

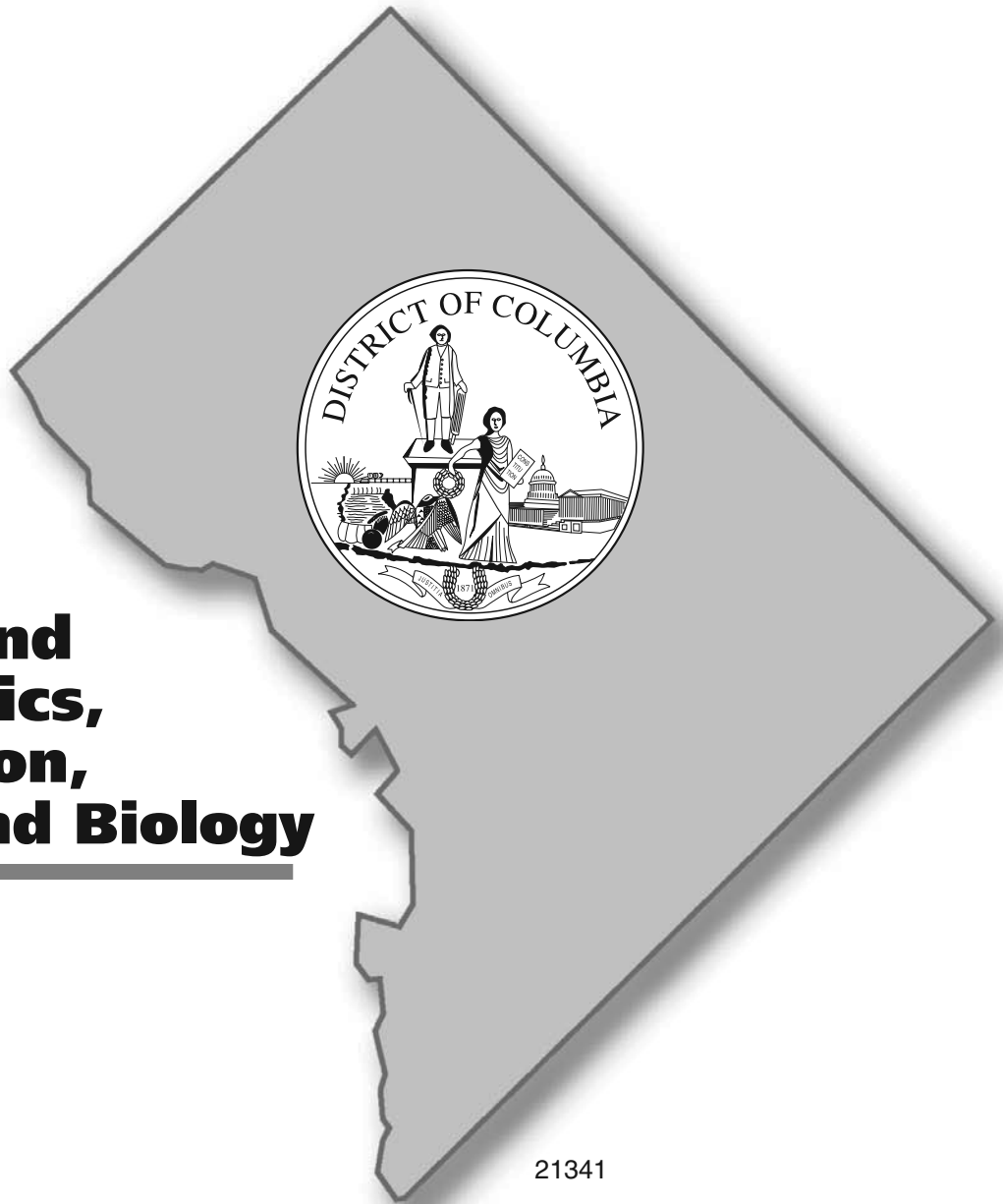
TEST CHAIRPERSON'S MANUAL



CTB
McGraw-Hill

DISTRICT OF COLUMBIA

Comprehensive Assessment System



Reading and Mathematics, Composition, Science, and Biology

2009



21341



Important Testing Events

EVENT	DATE
Test Administration Training Sessions (CTB-led)	March 2009
Receipt of Test Chairperson's Materials	March 10, 2009
Receipt of Secure Test Materials	by April 3, 2009
Short/Add Window.....	April 6 through April 10, 2009
Chairperson Conducts Teacher Training Sessions (in schools).....	Prior to test administration
Test Dates for Grades 3–8 and 10 (includes Makeup Testing).....	Monday, April 20, through Thursday, April 30, 2009
Deadline to Register for Online Retrieval of Test Materials at www.ctb.com	May 4, 2009
Ship (Return) All Scorable and Nonscorable Materials to CTB	by May 11, 2009
Last Day for CTB to Receive Test Materials for Scoring.....	May 14, 2009

Note: Special permission to begin testing special education or ELL students early must be obtained from the OSSE Division of Assessment and Data Reporting prior to April 3, 2009.



Important Telephone Numbers for Shortages, Errors, and General Information

**District of Columbia
Office of the State Superintendent
of Education (OSSE)
Division of Assessment and
Data Reporting**

For information concerning District of Columbia statutes, as well as policy and procedures for the District of Columbia Comprehensive Assessment System, contact the Office of the State Superintendent of Education, Division of Assessment and Data Reporting at 202-741-0792.

CTB DC CAS Customer Service Contact Numbers:

DC Only Toll Free: 800-994-8579

Customer Service Fax: 866-282-2251

Hours of Business: 8:30 A.M.–5:00 P.M. (EST)

E-mail to: DC-CAS_helpdesk@ctb.com

Dear Test Chairperson,

Thank you for agreeing to serve as the Test Chairperson for your school. This is an important function, not only for your school, but for the entire school system, as we seek to improve the instructional program here in the District of Columbia.

This manual is designed to assist you in preparing for and conducting the upcoming testing program in your school. Please read it carefully and follow the procedures described. Doing so will ensure that the test administration is conducted under optimal conditions and that students are given an opportunity to do their best.

We hope that the manual will also assist you in providing in-service training to your school faculty. Feel free to duplicate salient portions for handouts or overheads. Meanwhile, we need to remind ourselves of why we test students:

The information gained through testing is used by

- teachers to develop lesson plans that support effective instruction for all students
- schools and districts to evaluate whether the goals of the content standards are being met
- parents to monitor children's educational progress

Schools in the District of Columbia will administer the District of Columbia Comprehensive Assessment System (DC CAS) to students in grades 3 through 8 and 10 in Spring 2009. The results of the test will provide useful information about instructional strengths and weaknesses relative to the District of Columbia content standards.

The Comprehensive Assessment System combines selected-response items with constructed-response items that allow students to produce their own responses. The content areas consist of Reading, Mathematics, Composition, and Science.

This *Test Chairperson's Manual* has been designed to help the Chairperson organize and oversee test administrative procedures for Reading, Mathematics, Composition, Science, and Biology. A series of easy-to-follow steps provides guidelines for receiving and checking testing materials, scheduling testing times, overseeing the administration, and returning the materials to CTB/McGraw-Hill.

As you read through this manual and prepare for the test administration, should any questions arise, please contact CTB/McGraw-Hill's Customer Service Center at 800-994-8579 or the OSSE Division of Assessment and Data Reporting, at 202-741-0792.

Thank you for your expertise and commitment.

Office of the State Superintendent of Education
Division of Assessment and Data Reporting
CTB/McGraw-Hill

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Section

1

General Information

TESTING STEPS

1 REVIEW MANUAL

2 COMPLETE
SECURITY PROCEDURES
and PAPERWORK

3 INVENTORY MATERIALS

4 SCHEDULE THE TEST

5 NOTIFY STUDENTS AND
PARENTS OF TESTING

6 CONDUCT TRAINING

7 DISTRIBUTE TEST
MATERIALS

8 MAINTAIN SECURITY
DURING TESTING

9 CHECK-IN MATERIALS

10 SHIP MATERIALS

IMPORTANT DATES AND TIMES

Administrative Date

If you need additional test materials, you may order them during the Short/Add Window from April 6 – April 10, 2009. To access the system for test materials adjustments, go to www.ctb.com and enter the User ID and Password that you received from CTB in a separate mailing. If you have any additional questions, contact the CTB DCPS Customer Service line at 1-800-994-8579.

Note: Any shipment of materials after the *Ship (Return) All Scorable and Nonscorable Materials to CTB* date (see Important Testing Events page) that causes CTB to pay for shipping, other than ground, will incur additional charges to the school.

Testing Dates

Testing dates have already been determined by the District of Columbia Office of the State Superintendent of Education. The testing dates are as follows:

Grades 3–8 and 10

(includes Makeup Testing)

Monday, April 20, through Thursday, April 30, 2009

Testing of all content areas—Reading and Mathematics, Composition, Science, and Biology—must be completed during this testing window.

