable directions and guidance
 - Develop, submit and distribute LEA Test Plan
 - Support Test Chairpersons/Test Monitors
 - Monitor test administration at schools
 - Review/submit reports of missing materials
 - Confirm all materials submitted to CTB

Test Chairperson/Test Monitor Overview

- Authorized person responsible for organizing and facilitating the school's testing program.
 - Attend OSSE Test Chairperson training
 - Read all applicable directions and guidance
 - Conduct test administration training for all authorized personnel at school site
 - Create and disseminate school test plan
 - Notifications
 - Receive, inventory, and ship all secure and nonsecure test materials
 - Support authorized personnel administering the test

Test Integrity Act of 2013

- Change in terms
 - Test Integrity Coordinator/LEA Assessment Coordinator
 - Test Chairperson/Test Monitor
- Affidavits 15 days after testing attesting that all applicable laws, regulations and policies have been complied with
- Anti-retaliation language
- Random sampling

Test Integrity Act of 2013

- LEA, School and Individual Sanctions
 - LEA/School:
 - Payment of expenses incurred as a result of the violation
 - Administrative fine (max. \$10,000/violation)
 - Invalidation of test scores
 - Individual:
 - Denial, suspension, revocation or cancellation of, or restrictions on issuance or renewal of OSSE-issued license for a minimum of one year
 - Payment of expenses incurred as a result of the violation
 - Administrative fine (max. \$1,000/violation)

TI Act Violations

- Photocopying, reproducing, disclosing secure test items or materials
- Reviewing, reading, looking at test items or student responses unless specifically permitted
- Assisting students with answers to test questions (verbal/nonverbal cues)
- Altering student responses
- Altering test procedures in formal instructions
- Allowing students to use notes, references or other aids unless specifically allowed

TI Act Violations

- Having in one's personal possession secure test materials except during scheduled testing time
- Allowing students to view or practice secure test items before or after scheduled testing time
- Making or having answer keys before the test is administered
- Leaving secure test materials in a non-secure location or unattended by authorized personnel
- Using cell phones, unapproved electronics, or computer devices during the assessment

School Test Plan

- Every school must submit a school test plan
- There is no specific format or template required by OSSE, but plans must contain the following information:
 - Test Schedule
 - Affirmation of training
 - Contact information
 - Testing group information
 - Authorized personnel involved in testing
 - Policies and procedures for:
 - Security of materials
 - Equitable and consistent administration of the assessment
 - Reporting irregularities/complaints/allegations
 - Investigating complaints/irregularities/allegations
 - Monitoring during testing
 - Disasters and emergencies
 - Student disruptions, transitions, extra time and finishing early
 - Tardy students and makeup sessions
 - Accommodations
 - Security and confidentiality of student data
 - Dissemination of student score reports
 - Affirmation that LEA/school adopts written school test plan

Test Schedule

- Wherever and whenever possible, schools should administer the math and reading assessments the first week of the test window
 - If your school has extenuating circumstances (school is a polling site, accommodations, etc.), detail in your test plan how you'll ensure all testing will be completed within the window

Test Construction

Grades	Content Areas
Grades 2-10	Reading
Grades 2-8 and 10	Mathematics
Grades 5 and 8	Science
High School	Biology
Grades 4, 7 and 10	Composition
Grades 5, 8 and High School	Health

