Ohio Department of Education

Ohio Achievement Assessments

Reading

Directions for Administration Manual

Fall 2014

Copyright © 2014 by the Ohio Department of Education. All rights reserved.

Ohio Department of Education
Office of Curriculum and Assessment
25 S. Front St., MS 507
Columbus, OH 43215-4183
(614) 466-1317

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
(888) 944-5001

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

CONTENTS

Introduction 2
General Information for Test Administrators 2
Security Concerns and Procedures 3
Standards for the Ethical Use of Tests 4
Testing Schedule and Time Allotments 4
Testing Room Preparation 5
Oral Script Use 5
Procedures During Test Administration 5
Marking Instructions 5
Proper and Improper Marking Practices 6
Breaks 7
Procedures Following Test Administration 7
Testing Group Number 8
Students Who Become Sick 8
Incomplete or Defective Test Materials 8
Things to Remember 9
ADMINISTERING THE GRADE 3 READING OHIO ACHIEVEMENT ASSESSMENT 10
Introduction 10
The Grade 3 Reading Ohio Achievement Assessment Overview 10
Description of Test Materials 10
Materials Needed for Testing 10
Time Allotment 10
Key Steps for Administering the Test 10
Reminders 11
Administering the Test 11
Script 11
Collecting Student Test Booklets 14
Test Administrator Comment Form 15
APPENDIX A: STANDARDS FOR THE ETHICAL USE OF TESTS 16

Introduction

This *Directions for Administration Manual* (*DFAM*) for the Grade 3 Reading Ohio Achievement Assessment (OAA) contains general information about the Ohio Achievement Assessment program and specific information about administering the Fall 2014 Grade 3 Reading Ohio Achievement Assessment.

Before administering this test, Test Administrators (TAs) are encouraged to review the information in this manual to familiarize themselves with the test administration procedures. This information is essential to the successful administration of the Grade 3 Reading Ohio Achievement Assessment. Please read this manual carefully before administering the test.

General Information for Test Administrators

This section of the manual provides the general information that is necessary to effectively administer the Grade 3 Reading Ohio Achievement Assessment.

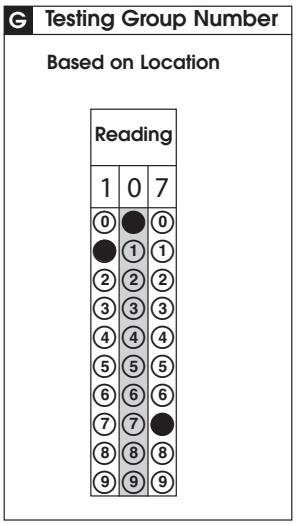
TAs should be aware of several security protocols, packaging procedures and operational practices for the Fall 2014 Grade 3 Reading Ohio Achievement Assessment administration.

There is only one general test booklet form for the Fall 2014 Grade 3 Reading Ohio Achievement Assessment. The general test booklet must be used with all special versions (English Audio CD, Braille and Large Print) and by the TA if needed for a Read Aloud. **Note:** There is not a Read Aloud Script available for the Fall 2014 Grade 3 Reading Ohio Achievement Assessment.

The Fall 2014 OAA demographic information will be collected on the back cover and inside back cover of the student test booklet. The back cover contains individual student information, such as Pre-ID label, name, gender, date of birth, ethnicity, testing group number, District IRN, and School IRN. The inside back cover contains the SSID, Local Student ID, ELL/IEP status, accommodations, special versions, and migrant status.

Student test booklets contain a box (**Box G; see below**) labeled "Testing Group Number" on the back cover. **A testing group is defined as any location within the school where an OAA administration (of any size) is being conducted.** The testing group number should be assigned to a **testing location**, not a Test Administrator. It is very important to complete the "Testing Group Number" box.

The district must designate a person or persons to assign testing group numbers to all testing locations within each school. The purpose of assigning a testing group number to a **testing location** is to aid in identifying a cohort of students quickly and easily should an anomaly occur during testing, such as defective materials being discovered after the test was administered.



Use of testing group numbers is required. **If test booklets are returned for scoring without Box G completed, the District Test Coordinator (DTC) or Building Test Coordinator (BTC) may be contacted to provide the information.**

The testing group number documentation should NOT be returned to Pearson or to ODE unless requested.