Approximate Testing Times

The times shown in the charts on the following pages indicate an approximate period of time to complete the test. However, any student who does not finish the test in the estimated time must be given time in an appropriate setting in which to complete the test.

Reading

The Reading Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Reading—Grade 3	
Subtest	Approximate Testing Time*
Testing Session 1 Reading	50 minutes
Testing Session 2 Reading	40 minutes
Testing Session 3 Reading	40 minutes
Testing Session 4 Reading	40 minutes

** Times shown refer to the approximate administration of items. Allow for an additional 15 minutes for completing student biographical information, administering the sample questions, and reading directions.*

Reading—Grades 4 through 8 and 10	
Subtest	Approximate Testing Time*
Testing Session 1 Reading	40 minutes
Testing Session 2 Reading	50 minutes
Testing Session 3 Reading	40 minutes
Testing Session 4 Reading	40 minutes

**Times shown refer to the approximate administration of items. Allow for an additional 15 minutes for completing student biographical information, administering the sample questions, and reading directions.*

Mathematics

The Mathematics Assessment has four sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Mathematics—Grades 3 through 6	
Subtest	Approximate Testing Time*
Testing Session 1 Mathematics	40 minutes
Testing Session 2 Mathematics	40 minutes
Testing Session 3 Mathematics	40 minutes
Testing Session 4 Mathematics	40 minutes

Mathematics—Grades 7, 8, and 10	
Subtest	Approximate Testing Time*
Testing Session 1 Mathematics	*Part A – 25 minutes Part B – 25 minutes Total time = 50 minutes
Testing Session 2 Mathematics	40 minutes
Testing Session 3 Mathematics	*Part A – 25 minutes Part B – 25 minutes Total time = 50 minutes
Testing Session 4 Mathematics	40 minutes

**Times shown refer to the approximate administration of items. An additional 5 to 10 minutes will be required for administering the sample items and reading introductions and directions.
For grades 7, 8, and 10, for Part A Sessions 1 and 3 ONLY, the use of calculators is permitted. At the end of Part A, instruct students to put their calculators away.

Composition

The Composition Assessment has two sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Composition—Grades 4, 7, and 10	
Subtest	Approximate Testing Time*
<i>Testing Session 1</i>	
Composition: Phase 1 Planning/Draft	60 minutes
<i>Testing Session 2</i>	
Composition: Phase 2 Final Composition	60 minutes

**Times shown refer to the approximate time allowed to complete the composition.*

An additional 5 to 10 minutes will be required for reading introductions and directions.

Note that additional time should be granted as needed to students who continue to work on their compositions.

Science

The Science and Biology Assessments have three sessions. Each Test Administrator will follow the schedule provided by the Test Chairperson. The schedule will include testing sessions for students in special populations and makeup sessions.

Science—Grades 5, 8, and Biology	
Subtest	Approximate Testing Time*
<i>Testing Session 1</i>	
Science	35 minutes
<i>Testing Session 2</i>	
Science	35 minutes
<i>Testing Session 3</i>	
Science	30 minutes

**Times shown refer to the approximate administration of items.*

An additional 5 to 10 minutes will be required for administering the sample items and/or reading introductions and directions.

OVERVIEW OF ASSESSMENT MATERIALS

The following assessment materials are provided at grades 3–8 and 10:

Grade 3

Test book—grade 3*

One for each student and one for the Test Administrator

Test Directions—one book for grade 3

Punch-out tool*—ruler (yellow/purple with inches and half-inch markings on one side and centimeters on other side, commodity code 53493)

Grades 4–8 and 10

Test Directions—one book for grades 4–8 and 10, all content areas included

Note: The test book and answer booklet for each grade are printed in the same color. Colors vary by grade level. For Reading and Mathematics and for Science and Biology, there are two versions of the test for each grade—Form 1 and Form 2. Teachers should check that students in grades 4–8 and 10 are using the correct test book and answer booklet combination. Dark and light shading will be used to distinguish Form 1 from Form 2.

Grade 4

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Note: No punch-out tool is needed for this grade.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 5

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Note: No punch-out tool is needed for this grade.

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 6

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Note: No punch-out tool is needed for this grade.

Grade 7

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Grade 8

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Science Test Book*

One for each student and one for the Test Administrator

Science Answer Booklet*

One for each student and one for the Test Administrator

Grade 10

Reading and Mathematics Test Book*

One for each student and one for the Test Administrator

Reading and Mathematics Answer Booklet*

One for each student and one for the Test Administrator

Punch out tool*—ruler (orange fading into yellow with 1/8th-inch markings on the orange side and centimeter with millimeter markings on the other side, commodity code 53494)

Note: Students in this grade will be allowed to use calculators in Part A of Sessions 1 and 3 of the Mathematics test.

Composition Test Book*

One for each student and one for the Test Administrator

Planning and Draft paper

Two pages for each student

Students Enrolled in a Biology Course

Biology Test Book*

One for each student and one for the Test Administrator

Biology Answer Booklet*

One for each student and one for the Test Administrator

* Test Books and punch-out tools are available in large-print and Braille editions for those students with special needs. Answer Booklets are available in large-print editions only. Composition test books are available in Braille editions only.

Section 2

Security Procedures

As Test Chairperson, you will need to work closely with the principal to ensure the security of the Comprehensive Assessment System. To prevent the loss or copying of any test book, test items, or completed answer booklet, you will need to establish strict security guidelines within your school, and keep a detailed inventory of all test books before, during, and after test administration until the time they are returned to CTB.

If after reading these instructions, you have any questions about the materials or the instructions on how to inventory the materials, please call 800-994-8579, between 8:30 A.M. and 5:00 P.M. Eastern Standard Time.

SECURE MATERIALS

Each school must develop an organized test material distribution process so that all secure test materials, used and unused, are accounted for and returned to CTB. Under no circumstances should anyone destroy or throw away any test book or any answer booklet including invalidated or damaged test books or answer booklets. **All test books must be returned to CTB.***

All test books and answer booklets are secure materials and must be kept in locked storage when not in use. Test books and answer booklets must be returned to a locked storage area immediately following each test administration. Secure test books have been assigned a security number. These security numbers correspond to the numbers listed on the School Packing List. If the numbers do not correspond, call the OSSE Division of Assessment and Data Reporting at 202-741-0792 and CTB DC CAS Customer Service at 800-994-8579.

SCHOOL SECURITY CHECKLIST

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Chairperson must write the quantity for bar-coded materials signed out and in with the Test Administrators. The Chairperson and the Test Administrator must initial the materials out and in each day.

TEST YEAR: 2009		CTB/McGraw Hill		District of Columbia Comprehensive Testing Assessment Spring 2008		PAGE 1 of 4					
DISTRICT: 01 District of Columbia Public		SCHOOL: 300 POWELL ELEMENTARY SCHOOL		PACKING LIST NO: 6983-267		SHIP KEY: A					
* REPORT ALL MISSING BOOKS TO CTB IMMEDIATELY.											
Grade 3 CRA Testbook											
DISTRIBUTION FROM THE SCHOOL TEST COORDINATOR (STC) TO THE TEST ADMINISTRATOR(S)											
SCHOOL TEST COORDINATORS: EACH DAY OF TESTING, THE TEST ADMINISTRATOR (TA) MUST INITIAL THE "OUT" COLUMN WHEN RECEIVING SECURE TEST MATERIALS. EACH DAY FOLLOWING TESTING, THE STC MUST INITIAL THE "IN" COLUMN WHEN THE TA RETURNS THE SECURE MATERIALS.											
BOOKLET SECURITY NUMBER	REC'D	STUDENT NAME	DAY 1		DAY 2		DAY 3		MAKEUP		TEST ADMINISTRATOR
			OUT TA	IN STC	OUT TA	IN STC	OUT TA	IN STC	OUT TA	IN STC	
JM000001											
JM000002											
JM000003											
JM000004											
JM000005											
JM000006											
JM000007											
JM000008											
JM000009											
JM000010											
JM000011											
JM000012											
JM000013											
JM000014											
JM000015											
JM000016											
JM000017											
JM000018											
JM000019											
JM000020											
JM000021											
JM000022											
JM000023											
JM000024											
JM000025											
JM000026											
JM000027											
JM000028											
JM000029											
JM000030											

* Unused answer booklets will not be returned to CTB.

SECURITY GUIDELINES

All test books and answer booklets are secure materials and must be in locked storage when not in use. Test books and answer booklets must be returned to a locked storage area immediately following each test administration. Leaving secure test materials unattended any time they are not in locked storage is a violation of test security.