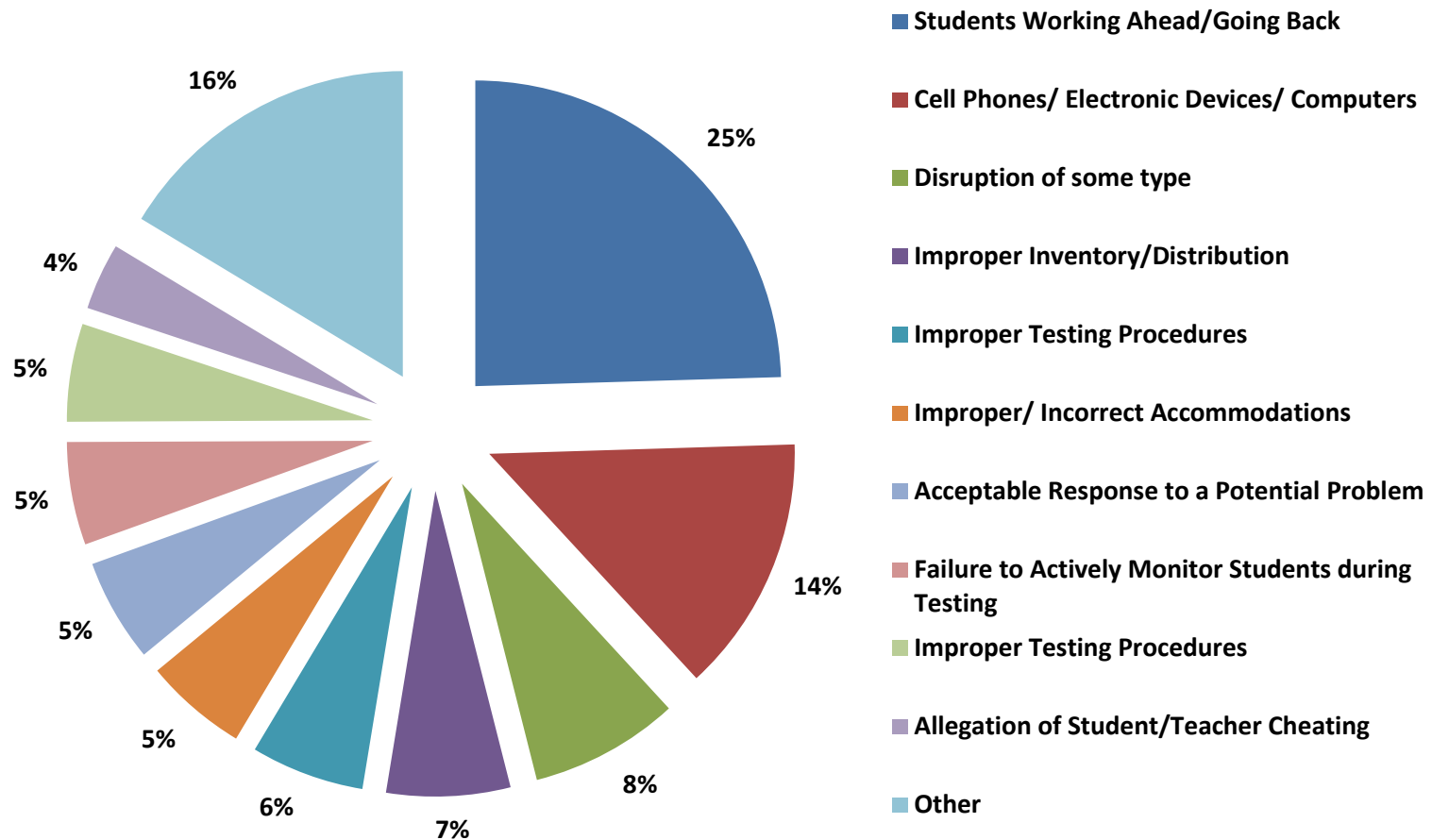
Test Sessions

Content Area	Grade level	Test Session
Reading	Grades 2	Session 1, 2, 3
Mathematics	Grades 2	Session 1, 2, 3
Reading	Grades 3-10	Session 1, 2, 3, 4
Mathematics	Grades 3-8, 10	Session 1, 2, 3, 4
Composition	Grades 4, 7, and 10	Session 1, 2
Science	Grades 5, 8, and Biology	Session 1, 2, 3
Health and Physical Education*	Grades 5, 8, and High School	Session 1, 2

General Violations

Severity	Description
Mild	Minor test administration errors (e.g., incomplete or missing test documents, inconsistencies in the application of administration procedures)
Moderate	Defined violations; not test tampering or academic fraud (e.g., failure to report certain types of incidents, failure to distribute, collect or refusal to sign Non-Disclosure Agreements, use by administrators of cell phones and other unapproved electronic devices)
Critical	Definitive test security violations; test tampering or academic fraud (e.g., providing students' answers; allowing student use of calculators or other technology when prohibited)

Watch List – Common Violations



Before Testing

- Establish School Testing Plan
- Notify Students & Parents of Testing
- Conduct Training Sessions for Test Administrators and Proctors
- Receive test materials
- Inventory test materials
- Fulfill School Material Requests
- Label and Sort test materials
- Distribute test materials

Notify Students

- Prepare students to participate in the DC CAS
- Explain purpose and dates of testing
- Encourage positive attitudes about testing
- Provide incentives for students to do their best
- If needed, ensure accommodations are addressed

Notify Parents

- School/Principal must send parents a letter regarding the dates and purpose of the DC CAS testing program
- Copies of letters sent home must be kept on file for the test monitor's review
- A template with English and other translated versions of the letter are available on the CTB website (www.ctb.com/dc-cas) for school use

Local School Test Administration Training

Plan Authorized Personnel Training

- Refer to the Test Chairperson's Manual and to the State Test Administration training documents to identify materials for test administration training:
- Include the following:
 - Review of School Test Plan
 - Review of Test Security Guidelines
 - Review of Test Site Observation Report
 - Review of Test Administration Procedures
 - Provide Test Security Agreement for teacher signatures

Local School Test Administration Training

- The Test Chairperson must review school testing responsibilities with the school staff
- The Test Administrator must:
 - Conduct the testing sessions as outlined in the Test Directions, Test Chairperson's Manual, and Test Site Observation Checklist
 - Establish the testing climate within the test site
 - Coordinate the distribution and return of test books and answer booklets to students
 - Ensure that students who require accommodations receive the appropriate accommodations
 - Account for and maintain the security of all test materials
 - Check and complete all required documentation
 - Adhere to test directions and administration guidelines

Maintaining a Security File

- Should contain:
 - Irregularities in materials received
 - Invalidated student scores
 - Receipt and return of Test Administrator materials
 - Test administration concerns/notes
 - Missing secure materials (i.e., test materials initially received by the Test Administrator but not returned)
 - Alerts to CTB shown in the section labeled “Comments” on the School Security Checklist

Establish School Test Security Procedures

- Security begins just before materials are received in the building and end when test materials are returned
- Set up a security file that contains:
 - Documentation of any testing disruptions
 - Copies of the School Security Checklists
 - Explanations as to why materials were not returned after testing
- Notify OSSE Office Data, Assessment and Research, the respective LEA, and CTB Customer Services at 800-994-8579 if secure test materials are missing.