Security Concerns and Procedures

Maintaining test security is one of the most important responsibilities of a TA. At all times, the district's and the state's written procedures for protecting secure test materials must be followed. For the Grade 3 Reading Ohio Achievement Assessment, the secure test materials consist of all test booklets, which contain test questions, student information and student responses. Secure test materials also include all special versions of the test (Braille, Large Print and English Audio CD materials). It is illegal and unethical to reproduce or disclose any of these materials or cause them to be reproduced or disclosed in any format. Test security is vital to the successful administration of the test. The TA is responsible for ensuring the security of not only the physical test booklets but also the individual test questions and other materials. The responsibility to maintain the security of the test questions and materials continues even after the test booklets have been returned to the BTC. **Note:** District personnel are prohibited from viewing the test booklets unless they are assisting with a special version administration or accommodation.

Under Ohio law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may be punishable by invalidation of test scores, termination of employment, suspension of certificates to teach, and/or prosecution. Violations of test security provisions in the district's written procedures may be punishable by penalties specified by the district. If TAs have questions or concerns about their responsibility for test security, they should consult the BTC.

All electronic devices (cell phone, iPod, etc.) **must** be collected from students prior to the test administration. Students **must** be told that electronic devices are prohibited during the test administration. **Use of an electronic device during a test administration is a security violation.** TAs should turn off their cell phones so as not to disturb the students.

Test booklets are sent to schools in shrink-wrapped packages. **Shrink-wrapped packages must not be opened until the day of test administration.**

Before and after a test administration, both scorable and nonscorable test materials must be kept in a secure location designated by the BTC. Unless otherwise directed by the BTC, the TA is responsible for returning secure test materials to the storage area after each day's administration. Only those individuals authorized by district policy should have access to these materials. **Under no circumstances should students have access to test materials before or after the test session.**

During test administration, a TA must be in the room at all times. If students are allowed to leave the room while testing is in progress, they must first turn in their test materials. The TA must account for all test materials before dismissing students.

The TA must be an employee of the district and hold a license/certificate/permit issued by the Ohio Department of Education (ODE). For any group of more than 30 students, a monitor must assist the TA. The ratio of TAs/monitors to students is one TA/monitor to 30 students in any testing room. A TA must be in each testing room, including rooms where CDs are being used.

When test administration is complete and the TA has accounted for all materials, the TA must return them immediately to the BTC.

The following are **security violations** (this is not an exhaustive list).

Before or during an administration:

- Reviewing the test before the administration and creating a study guide or in some way releasing the test questions to the students;
- Describing the test questions in a letter, discussing the test questions or photocopying the test questions;
- Standing by a student's desk and indicating in some manner that the student's answer is incorrect, blank or deficient.

After the administration:

- Discussing test questions with colleagues or students after the test has been administered, which may affect students who were absent or allow students to change answers on a test in the same booklet;
- Describing the test questions in a letter, discussing the test questions or photocopying the test questions;
- Altering a student's response after the student has turned in the test booklet.

At any point, a TA who believes that a violation of test security has occurred must notify the BTC and follow the procedures established by the school district for handling alleged test security violations.

Standards for the Ethical Use of Tests

The State Board of Education has adopted the Standards for the Ethical Use of Tests to assist anyone involved in test administration with performing his or her responsibilities with "honesty, integrity, due care, and fairness to all and to ensure the integrity of the assessment process and the reliability and validity of inferences made from the assessment results."

The standards govern testing related to, but not limited to, standardized achievement testing, state proficiency testing and any other grade-level or age-level assessments administered schoolwide or districtwide.

The standards are grouped according to various stages in the assessment process: (1) standards associated with communicating the ethical standards to and monitoring the educational practices of staff members who are assigned assessment responsibilities; (2) ethical standards associated with practices in preparing students for an assessment; (3) ethical standards associated with administering and scoring assessments; and (4) ethical standards associated with interpreting and using assessment results.

Although the Standards for the Ethical Use of Tests provide examples of unethical practices at each stage of the assessment process, these examples are not an exhaustive list of all possible unethical practices. Good professional judgment should be used if a situation arises that is not addressed by the Standards for the Ethical Use of Tests. The Standards for the Ethical Use of Tests can be found in Appendix A and on the Internet; log on to education.ohio.gov, and search keywords *Ohio Administrative Code*.