- Test books are secure. The principal must ensure that the books are kept in a secure central location in the school, except during testing.
- Test books must be distributed to teachers for their exact count of students on the morning of testing and returned to the Chairperson immediately after testing.
- Test books signed out to teachers and not being distributed to students should be temporarily stored in the room in a location inaccessible to students until the end of the testing session.
- The use of cell phones and PDAs is strictly forbidden during the testing session. Cell phones and PDAs must be turned off and put away.
- No calculators are to be used for calculating answers to questions other than as specified for grades 7, 8, and 10, or *as required by a student's IEP or 504 plan.*
- Test materials should be distributed to and collected from each student individually.
- Only materials that are specifically listed for use in the *Test Directions* are allowed. Room displays related to test content (e.g., math or science facts and literary definitions) should be covered or removed.
- Student responses must not be coached or influenced in any way, including making statements to students regarding accuracy of responses; reading items; defining words; giving students hints, clues, or cues; or altering or editing student responses. Those administering the test are encouraged to walk around the room during testing and should check to see that students are marking their responses appropriately.
- School personnel must not hand-score student responses at any time.
- After testing, access to secure materials is restricted to supervised sessions for completing additional student information on the back of the test books or answer booklets. Student responses must not be edited or altered in any way.
- Test items and/or test books may **not** be copied under any circumstances. Test items or test books must **not** be used for review or practice purposes before or after testing.
- Discussion of specific test items with students or staff is prohibited.
- Any breach of testing security—cheating, loss of material, and/or failure to account for all materials—must be reported by the Test Administrator to the Test Chairperson. The principal or his/her designee must immediately relay these reports to the Office of the State Superintendent of Education, Division of Assessment and Data Reporting.

SECURITY DURING TESTING

The School Test Chairperson must be available to respond to questions from Test Administrators and school personnel. If the answer is not available in this manual or the *Test Directions*, call the OSSE Division of Assessment and Data Reporting or CTB, using the contact information provided on the inside front cover of this manual.

- Notify the OSSE Division of Assessment and Data Reporting and CTB if any secure materials are missing.
- Create a school security file. This file should contain the following items:
 1. Documentation of any testing disruptions
 2. Copies of the School Security Checklists
 3. Explanations as to why materials were not returned after testing or any other test irregularities.

You will need this file

- in the event that CTB reports secure documents missing from your school
- if the school or district decides to invalidate a student's score. If you invalidate a test score, this should be noted in writing and attached to the student's score reports in the student's permanent file.
- Send copies of any documentation relating to potential invalidations of whole classes, schools, or districts to the OSSE Division of Assessment and Data Reporting.
- CTB will maintain a record of serial numbers of all test books shipped to the schools and districts, including overage shipments and any additional materials request shipments. When testing is completed, all test books, used and unused, must be returned. CTB will use a scanner to account for all test books by serial number and provide a record of missing test books to the OSSE Division of Assessment and Data Reporting. If any test books shipped to a school or district are determined to be missing, the school principal will be required by the OSSE Division of Assessment and Data Reporting to account for the missing materials.
- The Test Chairperson is expected to maintain test security by using the serial numbers to account for all test books before, during, and after test administration until the time they are returned to CTB. The Chairperson must record all pertinent information regarding the replacement of missing test books for a school on the School Security Checklist.

Section 3

Before Testing—Instructions for Test Chairpersons

PLEASE TAKE THE TIME TO REVIEW AND INVENTORY ALL TEST MATERIALS WHEN THEY ARRIVE AT YOUR SCHOOL.

Step 1 RECEIVE TEST MATERIALS

- Confirm that you have received the total number of school boxes listed on the shipping invoice. Notify CTB immediately and no later than noon, April 3, 2009, at 800-994-8579 if any boxes are missing, or contain damaged materials, or if you received boxes that should have been delivered to another school.
- The Test Chairperson should open boxes within 24 hours to allow plenty of time to resolve shortages.
- Verify the contents of the school box(es) with overage materials. Keep all boxes for returning test materials.

Step 2 INVENTORY TEST MATERIALS

- Check the materials specified on the School Packing List against materials received.
- Compare the security numbers on the shrink-wrapped packages of test books with those listed on the School Packing List (example shown below).
- Check quantities of materials against current enrollment.
- Report any discrepancies or materials shortages to CTB. Note any discrepancies on the School Packing List.

School Packing List

CTB McGraw-Hill
30 Ryan Road
Menlo Park, CA 94025-5001

District of Columbia
Spring 2009

Ship To:
Adams ED
1301 18th Street, NW
Washington, DC 20009
USA
Attn: John Doe

(Please keep a copy of this Packing List for your records)
School Packing List
Packing List #: 000012

Part #	Description	Material	Qty	Qty/Pkg	Back Order Qty	Total	Beginning Serial Range	Ending Serial Range	Cnt#	Customer Sign Off
45420 00020	Grade 3 Student	Book - Secure	3	20	0	60	GM400001	GM400000	1-1	_____
45421 00030	Grade 4 Student	Book - Secure	3	20	0	60	NZ300006	NZ300005	1-3	_____
45422 00030	Grade 5 Student	Book - Secure	3	20	0	60	NY200001	NY200000	2-2	_____

- Be sure to save the Packing List since it needs to be returned to CTB with any unused books.

Step 3 SCHEDULE THE TEST

- Review the *Test Chairperson's Manual* and *Test Directions* in advance.
- Refer to Pages 3, 4, and 5 for approximate length of each session time. Schedule testing to allow sufficient time to complete each test session.
- Establish a testing plan that shows how the school will accommodate students who need additional time.
- Tests and Makeup Tests must be administered Monday, April 20, through Thursday, April 30, 2009.
- Avoid testing just after students have had strenuous physical or mental activity.

Step 4 NOTIFY STUDENTS AND PARENTS OF TESTING

Students and parents must be notified when testing will take place and should be informed as to the purpose of the test. While undue emphasis on the importance of the test should be avoided so that students will not become overly anxious, it is important that students are motivated to do their best in order to obtain the best results.

Step 5 CONDUCT TRAINING SESSIONS FOR TEST ADMINISTRATORS AND PROCTORS

Anyone who will handle test materials must attend a training session prior to the test administration.

Test Administrators

Test Administrators must be employees of the district (i.e., teachers, paraprofessionals, counselors, administrators, and librarians). All Test Administrators (including possible substitutes) must have received training in the administration of the test in Spring 2009. It is recommended that Test Chairpersons train more certified employees than are actually necessary for administering the test to cover unforeseen absences. **Do not allow untrained employees, teachers, or substitutes to administer tests. Test Administrators must not administer tests to close relatives (e.g., children or grandchildren).**

OUTLINE OF INSTRUCTIONS FOR TEST ADMINISTRATORS

Prior to testing:

- *Review test administration procedures and test materials thoroughly.*
- *Review school procedures to accommodate students who need additional time.*

Prepare to Schedule Testing

- Review the scheduling guidelines provided by the Test Chairperson for the administration of the different content areas.

- Allow sufficient time to complete the student-identifying information. (*See the section on using the precoded student labels and completing the student-identifying information.*)
- Avoid testing on days just before or after vacations, important school functions, or holidays.
- Testing should occur at the beginning of the morning when students are most alert. Do not administer the test immediately after students have been involved in any strenuous physical or mental activity.
- Schedule testing to allow sufficient time to complete a testing session. (See the tables on Pages 3, 4, and 5 for testing times.)

Prepare the Testing Environment

- Review the Test Site Observation Report.
- Testing in a familiar classroom setting reduces test anxiety for students and should simplify test security. Students should be tested in classrooms that have good lighting, adequate ventilation, and sufficient space. Schools are strongly encouraged to avoid large group administrations in settings such as the library or the cafeteria.
- The testing room should be as quiet as possible, without interruptions.
- Remove charts or reference materials from the walls of the testing room.

Receive Materials from Test Chairperson

- Test Administrators must sign out and sign in test materials each day, using the School Security Checklist. Copies of the form are provided in the Test Chairperson's Packet for each school.

During testing:

- In order to ensure that test results for the District of Columbia Comprehensive Assessment System are valid, reliable, and equitable, the test administration must be standardized with the same directions and time limits and similar testing conditions across the District of Columbia. In order to provide standardized test administration, Test Administrators must carefully follow the instructions provided in the *Test Directions*.
- Observe timing guidelines.
- Read oral directions at a moderate, steady pace.
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere.
- Follow the recommended schedules, to the degree possible, and schedule tests so that students do not become overly tired.

After testing:

Assemble Materials for Return

Test Administrators (with help from proctors, if requested) will review all assessment materials for the following:

- to ensure that no foreign materials, such as scratch paper, paper rulers, tape, paper clips, have been left inside test books or answer booklets
- to identify any damaged materials
- to mark a test for invalidation, if necessary (*see below*)
- to complete accommodation and special education fields on the bottom half of the student data grid

Each Test Administrator will organize the scorable materials by class and content area—test books for grade 3 or answer booklets for grades 4–8 and 10—and complete a Group Information Sheet for those test materials. The materials will be placed in envelopes labeled “For Test Booklets,” accompanied by the completed Group Information Sheets placed on the top. These envelopes will be returned to the Test Chairperson.

Test Administrators should also return to the Test Chairperson all **unused** test books (grade 3) or **all** test books (grades 4–8 and 10), and the *Test Directions*.