Establish School Test Security Procedures

- Keep track of and return every test book and answer booklet, used and unused, to the School Test Chairperson
- Keep test books and answer booklets secure before, during, and after testing
- Ensure that no student has exposure to the assessment except during testing
- Make sure that materials for each test are available and all administration procedures are being followed
- Sign out and sign in all test books and answer booklets that contain student responses. These secure materials must be returned daily at the end of testing
- Verify quantities of materials upon receipt and return
- Reference OSSE website - Test Security Guidelines:
<http://osse.dc.gov/publication/dc-state-test-security-guidelines>

Receive Test Materials


- Open boxes within 24 hours to allow time to resolve any discrepancies
- Confirm you have received the total number of school boxes listed on the shipping invoice
- Notify CTB immediately if any boxes are missing, contain damaged materials, or if you received boxes that should have been delivered to another school
- Keep all boxes for returning test materials – return all materials in CTB box.

Inventory Test Materials

- Check the materials specified on the School Packing List against materials received
- Ensure the security numbers on the shrink-wrapped test book packages match with those listed on the School Packing List
- Check quantities received against quantities required for each Test Administrator
- Report discrepancies or material shortages to CTB DC CAS Customer Services at 800-994-8579. Note any discrepancies on the School Packing List
- Ensure that test materials are placed in a secured area

Nonpublic responsibilities

- It is the responsibility of the LEA to ensure that all applicable DC students in nonpublic settings take the DC CAS
- All nonpublic entities must comply with testing laws, regulations and policies
- To help streamline this for LEAs, OSSE has created a checklist for nonpublics that LEAs can customize, have the nonpublic complete, and keep on file
- Form will be downloadable from OSSE's website



Non Public 2014 DC CAS Checklist

All Nonpublic (NP) entities testing DC students must be in compliance with DC and LEA test administration requirements. The NP entity must confirm with their students' LEAs that the following documents and processes have been created, completed and are available upon request if not submitted with this form.

- ☐ Student rosters, testing plans and schedules for review and approval by the LEA (please see roster form attached);
- ☐ Name and contact information for nonpublic site Test Chairpersons/Test Monitors for each of its sites, including school location, email, phone and address;
- ☐ All personnel involved with testing have signed a Non-Disclosure Agreement;
- ☐ All personnel involved with testing have received training materials, webinars and slides and have been trained on these materials and procedures;
- ☐ Procedures for the security (maintenance, dissemination, collection, and storage) of **Disseminate** assessment materials before, during and after administration;
- ☐ Procedures for reporting irregularities, complaints, or concerns in testing administration or test security;
- ☐ Plans to ensure that accommodations are provided with facility to students that require accommodations.

Name of NP Entity: _____

NP Test Coordinator Name & Title: _____

The following students are receiving educational services and will be administered state assessments as directed by the LEA of Enrollment.

Student Last Name	Student First Name	Student USI	Student Tested Grade

(please extend this chart if required)

To the best of our knowledge, this nonpublic has complied with all applicable laws, regulations and policies, including the test security plan as directed by the LEA of Enrollment.

NP Test Coordinator Signature & Date: _____

Office of the State Superintendent of Education, 400 1st Street NE, 200 Street, Washington, DC 20002

Test Site Observation Report

The Test Site Observation Report

- Provides guidelines for setting up a positive and uniform testing environment
- Used by monitors to evaluate adherence to state test administration guidelines

During Testing

- Ensure sufficient quantities of materials
- Provide each student with appropriate test book and answer booklet
- Provide procedures for receiving additional time
- Follow the Test Directions
- Complete student demographic information
- Provide directions to students for ending testing sessions
- Collect and account for test materials from each student
- Check answer booklets for stray marks and accurate demographic information
- Transcribe answers to test books or answer booklets for Braille and large print
- Enter special codes when required for students in special populations
- Follow school plan for returning materials to Test Chairperson

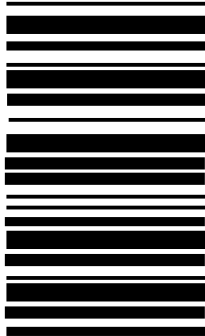
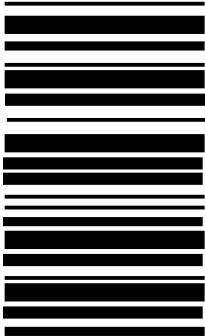
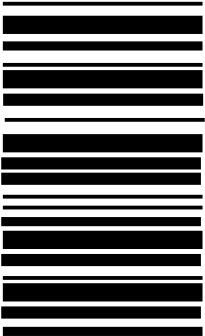
Student Bar Code Labels

- Grade 2 & 3
 - Precoded student bar code label must be placed on the front cover of the test book in the prescribed location
- Grades 4 – 10
 - Precoded student bar code label must be placed on the front cover of the answer sheet and test booklet in the prescribed location
- If a precoded student bar code label is not available or information is incorrect, the Student Data Grid must be completed
 - Grades 2 and 3 – test book
 - Grades 4 – 10 – answer booklet

Student Bar Code Labels

Student Barcode Labels

Labels are printed in 2 rows of 3-up, so that each student receives six labels.