Testing Schedule and Time Allotments

The Fall 2014 administration of the Grade 3 Reading Ohio Achievement Assessment will take place from **October 6 through 10, 2014**, which includes makeup testing. The BTC will establish the testing schedule for each school, and all schools within the district test on the same day.

To ensure that all students have sufficient time to complete the test, the time allotment for the Grade 3 Reading Ohio Achievement Assessment is 2½ hours, excluding breaks. Please note that students with disabilities may have extended time if documented in an IEP or 504 Plan, although the test must be completed in one school day.

Students identified as English Language Learners (ELLs) may have extended time and/or the use of a dictionary while taking the assessment. Computer-based dictionaries are **not** allowed; hand-held dictionaries are allowed.

A situation may arise in which it is necessary to move some students to another testing location. For example, the majority of students finish the test early, but a few students require the full amount of time and may need to move to another room to complete the test. If students move to another location within the school, the TA must collect all the test materials and redistribute them at the new location. Students must not carry tests. Test security must be maintained throughout the transition. The transition time is **not** included in the allotted time noted above.

Testing Room Preparation

Arrive at the testing room early to make sure that it is ready for the testing session. Be sure there is an area in the room where test materials not in use can be stored securely and away from students.

Check the testing room for possible test question "clues" before each testing session. Charts, maps and other materials in the classroom that could assist students with test items should be covered or removed before the test administration. The Ohio Academic Content Standards can serve as a resource to determine what materials should be removed.

Give each student a work space that is large enough to accommodate an open test booklet. Work spaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand. **Students must not use mechanical pencils, pens, colored pencils, highlighters, or markers to write responses.** Responses completed with a mechanical pencil, pen, colored pencil, highlighter, or marker will **not** be scored. Students may do their silent work after their test materials have been collected. It is advisable to have some generic silent work on hand for students who forget to bring their own. See directions for silent work on page 10.

Oral Script Use

To ensure standardized administration conditions throughout Ohio, this manual contains directions that must be read to students. These directions contain information that students need to know about the test. Please do not deviate from the oral script.

Read the appropriate script to the students, paying careful attention to the instructions to the TA that are inserted among the oral directions to the students. All information to be read aloud to students is printed in **bold** type. Instructions to the TA are printed in nonbold type.

Procedures During Test Administration

Marking Instructions

Students should be encouraged to complete all written exercises and questions and not leave anything blank. It is to their benefit to answer all questions and complete all written exercises. However, once the student has turned in the test booklet, the TA **must not** review the test booklet for missing answers or read the student responses. The TA must not return the test booklet to the student. This may result in a security violation.

Remind students that they must complete their responses with a No. 2 pencil only. **Do not** allow students to use a mechanical pencil. Students **must not** use ink to complete responses; the test will **not** be scored.

Students should be reminded to keep responses on the lines and within the boxes. Responses outside the lines or boxes are not guaranteed to be scored.

Please review the following points with students on how to properly fill in the bubbles in their general student test booklet.

- Fill in each bubble completely.
- Erase completely any marks that the student wishes to change.
- Colored pencils may be used to highlight text when needed. Highlighters are not recommended due to stray marks caused by bleeding through the page of the test booklet.
- Avoid marking too closely to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended.
- Use a No. 2 pencil to write all responses.
- Do not use mechanical pencils.
- Do not use ink or ballpoint pens, colored pencils, highlighters, or markers to write a response. Using pens, colored pencils, highlighters, or markers to write a response will result in the test **not** being scored.
- Do not cross out the responses the student does not choose. This may affect the scoring results.
- Do not use scrap paper.