Test Invalidation

Tests should be invalidated only in specific cases. A content-area section should be invalidated if a student becomes ill during the content-area section and is not able to complete the test. Tests should also be invalidated if there is clear evidence that a student received inappropriate assistance (i.e., cheating). Follow the directions below when invalidating a content-area section.

Grade 3

Mark the invalid content-area section by 1) filling in the small diamond that appears on the bottom of the first page of the content-area section in the test book, and 2) filling in **all** the circles of the **first** five multiple-choice questions in that content area.

Grades 4–8 and 10

Reading, Mathematics, and Science Only

To mark a student’s test as invalid: 1) In the student’s answer booklet, fill in the small diamond that appears next to the heading for Session 1 of the content-area section to be invalidated. 2) Then fill in **all** the circles of the first **five** multiple-choice questions in that content-area section.

Composition (Grades 4, 7, and 10 Only)

To indicate that a test booklet is invalid, the Test Administrator should fill in the whole row of zeros in the field titled “Special Use Only” on the back cover.

Note: Invalidating a section of a content area invalidates the entire content area.

OUTLINE OF INSTRUCTIONS FOR PROCTORS

Proctors

It is recommended that, in addition to the Test Administrator, one person be present in the classroom to serve as a proctor during testing. A proctor can be a teacher's aide, a parent, or other district/school personnel (e.g., music teachers, P.E. teachers, and counselors). Parents must not be proctors in the rooms where their children are being tested. Prior to the week of testing, proctors should be notified and informed of their duties.

The information below shows a list of possible duties for proctors.

Include in your training session a review of the Test Site Observation Report (see Appendix B).

Prior to testing:

1. Assist Test Administrator with completing student-identifying information on the back of test books (grade 3) or answer booklets (grades 4–8 and 10), as necessary.
2. Punch out mathematics manipulatives (punch-out tools) for the Mathematics content-area section of the assessment.

During testing:

1. Check to ensure that students receive a test book (grade 3 and Composition) or a test book and the corresponding answer booklet (grades 4–8 and 10). For the Mathematics content-area section of the assessment, check to ensure that students receive punch-out tools and scratch paper. For the Composition tests (grades 4, 7, and 10), ensure that each student has two sheets of Planning and Draft paper.
2. Walk around the room quietly and frequently to ensure that students
 - a. receive additional sharpened pencils when needed
 - b. follow instructions
 - c. are working on the appropriate content-area section of the assessment
 - d. mark their responses in the appropriate area of the test books (grade 3 and Composition) or answer booklets (grades 4–8 and 10)
 - e. use only allowable materials
 - f. do not give help to or receive help from other students
 - g. are not using a calculator except on approved sections of the Mathematics test
3. Refer all students' questions to the Test Administrator.

After testing:

1. For grades 4–8 and 10, check to make sure students have not left answer booklets inside test books.
2. For all grades, check test books (grade 3) or answer booklets (grades 4–8 and 10) to make sure there are no sticky notes, staples, pins, paper clips, and no tape of any kind on any pages. Remove any of these extraneous materials.
3. For the Mathematics content-area section of the assessment, check to be sure no punch-out tools or scratch paper were left inside the test books (grade 3) or answer booklets (grades 4–8 and 10).
4. For the Composition tests, check to be sure no Planning and Draft pages have been left in the test books.

Step 6 **DISTRIBUTE TEST MATERIALS**

The Test Chairperson should distribute the test materials on the morning of testing.

- *Test books and answer booklets*—See Pages 6, 7, and 8 of this manual for list of assessment materials for each grade.
- *Punch-out tools*—See Pages 6, 7, and 8 of this manual for punch-out tool needed for each grade.
- *Test Directions*—one copy of the test directions for the grades they are administering (grade 3 or grades 4–8 and 10)
- *Group Information Sheets (GISs)*—one for each group of students and content area tested
 - ▶ grade 3—one GIS for Reading and Mathematics Test Books for each group of students tested
 - ▶ grades 4–8 and 10—one GIS for Reading and Mathematics Answer Booklets for each group of students tested
 - ▶ grades 4, 7, 10—one GIS for Composition Test Booklets for each group of students tested
 - ▶ grades 5, 8, and Biology students—one GIS for Science or Biology Answer Booklets for each group of students tested
- *Envelopes for Reading and Mathematics Test Books (grade 3), Reading, Mathematics, Science, and Biology Answer Booklets (grades 4–8 and 10), or Composition Test Booklets (grades 4, 7, and 10)*—one for each group or class of students tested

There must be separate Group Information Sheets and envelopes for test books and answer booklets for each class or group and content area (see above) to be tested. If you need additional Group Information Sheets or envelopes, please call 800-994-8579. **Do not photocopy these documents.**

The Test Chairperson must complete a School Security Checklist for each Test Administrator receiving test materials. The Chairperson must write the quantity for bar-coded materials signed out and in with the Test Administrators. The Chairperson and the Test Administrator must initial the materials out and in each day.

Step 7 FULFILL SCHOOL MATERIALS REQUESTS

The Test Chairperson should fill requests for additional materials within the school by using the overage material received and the School Security Checklist. The Chairperson must complete the School Security Checklist by identifying the school name and the Test Administrator receiving the materials. The Test Chairperson should write in the quantity of all test materials provided.

Step 8 USING THE PRECODED STUDENT LABEL AND COMPLETING THE STUDENT-IDENTIFYING INFORMATION

Precoded student labels will be distributed by the Test Chairperson. The precoded student label will identify the student's name, student ID number, birth date, ethnicity, gender, and grade. Each student's label must be placed on the front cover of the test book or answer booklet in the space indicated in order for scores to be reported correctly.

If a precoded student label is not provided for a student, or the information on the label is inaccurate, the student data grid on the back of the test book or answer booklet must be completed. An overage of answer booklets is provided to use for students who do not have a precoded student label or whose label shows inaccurate information.

Check the precoded student label for accuracy:

- If the information on the precoded student label is correct, place the label on the front cover of the test book or answer booklet in the space indicated. After testing, refer to Appendix A.1 for instructions on completing test accommodation information for each student.
- If a precoded student label has been affixed to the front cover of the test book or answer booklet and some information on the label is subsequently 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. Then, bubble all information on the student data grid. Blank labels are sent specifically for this use.

INSTRUCTIONS FOR COMPLETING STUDENT-IDENTIFYING INFORMATION

SAY

Turn to the back cover of your answer booklet (or test book for grade 3 and Composition). In the top section, print your name, the teacher's name, and the name of the school. I have put the teacher name and school name on the board to show you exactly how they should be printed.

Pause while students complete the information in the header space.

If all students have an answer booklet (or test book for grade 3 and Composition) with a precoded student label affixed on the front cover, proceed to the test administration directions on Page 14 of the Test Directions Manual for Grade 3, and Page 20 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 44 (Composition), or Page 49 (Science or Biology).

Completing the Student Data Grid with Students

If the answer booklets (or test books for grade 3 and Composition) do not have a precoded student label on the front cover—and the student-identifying information on the student data grid has not been completed—proceed with these directions for students to complete the top half of the student data grid.

SAY

Below the top section, find the heading "STUDENT'S NAME." For "Last," start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided. If you do not need all the boxes, leave those boxes blank. Repeat this procedure for "First," and then print the first letter of your middle name under "M.I." Do not print a nickname or shortened name.

Below each box that shows a letter of your name, fill in the appropriate circle for that letter. If you left some boxes blank, fill in the empty circles for those boxes.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

In the section to the right of your name, find the heading "BIRTH DATE." Under "Month," fill in the circle that corresponds to the month of your birth date. Then under "Day," fill in two circles. If you were born on the first through the ninth of the month, fill in a circle for zero and then the number that corresponds to the correct day. For "Year," fill in the two circles that indicate the last two digits of the year you were born.

Pause while students complete this field.

SAY

To the right of "BIRTH DATE," find the heading "ETHNICITY." Fill in the one circle that best identifies your ethnic origins.

Are there any questions?

Pause to answer any questions and to allow students time to complete this field.

SAY

Below “ETHNICITY,” find the heading “GENDER” and fill in the appropriate circle to identify your gender.

| *Pause.*

SAY

Below “BIRTH DATE,” find the heading “STUDENT ID NUMBER.” In the boxes above the circles, print the seven-digit number that is your ID number. Then fill in the appropriate circle below each number.

Pause while students complete this field. Then turn to Page 14 of the Test Directions Manual for Grade 3 (Reading and Mathematics), Page 20 of the Test Directions for Grades 4–8 and 10 (Reading and Mathematics), Page 44 (Composition), or Page 49 (Science or Biology) for directions to continue the administration.

The remaining information fields on the grid should not be filled in until after the test administration. See below for filling in the lower part of the grid after the test.

COMPLETING ADDITIONAL STUDENT INFORMATION AFTER THE TEST

The following codes could not be precoded and must be completed for all students.

ENGLISH LANGUAGE LEARNER—See Appendix A.2 on Page 31.