	ROBERTS JANE M #1234567 ADAMS ES CLASS: 0201 03/31/00 GENDER: F GRADE: 03 SPRING 2011 76543213		ROBERTS JANE M #1234567 ADAMS ES CLASS: 0201 03/31/00 GENDER: F GRADE: 03 SPRING 2011 76543213		ROBERTS JANE M #1234567 ADAMS ES CLASS: 0201 03/31/00 GENDER: F GRADE: 03 SPRING 2011 76543213
--	---	---	---	--	---

Bar Code Label Errors

If there is an error in one or more of the following, do not use the precoded bar code label:

- Student name
- Identification number
- Birth date
- Ethnicity
- Gender
- Grade

Instead, record all of the student-identifying information on the student data grid on the back cover of the answer booklet.

Bar Code Label Errors

If the bar code label has been placed on a test book or answer booklet and some of the information is later determined to be inaccurate, the test book or answer booklet can still be used by doing the following:

- Place two blank labels over the inaccurate label (do not exceed 3 labels on top of each other)
- Blank labels have been provided in your administrative materials – please use those
- Bubble all information on the student data grid

Student Data Grid

Complete Student-Identifying Information (Bio-Grid)

- Complete the top half of the student data grid on the back cover of the test books or answer booklets . This information should be completed prior to the administration of the first testing session of the assessment
- For all students (including the ones with correct Precode label) on the back cover of the test book or answer booklet in the top section, print the student's name, the teacher's name, and the name of the school
- The rest of the data grid may be completed later.

Student Data Grid

[illegible]

- For only those students who do not have a precoded student label or whose label shows inaccurate information, complete all data grid fields applicable.
- The data grid must reflect the Name, USI, Birth Date, Ethnicity, Gender, and Grade for each student who does not have a label

Additional Student Information

- Access For ELL Proficiency Level (1 – 4)
- Program Participation
- Special Education
- English Language Learner
- Section 504 Student
- Title I Targeted Assisted
- Home Schooling
- The above codes could not be precoded and must be completed for all students.

[illegible]

Additional Student Information

- Accommodations page for SWD and ELL can be found on the inside of the test book and answer booklet (grades 4-8 and 10).
- The accommodation information could not be precoded and must be completed for all students.

District of Columbia Comprehensive Assessment System 2012

Student Name _____

Testing Accommodations Provided to This Student

STUDENTS WITH DISABILITIES (SWD)	ENGLISH LANGUAGE LEARNERS (ELL)
Timing/Scheduling Accommodations <ul style="list-style-type: none"> <input type="radio"/> C1 Extended Time on Subjects <input type="radio"/> C2 Breaks Allowed between Subjects <input type="radio"/> C3 Test Administered over Several Days <input type="radio"/> C4 Flexible Scheduling <input type="radio"/> C5 Breaks Allowed during Subject <input type="radio"/> C6 Test Administered at Best Time of the Day 	Direct Linguistic Support—Oral <ul style="list-style-type: none"> <input type="radio"/> D1 Repetition of Directions <input type="radio"/> D2 Simplification of Oral Directions <input type="radio"/> D3 Oral Reading of Directions <input type="radio"/> D4 Simplification of Writing Prompt <input type="radio"/> D5 Oral Reading of Test in English (Math, Science, Health, or Composition writing prompt only)
Setting Accommodations <ul style="list-style-type: none"> <input type="radio"/> E1 Small Group Testing <input type="radio"/> E2 Preferential Seating <input type="radio"/> E3 Location with Minimal Distractions <input type="radio"/> E4 Individual Testing <input type="radio"/> E5 Noise Buffer <input type="radio"/> E6 Special Lighting <input type="radio"/> E7 Activities or Social Routines 	Direct Linguistic Support—Written <ul style="list-style-type: none"> <input type="radio"/> D6 English Dictionary <input type="radio"/> D7 Allowed to Read to Word Dictionary
Response Accommodations <ul style="list-style-type: none"> <input type="radio"/> F1 Calculator <input type="radio"/> F2 Write in Test Book <input type="radio"/> F3 Extended Response to Construct <input type="radio"/> F4 Oral Response to Test <input type="radio"/> F5 Read-Along Accommodations <input type="radio"/> F6 Pointing Response <input type="radio"/> F7 Signed and/or Tabled Response 	Indirect Linguistic Support <ul style="list-style-type: none"> <input type="radio"/> G1 Extended Time on Subjects <input type="radio"/> G2 Breaks Allowed between Subjects <input type="radio"/> G3 Test Administered over Several Days <input type="radio"/> G4 Flexible Scheduling <input type="radio"/> G5 Breaks Allowed during Subject <input type="radio"/> G6 Test Administered at Best Time of the Day <input type="radio"/> G7 Small Group Testing <input type="radio"/> G8 Preferential Seating <input type="radio"/> G9 Familiar Person Administers Test <input type="radio"/> G10 Use of Markers to Mark on Paper
Presentation Accommodations <ul style="list-style-type: none"> <input type="radio"/> H1 Repetition of Directions <input type="radio"/> H2 Simplification of Oral Directions <input type="radio"/> H3 Reading of Test Questions (Math, Science, Health, or Composition writing prompt only) <input type="radio"/> H4 Interpretation of Oral Directions <input type="radio"/> H5 Translation of Words and Phrases (Math, Science, Health, or Composition writing prompt only) <input type="radio"/> H6 Use of Markers to Mark on Paper <input type="radio"/> H7 Repetition of Questions <input type="radio"/> H8 Magnifying Glass <input type="radio"/> H9 Large Print Test Materials <input type="radio"/> H10 Braille Test Materials 	Other <ul style="list-style-type: none"> <input type="radio"/> I1 Please specify: _____

Test Invalidation

Test Invalidation Procedures:

- Tests should be invalidated only in these specific cases:
 - Student becomes ill and unable to complete the test
 - Student works ahead or outside of current session being tested
 - There is clear evidence that the student received inappropriate assistance
 - Test misadministration (i.e., assistance with passages during Reading or Composition; Calculators provided outside of allowable Math session)
- Fill in all of the circles of the first five multiple-choice questions in that content area section

Composition

- [illegible]

Post-Test Activities

- Security Guidelines at Post-Test
- Check group information sheets
- Receive and check materials
- Organize and prepare materials
- Package scorable materials
- Package nonscorable materials
- Label boxes
- Affidavit
- Materials pickup – ADS – Friday, 4/11

Security Guidelines – After Testing

- The School Security Checklist for each Test Administrator should be reviewed to ensure that the quantity and the beginning and ending serial numbers for bar-coded materials were signed out and signed in with the Test Administrator
- The Test Chairperson and the Test Administrator should have initialed the materials out and in each day
- After testing, access to test books is allowed only during makeup testing or supervised sessions for completion of data grids
- Return all test materials immediately upon completion of testing
- Any breach of testing security must be reported. There are three ways to report a violation (reference page 10 of DC State Test Security Guidelines)

Group Information Sheet (GIS)

- Do not photocopy
- Go to link in the TCM – electronic short order form
- Place in envelope with test books (grades 2 and 3) or answer booklets (grades 4 – 10)
- Place on top of first stack of test books (grades 2 and 3) or answer booklets (grades 4 – 10)
- Home-schooled student test materials should be returned under a separate GIS

Group Information Sheets (GIS)

1															2																		
TEACHER NAME															SCHOOL NAME															Grade or Number in Class		GRADE	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> LEV IS A </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Teacher Name --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> GOLD HILL PLOD </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for School Name --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> 21 </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Grade/Class --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> 3 </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Grade --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>		<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>															<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> SPECIAL ORDER </div> <div style="border: 1px solid black; padding: 2px;"> <!-- Grid for Special Order --> </div>			

To Complete:

- Teacher Name: last name and first initial, if needed
- Number of students testing
- Grade – do not use ungraded except for Biology

Precoded

- School Name
- School ID number
- District Name

Test materials under a single GIS must belong to only one content area and one grade

Receive and Check Materials - GIS

Check Group Information Sheet (GIS)

- Teacher Name
- Number of Students Testing
- Grade
- The appropriate GIS for all grades is purple

GIS forms may not be exchanged between schools. Do not use photocopied GIS forms.

Group Information Sheet

1 TEACHER NAME: LEVISA SCHOOL NAME: GOLD HILL MIDDLE

2 Number of Students Testing: 021 Grade: 3

3 SPECIAL NEEDS

Organization Name: Element/Division Name: SD #: Date:

Published by CTB/McGraw-Hill, 20 Flynn Ranch Road, Monterey, California 93945-0702. Copyright © 1998 by CTB/McGraw-Hill. All rights reserved.

81114

Organize and Prepare Materials

Complete the School/Group List for each Group Information Sheet (GIS) created

- Teacher Name (must match Teacher from GIS) and Grade
- Content Area (new)
- Number of Scorable Documents
- Contact Name and Title
- Signature and Date

Again this year, the School Group List (SGL) has been modified so that all content areas can be listed on the same form.

Note the content area in a new column provided for that purpose

[illegible]

Review and Check Materials (Security Checklist)

Review School Security Checklist

- Multiple day check-ins and check-outs
- Verify quantity and serial numbers for bar-coded materials
- Check for initials on materials check out and in

TEST YEAR: SPRING 2011

**DC CAS Operational Spring 2011
SCHOOL SECURITY CHECKLIST**

(To be completed by the Test Chairperson (TC) for DC CAS Operational Spring 2011)

District: 002 xxxxx SCHOOLS Packing List No: 000765
 School: 101 xxxxx ELEMENTARY/MIDDLE SCHOOL
 * REPORT ALL MISSING BOOKS TO OSSE AND CTB IMMEDIATELY
 Part No: 2700698010 Part Name: Grade 3 Operational Student Test Book Pkg of: 10

~ Form for use with secure materials initial receipt, check-in and check-out
 ~ Examiner is to initial "OUT" column when receiving materials each testing day
 ~ Test Chairperson (TC) shall initial "IN" column when materials are returned each testing day
 ~ Return materials to the secure central site immediately following testing each day
 ~ Make-up testing will require either the use of a photocopy of the original checklist or use of a make-up checklist

EXAMINER: _____
 * For use with Examiner Security Checklist
 * Examiner's name best completed after printing

Quantity of Answer Docs Assigned to Teacher (Grades 3-5, 10)	Test Book Security Number	REC'D (TC Only)	STUDENT NAME	Day #1 - Date: __/__/__		Day #2 - Date: __/__/__		Day #3 - Date: __/__/__		Day #4 - Date: __/__/__	
				Answer Doc	Booklet	Answer Doc	Booklet	Answer Doc	Booklet	Answer Doc	Booklet
				OUT	IN	OUT	IN	OUT	IN	OUT	IN
	UL100311										
	UL100312										
	UL100313										
	UL100314										
	UL100315										
	UL100316										
	UL100317										
	UL100318										
	UL100319										
	UL100320										
	UL100321										
	UL100322										
	UL100323										
	UL100324										
	UL100325										
	UL100326										
	UL100327										
	UL100328										
	UL100329										
	UL100330										

Review and Check Materials (ELL)

- Check Identifying Codes for Access for ELL Proficiency Level
- Check Identifying Codes for Program Participation
 - Special Education
 - English Language Learner
 - Section 504
 - Title I Targeted Assisted
 - Home Schooling
- The above codes are not be precoded and **MUST** be completed for all applicable students.