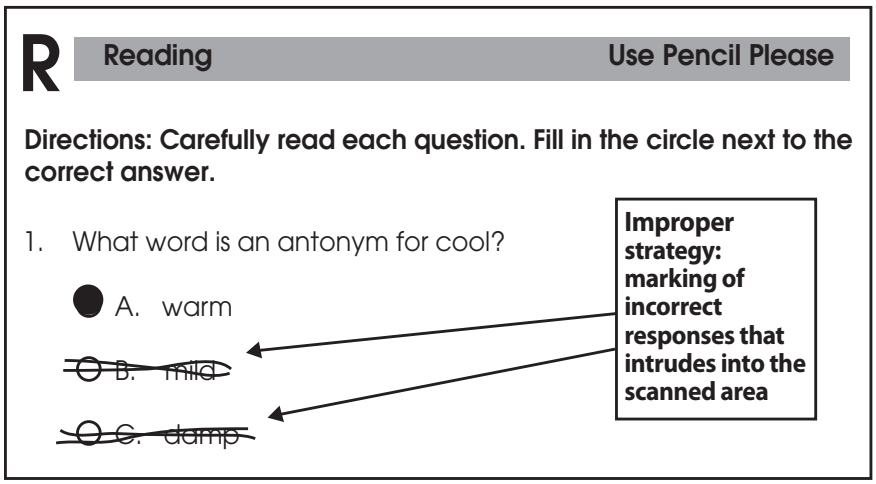
When testing has begun, check that students are marking and writing their answers in the appropriate places in their test booklets using No. 2 pencils. TAs should be careful not to interfere with the students' concentration as they check the students' progress.

If an error has occurred, give the student a new test booklet. The student's responses must be transcribed into the new test booklet. **Do not erase** the student's responses. Always have a witness present when transcribing the responses into the second booklet.

Proper and Improper Marking Practices

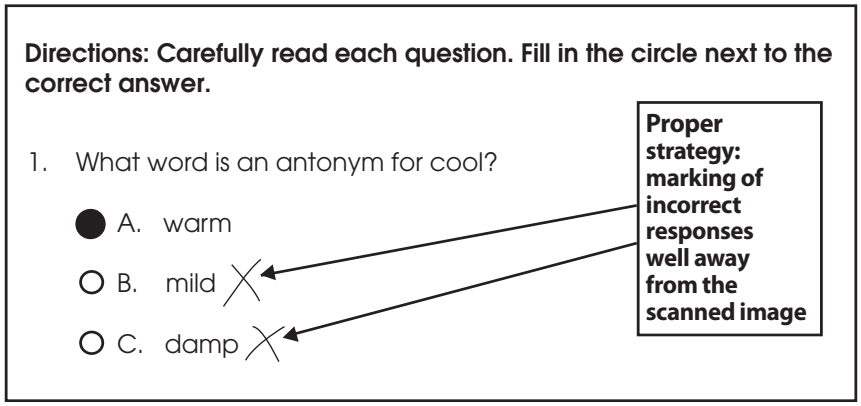
For multiple-choice test questions, students should refrain from marking or "crossing out" the answer bubbles considered incorrect, filling in the correct answer, and erasing the marks over the incorrect choice bubbles. Figure 1 below shows an example of this practice. This practice is risky because students may inadvertently leave pencil marks in the scanned areas, thus jeopardizing their scores. This practice will result in a letter to the District Superintendent from ODE requesting the TA or teacher to stop teaching it.

Figure 1. An example of improper marks in the scanned areas of a Grade 3 Reading Ohio Achievement Assessment test booklet



Students should be directed to mark any incorrect answer choice with a mark that is far from the scanned bubbles. One suggestion is to place a small "X" at the end of the incorrect choice in the test booklet to the right of the end of the answer option. Figure 2 below shows an example of this practice.

Figure 2. An example of the proper way to mark incorrect choices on a Grade 3 Reading Ohio Achievement Assessment test booklet



Breaks

If the district allows breaks, it is the TA's responsibility to provide them for students during the administration of the test. It is left up to the judgment of the TA to provide as many breaks as students need and to decide how long the breaks will be. These breaks are not part of the testing time. The TA should tell students before testing what they may do during the breaks (e.g., stand up and stretch). It is a security violation to have a lunch or recess break during the test administration. Breaks should be for the entire group; however, an individual student may need a break for medical reasons, and this should be noted prior to the test administration.

Follow the directions below when providing a break.

- Tell students when the break will occur. Make an announcement five minutes before the break.
- Keep students in the testing room. Lunch or recess will not occur as a break.
- **Do not allow talking during the break.**
- Encourage students to stand and stretch at their desks.
- Do not allow students to take out any additional materials during a break. Only the test booklet (closed and face down) and pencils may be on each desk.
- When the entire class (group) has had a break, direct students to resume the test.
- At any time during the test administration, a student may leave the room for a restroom break, but to ensure test security, only one student should leave at a time. **The entire class (group) may not use the restroom at the same time.** The class should be encouraged to use the restroom prior to the start of the test.
- The students should be monitored during the break to ensure that they do not discuss the test or obtain an answer key.