Complete the appropriate codes in the following fields for English Language Learners:

o **ACCESS FOR ELL PROFICIENCY LEVEL** (mark one)

- | | |
|-----------|-----------|
| ① Level 1 | ③ Level 3 |
| ② Level 2 | 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) |

SPECIAL USE ONLY—DO NOT MARK. The Special Use Only field is to be used by CTB only.

SPECIAL EDUCATION ACCOMMODATIONS

For more information regarding permissible test accommodations for special education accommodation levels, see the Appendix at the end of this manual.

District of Columbia

Comprehensive Assessment System 2009

Student Name _____

Accommodations

(mark all that apply)

<p>Timing/Scheduling Accommodations</p> <p><input type="radio"/> 01 Flexible scheduling (SWD)</p> <p><input type="radio"/> 02 Test administered over several days (SWD)</p> <p><input type="radio"/> 03 Test administered at best time of day for student (SWD)</p> <p><input type="radio"/> 04 Breaks allowed <u>between</u> subtests (SWD)</p> <p><input type="radio"/> 05 Extended time on subtests (SWD)</p> <p><input type="radio"/> 06 Breaks allowed <u>during</u> a subtest (SWD, ELP Level 1)</p>	<p>Equipment Accommodations</p> <p><input type="radio"/> 01 Computers</p> <p><input type="radio"/> 02 Calculators</p> <p><input type="radio"/> 03 Pencil grip</p> <p><input type="radio"/> 04 Student responses to constructed-response items may be taped for transcription</p>	<p>Setting Accommodations</p> <p><input type="radio"/> 01 Preferential seating (SWD)</p> <p><input type="radio"/> 02 Small group testing (SWD)</p> <p><input type="radio"/> 03 Individual testing</p> <p><input type="radio"/> 04 Special lighting</p> <p><input type="radio"/> 05 Location with minimal distractions</p> <p><input type="radio"/> 06 Adaptive or special furniture</p> <p><input type="radio"/> 07 Noise buffer</p> <p><input type="radio"/> 08 Person familiar with student administers the test</p>
<p>Presentation Accommodations</p> <p><input type="radio"/> 01 Repetition of directions (SWD)</p> <p><input type="radio"/> 02 Simplification of oral directions (SWD)</p> <p><input type="radio"/> 03 Use of masks or markers to maintain place (SWD)</p> <p><input type="radio"/> 04 Use of magnifying glass</p> <p><input type="radio"/> 05 Amplification equipment</p> <p><input type="radio"/> 06 Interpretation of oral directions</p> <p><input type="radio"/> 07 Reading of test questions (Math only)</p> <p><input type="radio"/> 08 On-the-spot translation of words or phrases (Math only)</p> <p><input type="radio"/> 09 Assistance with interpretation of directions</p> <p><input type="radio"/> 10 Oral reading of directions</p> <p><input type="radio"/> 11 Simplification of writing prompt (on writing test)</p> <p><input type="radio"/> 12 Use of English dictionaries and bilingual dictionaries</p>	<p>Response Accommodations</p> <p><input type="radio"/> 01 Use of large print test materials</p> <p><input type="radio"/> 02 Use of Braille test materials</p> <p><input type="radio"/> 03 Oral response to tests</p> <p><input type="radio"/> 04 Write in test books</p> <p><input type="radio"/> 05 Students indicate answers to multiple-choice questions by pointing or other method</p> <p><input type="radio"/> 06 Student dictates to examiner responses to constructed-response items</p>	<p>Other Accommodations</p> <p><input type="radio"/> 01 Assisted reading of comprehension passages on reading test (nonstandard)</p> <p><input type="radio"/> 02 Assisted reading of entire reading comprehension test (nonstandard)</p> <p><input type="radio"/> 03 Oral reading of test in English limited to test questions and answers choices (ELP Level 1)</p> <p><input type="radio"/> 04 Oral reading of test in English, including test passages, questions, and answer choices (on Math and Science portions only)</p> <p><input type="radio"/> 05 Other (approved by OSSE)</p>

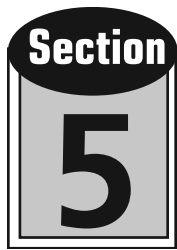
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Section
4

During Testing—Instructions for Test Chairpersons

During testing, the Test Chairperson should do the following:

- Sign out and sign in secure materials on a daily basis. You may pre-assign materials to help facilitate the process.
- Be available to answer questions that might arise.
- Make sure that directions are not read over the Public Address System.
- Oversee the test administration. Make sure that materials for each test are available and all administration procedures are being followed. Make sure that unspecified supplemental materials are not being used.
- Ensure that all school personnel involved in the test administration adhere to the security guidelines. Any breach of test security must be reported.
- Make sure that the circumstances surrounding significant disruptions in normal testing are documented and kept on file in the school office (e.g., a student is suspected of cheating). Copies of the documentation related to disruptions must be sent to the OSSE Division of Assessment and Data Reporting.
- On each testing day, sign out and sign in all test books and any answer booklets that contain student responses. These secure materials must be returned at the end of testing. The test book (grade 3 and Composition) or answer booklet (grades 4–8 and 10) of any student who attempted any test must be sent in for scoring.
- If there are missing secure materials (i.e., test materials initially received by the Test Administrator but not returned), alert CTB and document this with as many details as are known.



Section
5

After Testing—Instructions for Test Chairpersons

Step 1 RECEIVING AND CHECKING TEST MATERIALS

Following test administrations, the Test Chairperson should confirm receipt of all materials from each Test Administrator. Immediately contact your district Testing Director or Coordinator if materials are missing.

Review School Security Checklist

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 Administrators. The Chairperson and the Test Administrator should have initialed the materials out and in each day.

Check Group Information Sheet

The Group Information Sheet is shown on the next page. Instructions for checking each section for completeness and accuracy follow.

The appropriate Group Information Sheet for all grades is purple. **CTB Group Information Sheets used for other testing must not be used for the District of Columbia Comprehensive Assessment System.**

The Group Information Sheet contains information precoded for a specific school. Therefore, Group Information Sheets may **not** be exchanged between schools.

There is a Group Information Sheet for the Reading/Mathematics Test Books (Grade 3), Reading/Mathematics Answer Booklets, one for Composition Test Booklets, one for Science Answer Booklets, and one for the Biology Answer Booklets. Be sure to use the correct sheet. The identifying content area information is in small black text in the lower right-hand corner of the Group Information Sheet.

It is essential that a complete and accurate Group Information Sheet be placed on top of each stack of Reading/Mathematics Test Books (grade 3), Reading/Mathematics Answer Booklets (grades 4–8 and 10), Composition Test Booklets (grades 4, 7, and 10), Science Answer Booklets (grades 5 and 8), or Biology Answer Booklets (grades 8–12) for which scores will be reported together.

The appropriate School/Group List is specific to the District of Columbia Comprehensive Assessment System. Any other CTB School/Group Lists used for testing other students must **not** be used for the District of Columbia Comprehensive Assessment System.

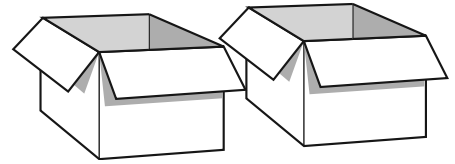
The School/Group List contains information precoded for a specific school. Therefore, School/Group Lists must **not** be exchanged between schools.

WHEN YOU CHECK THIS...	LOOK FOR THIS:
<p>1 District/Element Name, School</p>	<p>This information should be precoded.</p>
<p>2 Area or Region, School Number</p>	<p>This information should be precoded.</p>
<p>3 Contact Person, Phone Number</p>	<p>Please provide the name of a school site contact person, either the Test Chairperson or another person, and provide the contact person’s phone number.</p>
<p>4 Teacher, Grade</p>	<p>In order of grade, list each group by the name shown on the Group Information Sheet (GIS)—typically the classroom teacher’s name. Then in the “Grade” column, list the grade for each teacher.</p>
<p>5 Number Tested</p>	<p>For each group, write the number of students tested. This should be the same as the “Number Students Testing” on the corresponding GIS. This number should not include non-tested students.</p>

Step 3 PREPARING TEST MATERIALS FOR SHIPMENT

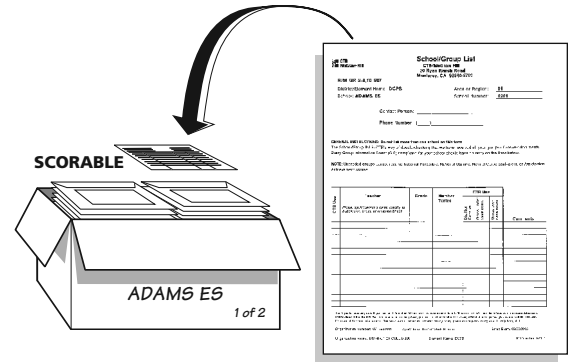
Reuse Pink Shipping Cartons

The pink boxes in which test materials were delivered to you are the only boxes permissible for return shipping. Ensure that former labels and other markings have been removed or covered.