☐ ACCESS FOR ELL PROFICIENCY LEVEL (mark one)

- | | |
|---------------------------------|---------------------------------|
| <input type="radio"/> ① Level 1 | <input type="radio"/> ③ Level 3 |
| <input type="radio"/> ② Level 2 | <input type="radio"/> ④ Level 4 |

☐ PROGRAM PARTICIPATION (mark all that apply)

- | |
|---|
| <input type="radio"/> Special Education |
| <input type="radio"/> English Language Learner |
| <input type="radio"/> Section 504 |
| <input type="radio"/> Title I Targeted Assisted |
| <input type="radio"/> Home Schooling (not enrolled in a public school) |
| <input type="radio"/> Retake (select option if student has participated in the assessment previously) |

Receive and Check Materials (Accommodations)

- Check codes for Student Accommodations
- Located on the inside of the test book (grades 2 and 3) and answer booklet (grades 4-10).
- The information could not be precoded and must be completed for all students.

District of Columbia Comprehensive Assessment System 2012

Student Name: _____

Testing Accommodations Provided to This Student

STUDENTS WITH DISABILITIES (SWD)	ENGLISH LANGUAGE LEARNERS (ELL)
Timing/Scheduling Accommodations <ul style="list-style-type: none"> <input type="checkbox"/> 01 Extended Time or Breaks <input type="checkbox"/> 02 Breaks Moved Between Questions <input type="checkbox"/> 03 Test Administered over Several Days <input type="checkbox"/> 04 Flexible Scheduling <input type="checkbox"/> 05 Breaks Moved During Subtest <input type="checkbox"/> 06 Test Administered at Spec Time of the Day 	Direct Linguistic Support – Oral <ul style="list-style-type: none"> <input type="checkbox"/> 81 Repetition of Directions <input type="checkbox"/> 82 Simplification of Oral Directions <input type="checkbox"/> 83 Oral Reading of Directions <input type="checkbox"/> 84 Simplification of Writing Prompt <input type="checkbox"/> 85 Oral Reading of Test Questions (Math, Science, Health, or Composition writing prompt only)
Setting Accommodations <ul style="list-style-type: none"> <input type="checkbox"/> 07 Small Group Setting <input type="checkbox"/> 08 Perforated Pencil <input type="checkbox"/> 09 Location with Natural Outdoors <input type="checkbox"/> 10 Individual Testing <input type="checkbox"/> 11 Noise Barriers <input type="checkbox"/> 12 Special Lighting <input type="checkbox"/> 13 Acoustic or Special Furniture 	Direct Linguistic Support – Written <ul style="list-style-type: none"> <input type="checkbox"/> 86 Foreign Dictionary <input type="checkbox"/> 87 Bilingual Phrase Word Dictionary
Response Accommodations <ul style="list-style-type: none"> <input type="checkbox"/> 04 Calculator <input type="checkbox"/> 05 Pencil Is Not Good <input type="checkbox"/> 06 Extended Response to Response <input type="checkbox"/> 07 One Response to Test <input type="checkbox"/> 08 Pencil After Accommodation <input type="checkbox"/> 09 Fading Responses <input type="checkbox"/> 10 Signed and/or Pencil Measures 	Indirect Linguistic Support <ul style="list-style-type: none"> <input type="checkbox"/> 81 Perforated Test on Tablets <input type="checkbox"/> 82 Double-Blind Test Questions <input type="checkbox"/> 83 Test Administered over Several Days <input type="checkbox"/> 84 Visual Aids/Markers <input type="checkbox"/> 85 Double-Blind Prompt System <input type="checkbox"/> 86 Test Administered at Spec Time of the Day <input type="checkbox"/> 87 Special Group Testing <input type="checkbox"/> 88 Perforated Pencil <input type="checkbox"/> 89 Perforated Pencil Accommodation on Test <input type="checkbox"/> 90 Use of Student's Mother Tongue
Presentation Accommodations <ul style="list-style-type: none"> <input type="checkbox"/> 01 Repetition of Directions <input type="checkbox"/> 02 Simplification of Oral Directions <input type="checkbox"/> 03 Reading of Test Questions (Math, Science, Health, or Composition writing prompt only) <input type="checkbox"/> 04 Interpretation of Oral Directions <input type="checkbox"/> 05 Translation of Notes and Prompts (Math, Science, Health, or Composition writing prompt only) <input type="checkbox"/> 06 Use of Math in Mother Tongue <input type="checkbox"/> 07 Amplification Equipment <input type="checkbox"/> 08 Magnifying Glass <input type="checkbox"/> 09 Large Print Test Materials <input type="checkbox"/> 10 Perforated Pencil 	Other <ul style="list-style-type: none"> <input type="checkbox"/> Please specify: _____

Package Scorable Materials

- Place completed test books and answer booklets into envelopes. All materials should be in the same direction inside the envelopes.
- Be sure the completed GIS is placed on top of the stack in envelope 1 of a group.
- If testing more than one grade, number the envelopes “1 of 4,” “2 of 4,” and so on.
- Lay envelopes flat in boxes. Do not stand them on end.