Preparing Scorable Test Materials

- Reading and Mathematics Test Books (Grade 3)
- Reading and Mathematics Answer Booklets (Grades 4–8 and 10)
- Composition Test Booklets (Grades 4, 7, and 10)
- Science (Grades 5 and 8) and Biology (Grades 8–12) Answer Booklets

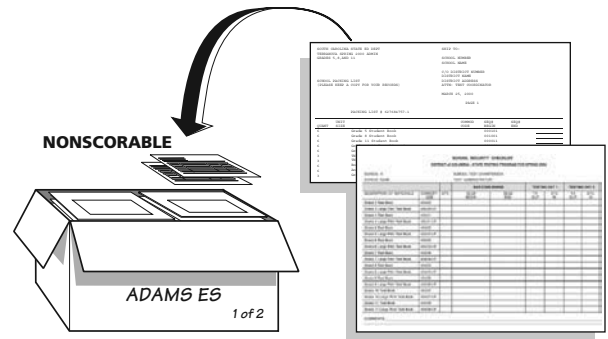


Stack the envelopes containing completed Group Information Sheets and completed test books or answer booklets flat in the cartons. If testing more than one grade, number the envelopes “1 of 4,” “2 of 4,” and so on. Example: If grade 3 scorable materials fit in four envelopes and grade 4 scorable materials fit in two envelopes, then number them so CTB will know where each grade’s materials begin. Place the School/Group List on top of the stacks of envelopes for each associated group of materials.

Write the School Name on the outside of each “scorable” carton and number the cartons “1 of 2,” “2 of 2,” etc.

Preparing Nonscorable Test Materials

Although the students in grades 4–8 and 10 do not mark the Reading and Mathematics, Science, and Biology test books with their responses, the **test books remain secure documents and must be returned to CTB**. Test Chairpersons should not return Test Directions, math manipulatives (punch-out tools), or unused answer booklets to CTB.



Arrange all unused test books **by serial number** (this includes any that may have been provided to make up for shortages). Use the School Packing List and the School Security Checklist that came with your materials to verify that all test books delivered to your school are being returned. Place all **unused** grade 3 test books and **all** grades 4–8 and 10 unused test books in cartons for returning test materials, with the original copy of the School Packing List and the School Security Checklist on top. Retain a copy of each for your files. Write your School Name on the outside of each “nonscorable” carton and number the cartons “1 of 3,” “2 of 3,” and “3 of 3.”

Add Packing Material to Cartons

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape. As each box is sealed, be sure to maintain separation between “nonscorable” materials and “scorable” materials.

Step 4 SHIPPING TEST MATERIALS

Attach the Appropriate (“Scorable” or “Nonscorable”) Shipping Label to Each Carton

Attach or affix the appropriate shipping label to each carton of materials. These labels are included in your Test Chairperson’s Packet.

Mark the Cartons

Use the yellow labels for the **scorable** materials.

On the return shipping label, fill in the number of scorable boxes you’re returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”

Use the blue labels for the cartons of nonscorable materials: **unused** test books for grade 3 and/or **all** test books for grades 4–8 and 10.

On the return shipping label, fill in the number of nonscorable boxes you’re returning, and mark each label on each carton with a unique number, such as “1 of 3,” “2 of 3,” “3 of 3.”

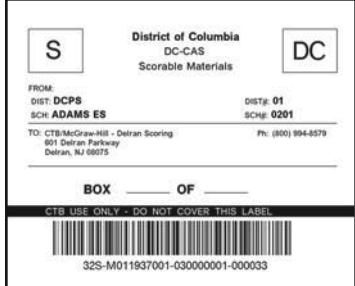
Ship Cartons to CTB/McGraw-Hill

After you have finished packaging, sealing, labeling, and numbering your boxes, you will be ready to register online for return shipping. Please note that the scheduled retrieval takes place several days after you make your retrieval arrangements. You or your principal’s designee must plan to be present at your site for at least three days after you register for test materials retrieval to ensure that test materials are picked up before the deadline. Test materials retrieval will not occur on the same day that you register for it. The deadline to register for test materials retrieval is May 4, 2009, to ensure that all materials are picked up by May 11, 2009. You may access CTB’s online registration for return shipping as follows:

1. In your web browser’s address line, enter www.ctb.com/dc-cas.
2. Click on “CTB Navigator” on the left side menu under Quick Links.

Return Shipping

The return shipping window will be open from 5/4/09–5/7/09.



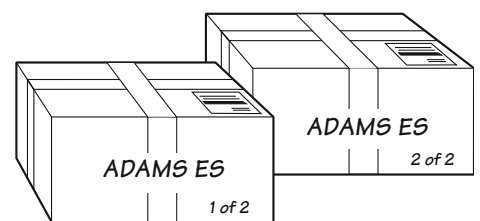
A yellow shipping label for scorable materials. It features a box with the letter 'S' in the top left and 'DC' in the top right. The text reads: "District of Columbia DC-CAS Scorable Materials". Below this, it says "FROM: DIST: DCPS DIST: 01 SCH: ADAMS ES SCH: 0201". The return address is "TO: CTB/McGraw-Hill - Delran Scoring, 801 Delran Parkway, Delran, NJ 08075" with phone number "Ph: (800) 994-8579". There is a field for "BOX ___ OF ___". At the bottom, it says "CTB USE ONLY - DO NOT COVER THIS LABEL" above a barcode and the number "32S-M011937001-03000001-000033".

YELLOW–Scorable Materials



A blue shipping label for nonscorable materials. It features a box with the letter 'U' in the top left and 'DC' in the top right. The text reads: "District of Columbia DC-CAS Non-Scorable Materials". Below this, it says "FROM: DIST: DCPS DIST: 01 SCH: ADAMS ES SCH: 0201". The return address is "TO: CTB/McGraw-Hill - Delran Scoring, 801 Delran Parkway, Delran, NJ 08075" with phone number "Ph: (800) 994-8579". There is a field for "BOX ___ OF ___". At the bottom, it says "CTB USE ONLY - DO NOT COVER THIS LABEL" above a barcode and the number "32U-M011937001-03000001-000045".

BLUE–Nonscorable Materials



3. Enter your User ID and Password (same User ID and Password as for your Spring 2009 Online Enrollments).
4. Click the LOG IN button. You will be directed to the CTB Navigator™ “My Programs Overview” page.
5. On the CTB Navigator™ “My Programs Overview” page, click on the “ONLINE TRANSPORTATION” link located under the Materials Tracking section.
6. Select *DC GR. 3-8 & 10 Spring 2009 Administration*. Then click the SELECT button. This will direct you to the Site Summary page for your school.
7. Click on the “GO TO PICKUPS” link in the upper left hand corner of the page.
8. Verify all information on the registration page is correct. Be sure the e-mail address listed is correct. This will be the address that the scheduled pickup confirmation information will be sent to.
9. In the appropriate field, enter the number of boxes to be picked up by label color (yellow for scorable materials, blue for nonscorable materials). You must enter a “zero” if you have no boxes of a particular label color. It is important that you enter the **exact number** of boxes that you have packaged, sealed, labeled, numbered, and separated by color label.
10. When you have finished entering your information, click on the SUBMIT button.

You will receive an initial e-mail confirming receipt of the registration and a second e-mail informing you of the exact pickup arrangements and procedures.

If you have any questions or have difficulty accessing the return-shipping registration page, please call the CTB DCPS Customer Service line at 1-800-994-8579.

All materials must be picked up by close of business, May 11, 2009. The school contact person will need to designate the school’s hours of operation and have school personnel on site to ensure UPS pickup by 4:30 P.M.

Appendix A.1: Special Education Test Accommodation Levels

Timing/Scheduling Accommodations

1. Flexible scheduling (SWD)
2. Test administered over several days (SWD)
3. Test administered at best time of day for student (SWD)
4. Breaks allowed between subtests (SWD)
5. Extended time on subtests (SWD)
6. Breaks allowed during a subtest (SWD, ELP Level 1)

Equipment Accommodations

1. Computers
2. Calculators
3. Pencil grip
4. Student responses to constructed response items may be taped for transcription

Setting Accommodations

1. Preferential seating (SWD)
2. Small group testing (SWD)
3. Individual testing
4. Special lighting
5. Location with minimal distractions
6. Adaptive or special furniture
7. Noise buffer
8. Person familiar with student administers the test

Presentation Accommodations

1. Repetition of directions (SWD)
2. Simplification of oral directions (SWD)
3. Use of masks or markers to maintain place (SWD)
4. Use of magnifying glass
5. Amplification equipment
6. Interpretation of oral directions
7. Reading of test questions (Math only)
8. On-the-spot translation of words or phrases (Math only)
9. Assistance with interpretation of directions
10. Oral reading of directions
11. Simplification of writing prompt (on writing test)
12. Use of English dictionaries and bilingual dictionaries

Response Accommodations

1. Use of large print test materials
2. Use of Braille test materials
3. Oral response to tests
4. Write in test books
5. Students indicate answers to multiple-choice questions by pointing or other method
6. Student dictates to examiner responses to constructed-response items

Other Accommodations

1. Assisted reading of comprehension passages on reading test (nonstandard)
2. Assisted reading of entire reading comprehension test (nonstandard)
3. Oral reading of test in English limited to test questions and answers choices (ELP Level 1)
4. Oral reading of test in English including test passages, questions and answer choices (on Math and Science portions only)
5. Other (approved by OSSE)

Appendix A.2: Approved Accommodations for Linguistically and Culturally Diverse (LCD) Students on State Testing

The Office of Bilingual Education (OBE) will provide DCPS schools with a report indicating the Category of Participation for each LCD student in the school. Schools are to comply with the indicated categories of participation, and do not have the option of altering categories. Schools do, however, have the option to choose accommodations appropriate for their students within the categories, and will be asked to document the accommodations within the prescribed categories that the students actually received.