Return Shipping Labels

There are two types of “Return Shipping Labels”

- YELLOW – for scorable test materials
 - Grade 2 and 3 test books and grades 4-10 answer booklets
 - Invalidated test materials
- BLUE– for nonscorable test materials
 - Any unused test materials (other than manipulatives and TCMs)
- It’s important to pack these in separate boxes – they are sent to two different locations!

Package Scorable Materials

- Place School/Group List (SGL) on top of the stacks of envelopes in the first box of a school series.
- Place scorable materials in a box with a yellow label – mark 1 of 1, etc. on label. Yellow labels are precoded.
- Pack Group Information Sheets (GIS) in the envelopes that were provided and place flat in box. If testing multiple grades, number the envelopes “1 of 3”, “2 of 3”, etc.
- Invalidated test materials must be packaged with the scorable test materials. Students will receive score reports that state “invalidated.”
- Retain a copy of the School Security Checklist and the original School Packing List for your records in your security file.
- Do not seal envelopes or boxes until quality check is completed!

Package Nonscorable Materials

- Place nonscorable materials in a box with a blue label – pre-labeled – and mark 1 of 1, etc. on label. Blue labels are pre-coded.
 - Any unused test documents
 - Any used or unused Planning and Draft paper for Composition
 - Braille and large print test materials
- Write the School Name on the outside of each nonscorable carton and number “1 of 2,” “2 of 2,” etc.
- Retain a copy of the School Security Checklist and the original School Packing List for your records in your security file.

****Keep your Test Chairperson’s manuals and math manipulatives (punch-out rulers)**

Test Material Retrieval

- The Retrieval Day is Friday, April 11th, 2014
- ADS will contact all sites 3 days prior to pickup
- Sites will need to provide box counts for scorable and non-scorable materials to ADS
- Sites will receive email confirmation with 24 hours of scheduling
- You or your principal must plan to be present on the day of retrieval
- ADS drivers will arrive on confirmed date and provide bill of lading. No rescheduling will occur.

Health and Physical Education General

- 5th grade, 8th grade, and high school
- High school test should be taken by students who were enrolled in a health class this school year.
- Second Test window
- June 4th and 5th, pick up on June 6th
- Notification deadline was last week
- If unsure of your test window, email Grace or Jessica
- Questions about CAS Health and Physical Education
- Grace Friedberger, grace.friedberger@dc.gov, 202-727-3467

Health & PE Opt Out

- Sexual health questions are in all grade levels
- Opt out letter available today in hard copy and online in 6 languages.
- <http://osse.dc.gov/publication/dc-cas-health-and-physical-education-opt-out-letters>
- Schools responsible for distributing the opt out letter to families
- Guardians must submit the opt out letter to the school no later than the first day of testing
- To indicate a student opted out, fill the whole row of zeros in the field titled “Special Use Only”
- The sexual health portion of the test is not optional for students who have not submitted an opt out letter.

[illegible]

Accommodations

- It is important that accommodations used on assessments are also used in instruction
- Some accommodations used for instruction, are not allowed for assessment as they impact the construct validity
- Students need to be familiar and comfortable with all necessary accommodation(s) BEFORE the assessment
- **NEW!** An injury form will be available online (OSSE website) for temporary accommodations in the event of student injury

Accommodations

- Guidelines to selecting, implementing and evaluating the use of accommodations for students with disabilities and English language learners

<http://osse.dc.gov/service/accommodations>

Accommodations

- Appendix A: Quick Reference Chart
 - Overview; not finite

Accommodations	DC CAS-Reading	DC CAS-Mathematics	DC CAS-Science (including Biology)	Health	DC CAS-Composition	NAEP	ACCESS for ELLs® (Only ELLs with IEPs are allowed to use disabilities accommodations)
Grades Administered	2-8,9,10	2 – 8, 10	5, 8, biology	5, 8, High School	4, 7, 10	4, 8, 12	K - 12
Oral response to test	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for Listening and Reading
Pointing response	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for Listening and Reading
Preferential seating	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Repetition of Directions	A	A	A	A	A	A	A
Signed and/or taped response	SWD	SWD	SWD	SWD	SWD	SWD	
Simplification of oral directions	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Simplification of Writing Prompt					ELL		
Small group testing	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Special lighting	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Test administered at best time of day	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		
Test administered by familiar person	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Test administered over several days	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		SWD for Listening, Reading, and Writing (not allowed for Speaking)
Write in test books	SWD	SWD	SWD	SWD	SWD	Not Applicable	

Dual Identification

- English language learners with disabilities create different and unique needs for accommodations.
 - Each must be considered separately
 - However, the IEP or 504 team and the ELL accommodations committee must work together to plan and document the needs of the student
- The accommodations selected should address the disability and meet the student's direct or indirect linguistic needs.