ELP Level 1: Approved accommodations: All of the accommodations listed in Roman numerals I and II, plus all of the accommodations listed under Roman numerals III and IV

I. Direct Linguistic Support Accommodations

- a. Oral reading of test in English (including test passages, questions and answer choices—Math and Science Assessment Only)
- b. Oral reading of test in English (test questions and answer choices—for the Reading Assessment)

II. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- c. Breaks during a subtest (lasting no longer than 3-5 minutes)

ELP Levels 2-4: Approved accommodations: All of the accommodations listed under Roman numerals III and IV

III. Direct Linguistic Support Accommodations

- d. Oral reading of directions
- e. Repetition of directions
- f. Simplification of directions
- g. Simplification of writing prompt (on Writing test)
- h. Use of English dictionaries and bilingual dictionaries (Math & Science only)
- i. Use of place markers to maintain place

IV. Indirect Linguistic Support Accommodations

Test Scheduling Accommodations

- j. Extended testing time
- k. Time of day most beneficial to student (morning or afternoon)
- l. Extra or longer breaks allowed between subtests
- m. Flexible scheduling (order of subtests is altered)
- n. Test administered over several days (one or two subtests per day)

Test Environment Accommodations

- o. Person familiar with student administers test
- p. Preferential seating
- q. Small group testing

English Proficient (EP), EP Monitored: No accommodations. Students participate fully in testing without accommodations.

Important Notes:

- 1. Students receiving the use of dictionaries accommodation must also receive the extended testing time accommodation.**
- 2. Students receiving the oral reading, breaks during subtest, use of dictionaries, or extended time accommodation must be tested in a separate setting.**
- 3. The use of unfamiliar or inappropriate accommodations may have a negative impact on testing. Only those accommodations familiar to students and believed to facilitate a student's content knowledge and skills should be used.**

Appendix B: Test Site Observation Report

TEST SITE OBSERVATION REPORT

PART A

Test Location

Cafeteria Classroom
Gym Other (specify) _____

Number of Students Enrolled in

Grades Tested _____
Number of Students Tested _____

School: _____

Test Chairperson's Name: _____

Date: _____ Observer: _____

Please complete the following information by placing a check on the appropriate line.

Test Security

Yes No

1. Tests were stored in a secure area.
2. There was an observable plan for the distribution of test materials to test examiners and proctors each day.
3. Tests were returned upon the completion of the testing session each day.
4. Procedures were in place to distribute and retrieve secure test materials used in make up sessions.

Provisions for Students Who Do Not Take the Tests

Yes No

1. Adequate provisions were made for students who arrived late to school.
2. Adequate provisions were made for students who were exempt from the tests (special populations DC CAS-ALT).
3. Adequate provisions were made for students in grades that were not tested.

Provisions for Students Who Require Additional Time to Complete the Test Session(s)

Yes No

- | | | |
|---|---|--|
| — | — | 1. Adequate provisions were made for students who needed additional time to complete the test session. |
| — | — | 2. Provisions for students who needed additional time were implemented without disturbance to students who completed the test within the scheduled time frames. |
| — | — | 3. Students who required additional time completed the session during the period scheduled for the day. That is, no student in general education began a test session and completed it on another day, after lunch, etc. |

TEST SITE OBSERVATION REPORT

PART B

ADMINISTRATIVE PROCEDURES	Yes	No	Not Observed
1. Proctors monitor assigned stations			
2. Manual available and in use by test supervisor			
3. Sufficient supply of tests for administration			
4. Extra pencils, erasers, scratch paper supplied and available to students			
5. Test materials handed to each examinee individually by a member of the test administration team			
6. Test materials checked to ensure that answer booklets (grades 4-8 and 10) correspond to the correct test book forms and grades			
7. Students are informed of the procedures that will be used to accommodate students who need extra time to complete the test sessions?			
8. Adherence to test directions as stated in the manual			
9. Test administration process starts on time and in keeping with school's testing schedule			
10. No students admitted after the start of testing			
11. Adherence to suggested limits; use of functional timepiece			
12. Students checked as to their correct use of answer booklet			
13. Students periodically informed as to the amount of time remaining for testing			
14. Materials collected promptly, systematically, completely from each student			
15. Test material checked and counted before dismissal of examinees			

SEATING ARRANGEMENTS	Yes	No	Not Observed
1. Adequate spacing between seats and rows for self-reliance by students			
2. Provisions for left-handed examinees			
3. All examinees facing forward and in the same direction (unless tables were used)			

TEST ENVIRONMENT	Yes	No	Not Observed
1. Desks/tabletops clear			
2. Good heat, light, ventilation			
3. Limitation of unnecessary interruptions			
4. Good atmosphere for quiet work			
5. Administration free of disturbances or irregularities			
6. Students cooperating with test administration directives			

DELIVERY OF TEST DIRECTIONS	Yes	No	Not Observed
1. Provisions for microphone for large groups			
2. Clear, loud voice heard all over room			
3. Instructions read clearly and verbatim from manual			

TEST SITE OBSERVATION REPORT

PART B (continued)

ACCOMMODATIONS FOR SPECIAL POPULATIONS	Yes	No	Not Observed
<p>1. Provisions were made for students in Special Populations who did not take tests. (Only students with level 5 accommodations are exempt.)</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>2. Copies of letters to parents of students who are in Special Populations are on file.</p>			
<p>3. Requisite testing accommodations are provided for students in Special Populations.</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			

TEST SITE OBSERVATION REPORT

PART C (Summary)

School Summary Findings

After completing Parts A and B, please evaluate the total school program using the rating scale below:

Percent of students tested: _____

	Poor 1	Fair 2	Good 3	Excellent 4	Outstanding 5
1. Test Security	()	()	()	()	()
2. Provisions for Students Who Do Not Take the Tests	()	()	()	()	()
3. Administrative Procedures	()	()	()	()	()
4. Seating Arrangements	()	()	()	()	()
5. Accommodations for Special Populations	()	()	()	()	()
6. Test Environment	()	()	()	()	()
7. Delivery of Test Directions	()	()	()	()	()
8. Facilities	()	()	()	()	()
9. Provisions for Students Who Require Additional Time to Complete the Test Sessions	()	()	()	()	()
Overall Rating of Program	()	()	()	()	()
	1-9	10-18	19-27	28-36	37-45

Overall Comments:

Monitor's Signature: _____ Date: _____

Appendix C: Comment Fax Form

COMMENT FAX FORM

The OSSE Division of Assessment and Data Reporting and CTB appreciate your comments and suggestions with respect to the categories listed below. Attach additional pages if necessary.

FAX YOUR COMPLETED FORMS TO:

CTB DC-CAS Customer Service Phone Number: 866-282-2251

PROCEDURES:

SECURITY:

TEST MANUALS:

TEST BOOKS AND/OR ANSWER BOOKLETS:

RECEIPT OF MATERIALS:

PACKAGING AND RETURN OF MATERIALS:

OTHER:

Appendix D: Short/Add Fax Form—Reading and Math



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form Reading and Math

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books and answer booklets are secure materials and must not be copied (Fill in the quantity for each item that is needed:

Title	Code
____ Grade 3 Test Book Form 1 and Form 2	21326-01 and 02
____ Grade 4 Test Book Form 1 and Form 2	21327-01 and 02
____ Grade 5 Test Book Form 1 and Form 2	21328-01 and 02
____ Grade 6 Test Book Form 1 and Form 2	21329-01 and 02
____ Grade 7 Test Book Form 1 and Form 2	21330-01 and 02
____ Grade 8 Test Book Form 1 and Form 2	21331-01 and 02
____ Grade 10 Test Book Form 1 and Form 2	21332-01 and 02
____ Grade 4 Answer Book Form 1 and Form 2	21333-01 and 02
____ Grade 5 Answer Book Form 1 and Form 2	21334-01 and 02
____ Grade 6 Answer Book Form 1 and Form 2	21335-01 and 02
____ Grade 7 Answer Book Form 1 and Form 2	21336-01 and 02
____ Grade 8 Answer Book Form 1 and Form 2	21337-01 and 02
____ Grade 10 Answer Book Form 1 and Form 2	21338-01 and 02
____ Grade 3 Test Directions	21339
____ Grade 4-8 & 10 Test Directions	21340
____ Grade 3 Math Manipulatives	53493
____ Grades 7, 8 & 10 Math Manipulatives	53494
____ Grade 10 Math Reference Sheet	48553

Test Chairperson Kit (Please encourage photocopying whenever possible):

- ____ Test Chairperson Manual – Code 21341
- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books and Answer Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix E: Short/Add Fax Form—Composition



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form Composition

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied. (Fill in the quantity for each item that is needed.)