Accommodations - ELP

- ELLs with beginning ELP (WIDA 1-2) – oral reading of test directions or test items for Math, Science or Health; repeat or simplify oral directions
- ELLs with Intermediate ELP (WIDA 3-4) - bilingual word-to-word dictionary with extra time to use it, oral reading of portions of text as requested by a student in Math, Science or Health
- ELLs with Advanced ELP (WIDA 5-6) - NOT eligible for accommodations; but might benefit from certain test administration practices

Accommodations

- SPED & ELL - Complete Special Education or English Language Learner accommodations coding as required after students have completed their DC CAS tests
- Refer to approved accommodations in the Test Chairperson's Manual and in the 2014 District of Columbia Office of the State Superintendent of Education Testing Accommodations Manual
- Test Timing – Untimed (Refer to TCM)

Accommodations – Common Questions

- Calculators – All students in grades 7, 8, and 10 will be allowed to use calculators in Session 1. SPED students may use a calculator for additional sections of the test, if it's noted on their IEP. (Please check the accommodations manual for more details)
- Highlighter – Allowed for grades 4-10; not allowed for grades 2 or 3 (2nd and 3rd grade students may use No. 2 pencil on the passages instead of highlighter)
- Read Aloud – Only allowed for math , science, and health sessions (does not apply to 2nd grade, as math questions are read aloud)
- Braille and Large Print – Transcribe answers to the answer document in presence of the Test Monitor
- Dictionaries – Dictionaries are not allowed for any part of the test (even composition). The only exception is for English Language Learners per their ELL level

CTB Contact Information

CTB DC CAS Customer Service

- Phone: 800-994-8579
- Fax: 866-282-2251
- Email: dc-cas_helpdesk@ctb.com
- Help Desk Hours: 8:30 a.m.— 5:00 p.m. EST
Monday-Friday

OSSE Contact Information

Jessica Enos

Director of Assessment

Phone: 202-535-2651

jessica.enos@dc.gov

Michelle Blakey-Tuggle

Assessment Specialist

Michelle.blakey-tuggle@dc.gov

Tonya Mead

Test Integrity Coordinator

Tonya.mead@dc.gov

Swea Hart

Management Analyst

swea.hart@dc.gov

Assessment Team

Office of Data, Assessment and
Research

Office of the State Superintendent
of Education

Government of the District of
Columbia

810 First Street NE, 9th floor

Washington D.C. 20002

Fax: 202-727-2019

Resources

- DC CAS test information: www.ctb.com/dc-cas
- OSSE NCLB website: <http://www.nclb.osse.dc.gov>
- Testing Accommodations Manual:
<http://osse.dc.gov/service/testing-accommodations>
- Test Security Guidelines: <http://osse.dc.gov/publication/dc-state-test-security-guidelines>

Q&A

Appendices

Test Construction

- Reading and Mathematics
 - Selected-Response Items
 - Constructed-Response Items
- Writing Composition
 - Composition-Response Items
- Science
 - Selected-Response Items
 - Constructed-Response Items
- Health
 - Selected-Response Items

Test Materials

- Test Chairperson's Manual
- Test Directions
- Test books and answer booklets
- School Security Checklist
- Punch-out tools
- Planning and Draft paper
- Test Coordinator's Kit
 - School Group Lists (SGL)
 - Group Information Sheets (GIS) with coding instructions
 - School Packing List
 - Test Chairperson's Manuals
 - Test Material Adjustment Guide
 - Student Barcode Labels (with instructions)
 - Student Pre-code Roster
 - Return shipping labels (Yellow – Scorable, Blue Non Scorable)

Test Materials – Test Forms

- Two test forms for all grades and content areas
- Forms are color-coded by grade level
- Spine bars used to designate forms
- The test book and answer booklet for each grade are printed in the same color and shade. Please do not mix forms. (Form 1 test book pairs with Form 1 answer booklet)

Grade 2 Test Materials

- Grade 2
 - Test book only (no separate answer booklet)
 - One book for each student
 - There are Two Versions of the Test
 - One version is to be used per classroom
 - Verify the correct forms are being used
 - Test Directions
 - Punch-out tool – ruler (yellow and purple)
- Materials are available in large print and Braille editions at designated grade levels for students with special needs.
- Responses MUST be transcribed into regular test books for scoring.

Grade 3 Test Materials

- Grade 3
 - Test book only (no separate answer booklet)
 - One book for each student
 - There are Two Versions of the Test
 - Verify the correct forms are being used
 - Test Directions
 - Punch-out tool – ruler (yellow and purple)
- Materials are available in large print and Braille editions at designated grade levels for students with special needs.
- Responses MUST be transcribed into regular test books for scoring.

Grade 4-10 Test Materials

- Grades 4-10 Reading and Mathematics
 - Test book (one per each student)
 - Answer booklet (one per each student)
 - There are Two Versions of the Test
 - Verify the correct forms are being used
 - Test Directions
 - Punch-out tool – ruler (orange fading into yellow)
- No Punch-out tool for grade 5 mathematics
- Students in grades 7,8 and 10 will be allowed to use calculators on Session 1 of Mathematics portion only
- Materials are available in large print and Braille editions at designated grade levels for students with special needs.
- Responses MUST be transcribed into regular test books for scoring.

Grade 5,8,10 Test Materials

- Grades 5, 8, and 10 Science and Biology
 - Test book (one per each student)
 - Answer booklet (one per each student)
 - There are Two Versions of the Test
 - Verify the correct forms are being used
 - Test Directions
- Materials are available in large print and Braille editions at designated grade levels for students with special needs.
- Responses MUST be transcribed into regular test books for scoring.

Grade 4,7,10 Test Materials

- Grades 4, 7, and 10 Composition
 - Composition Test booklet (one per each student)
 - Planning and Draft Paper (two pages per student)
 - Test Directions
- Materials are available Braille only at designated grade levels for students with special needs.
- Responses **MUST** be transcribed into regular test books for scoring.