Title	Code
____ Grade 4 Test Book Form 1	21345-01
____ Grade 7 Test Book Form 1	21346-01
____ Grade 10 Test Book Form 1	21347-01

Title	Code
Grade 4, 7, & 10 Test Directions	21340
Grade 4, 7, & 10 Student Scratch Paper	48948

Test Chairperson Kit (Please encourage photocopying whenever possible.)

- ____ Test Chairperson's Manual - Code 21341
- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



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Appendix F: Short/Add Fax Form—Science



DISTRICT of COLUMBIA Comprehensive Assessment System Short/Add Fax Form Science/Biology

This form is to be completed by the *School Test Chairperson* only. Use this form if you have any discrepancies between your packing list and the materials received. Fill in the quantity for each piece that is needed. Fax your request to the attention of CTB DC-CAS Customer Service at 866-282-2251 or if you have any questions, please call 800-994-8579. Thank you.

All information requested below must be completed in order to process your request.

Contact Person/Test Chairperson: _____

Phone Number: () _____ Fax Number: () _____

(Requests will be shipped to this address—NO P.O. Boxes)

School Name: _____ School Number: _____

School Address: _____

City/State: _____ Zip Code: _____

Test Materials – The test books are secure materials and must not be copied. (Fill in the quantity for each item that is needed.)

Title	Code
____ Grade 5 Science Test Book Form 1 and Form 2	21348-01 and 02
____ Grade 8 Science Test Book Form 1 and Form 2	21349-01 and 02
____ High School Biology Test Book Form 1 and Form 2	21350-01 and 02
____ Grade 5 Science Answer Book Form 1 and Form 2	21351-01 and 02
____ Grade 8 Science Answer Book Form 1 and Form 2	21352-01 and 02
____ High School Biology Answer Book Form 1 and Form 2	21353-01 and 02

Title	Code
Grade 5, 8 & High School Test Directions & Test Chairperson Manual	21340 and 21341

Test Chairperson Kit (Please encourage photocopying whenever possible.)

- ____ School/Group List (SGL) – may be photocopied
- ____ Group Information Sheet (GIS) – DO NOT photocopy
- ____ Return envelopes for Test Books and Answer Books – Code 67316
- ____ Yellow Return Label - SCORABLE (indicate number of sheets needed: 4 labels per sheet)
- ____ Blue Return Label - NON-SCORABLE (indicate number of sheets needed: 4 labels per sheet)

**Fax this form to: 866-282-2251
Attention: CTB DC-CAS Customer Service**



Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy officer at privacyofficer@ctb.com or call 831.393.6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy.html>.

Appendix G: Local School Responsibilities In Implementing The State Assessment Programs

Public schools in the District of Columbia and private/residential schools that receive tuition payments for DC students are required to implement the state assessment programs according to the guidelines established by the Office of the State Superintendent. Therefore, school administrators, test chairpersons, test administrators, proctors and other identified personnel who assist with the local school testing programs are expected to review and adhere to State guidelines in executing their professional responsibilities to their local programs.

The primary responsibilities of the principal, test chairperson, local school testing committee, and proctor in implementing the state assessments are as follows:

The Principal is responsible for:

- Ensuring that the test coordinator is trained in establishing and coordinating the local school testing program
- Monitoring the local school testing program
- Ensuring that the state assessment guidelines are followed as outlined in the coordinator's and administrators' manuals
- Ensuring that parents are notified of the testing program in the school
- Ensuring that all building personnel are informed of test security and test integrity guidelines
- Ensuring that students who require accommodations receive the appropriate accommodations
- Identifying a secured area for keeping all test materials
- Ensuring test security at all times
- Ensuring that all persons responsible for handling, administering, or proctoring the tests are trained in accordance with the professional test administration procedures
- Ensuring that all secured materials are packaged and returned as mandated
- Ensuring that any test impropriety is documented and reported to the Office of the State Superintendent, Division of Assessment and Data Reporting in a timely manner
- Monitoring school procedures to ensure that students are provided the opportunity to complete all test sessions within the guidelines established by the OSSE, Division of Assessment and Data Reporting
- Ensuring that all persons responsible for handling, administering, or proctoring the tests sign the Confidentiality Agreement Form

The Test Chairperson is responsible for:

- Attending the DC CAS training sessions
- Organizing and monitoring the school testing program to ensure that the state assessment guidelines are followed as mandated
- Ensuring that seamless procedures are established and disseminated that allow students to complete the test sessions within the guidelines established by the OSSE, Division of Assessment and Data Reporting
- Conducting the test administration training for school personnel involved in the implementation of the program
- Checking and distributing the test materials
- Ensuring that appropriate quantities of materials are requested
- Collaborating with the Principal to establish school testing schedule and sufficient number of proctors
- Identifying appropriate test sites
- Ensuring that appropriate conditions and accommodations are established for students who require accommodations
- Maintaining the security of the test materials
- Supervising testing
- Completing documentation as required in the test manuals
- Preparing test materials for return shipment to mandated site
- Reporting, as directed by the Principal, any testing irregularity (See Security Guidelines in Test Chairperson's Manual)

The Testing Committee is responsible for:

- Assisting the Test Chairperson in organizing and monitoring the school testing program
- Understanding state testing irregularities and policy breaches
- Assisting (if needed) the Test Chairperson in conducting training on the administration of the state assessment
- Ensuring test security
- Assisting the Test Chairperson with checking and distributing test materials
- Assisting the Test Chairperson in returning test materials to the secure area in the school
- Assisting the Test Chairperson in packaging test materials for return to the appropriate site
- Other responsibilities as required

The Test Administrator is responsible for:

- Conducting the testing sessions as outlined in the Test Directions, Test Chairperson's Manual, and Test Site Observation Checklist
- Clarifying all questions regarding testing policy or procedures with the Principal or Test Chairperson
- Understanding state testing irregularities and policy breaches
- Establishing the testing climate within the test site
- Coordinating the distribution and return of test booklets and answer sheets to students
- Ensuring that students who require accommodations receive the appropriate accommodations
- Ensuring that students have the correct test form and answer booklets
- Ensuring that students are given the procedures to be followed in finishing a testing session early or for requesting additional time
- Monitoring
- Accounting for and maintaining the security of all test materials
- Checking and completing all required documentation
- Adhering to test directions and administration guidelines
- Apprising the Test Chairperson of all testing irregularities

The Proctor is responsible for:

- Understanding state testing irregularities and policy breaches
- Assisting the Test Administrator with receipt and maintenance of test materials
- Assisting the Test Administrator with the distribution and return of test materials
- Ensuring that students are completing the test as required in the test guidelines
- Assisting in maintaining the integrity of the testing process
- Assisting the Test Administrator with the required test accommodations for students in the special populations
- Ensuring test security
- Other responsibilities as needed

Appendix H: Confidentiality Agreement



CONFIDENTIALITY AGREEMENT FOR THE DISTRICT OF COLUMBIA COMPREHENSIVE ASSESSMENT SYSTEM (DC CAS)

This form is required for all personnel who work with tests administered by or through the District of Columbia State Office of Education. Schools must retain completed forms for at least three years following the last contact of the named person with any State Office of Education assessment material.

It is my understanding that the District of Columbia Comprehensive Assessment System materials are secure documents. I agree to abide by all of the regulations governing test administration and data reporting policies and procedures. As a part of these regulations, I know that I am:

- *Not to provide any support with information or answers to students during the examination period.
- Not to duplicate secure test materials for any reason except as authorized by the State Office of Education Division of Assessment and Data Reporting.
- Not to make written notes about the topics or content of the test materials unless requested to do so by the State office.
- Not to provide any part of the test materials for examination or other use by any other party unless authorized by the State office.
- Not to disseminate any of the test materials to any other party unless authorized by the State office.
- Not to discuss, coach, or teach test specific items of the test at any time.
- Not to discuss or review with students information related to specific test items at any time.
- To maintain under secured conditions all test booklets in my possession.
- To return all test materials to the representative authorized by the State by the agreed-upon date.
- Not to modify or change answers on any test books or student answer booklets.

* Special education accommodations must be provided as outlined in the IEP.

Name _____

School/Office _____

Signature _____

Date _____

51 N Street, NE – 3rd Floor Washington, DC 20002
Phone: 202-741-0792 ♦ Fax: 202-741-8868 ♦ www.osse.dc.gov



Website: www.osse.dc.gov