Students are not allowed to talk during the test administration. Direct students to raise their hands if they finish a test before the other students have finished. Collect their test booklets and direct them to take out their silent work.

Toward the end of the testing period, but while students still have their test booklets, it is good testing practice to remind students to complete the entire test. **Do not review** a student's test booklet after it is handed in, and do not give it back to the student with instructions to complete the test. It is a violation of the Ohio Revised Code to give students information about correct and incorrect answers or to provide hints that lead them to correct answers.

Students with an IEP or 504 Plan or ELLs who have extended time as an accommodation should be allowed a lunch break. The students should be observed during the lunch break to ensure that they do not discuss the test.

Procedures Following Test Administration

When the allotted time for a test has elapsed, collect the remaining test booklets. Do not allow any student to leave the room until his or her test booklet has been collected. Collect a test booklet from each student individually. Do not allow students to "pass around" test materials. Do not allow students to use any electronic devices until all tests have been collected.

Immediately after testing and before dismissing students, carefully count the test booklets to ensure that all student materials have been collected.

After test administration, TAs must affix the Pre-ID label or complete the demographic information on the back cover and inside back cover of each test booklet. For students who do not have Pre-ID labels, demographic information can be hand-gridded or entered online through use of the Generic labels. In addition, mark the following sections for any qualified student:

- Section N, "ELL/IEP Status," if the student is receiving services via an IEP or 504 Plan or if the student is identified as an English Language Learner (ELL);

- Section O, "Accommodations," if the student is using any accommodations;
- Section P, "Special version of the test, if applicable," if the student was administered a special version of the achievement assessment;
- Section Q, "Migrant Status," if the student meets the federal definition of a migrant student.

Testing Group Number

After administering the test, the TA must complete the following:

- Box G, "Testing Group Number," on the back cover of each student's test booklet by filling in the assigned testing group number for the test session. A district-designated person is responsible for assigning and notifying the TA of the testing group number(s). The purpose of assigning a testing group number to a testing location is to aid in identifying a group of students quickly and easily should an anomaly occur during testing, such as defective materials being discovered after the test was administered.

Students Who Become Sick

A student who becomes ill and vomits on his or her test booklet and is able to continue the test should be given a new test booklet so that he or she can continue. Later, the student's responses and demographic information must be transcribed into the new test booklet, which will be the copy of the test to be scored. The soiled test booklet should be placed in a zip-lock bag (with the barcode written on the zip-lock bag) and returned to the BTC with the unused materials.

A student who becomes ill and vomits on his or her test booklet and is not able to continue the test should not be given a new test booklet until a decision is made. The district will decide whether the student will continue the test when he or she returns to school or the test will be invalidated. The TA must note the time elapsed, put the soiled test booklet in a zip-lock bag, seal the bag, and return it to the BTC. If the student continues the test at a later time, the student must resume the test at the place where he or she stopped. The time must be determined from the total 2½ hours. The completed responses must be transcribed from the soiled test booklet into the new one. Always have a witness present when transcribing responses into the second test booklet.

Incomplete or Defective Test Materials

If a student receives an incomplete or defective test booklet, follow the steps below:

- Give him or her a new test booklet that is verified as accurate and complete.
- Direct the student to print his or her name on the new test booklet.
- Tell the student that the TA will write on the defective test materials so that what has happened will be clear to anyone.
- Direct the student to continue with the new test booklet (if he or she discovered the defect after testing had begun).
- Later, transcribe all responses from the first (defective) test booklet into the second, which will be the copy of the test used for scoring. Always have a witness present when transcribing the responses into the second test booklet.

As the TA, complete the steps below to cross-reference all the materials used by a student.

- Write in large, bold letters the word **"Defective"** on the cover of the flawed test booklet. Make sure the defective materials are not distributed again but are put aside for later return with nonscorable secure materials.
- Mark a large "X" and the words "DO NOT SCORE" on the front cover of the defective booklet.

Things to Remember

Before beginning:

- ☐ Verify that the correct number of test materials were received from the BTC.
- ☐ Obtain the "Testing Group Number" for the testing session from the BTC or the person responsible for assigning these numbers.
- ☐ Gather and organize all necessary materials:
  - — Student test booklets (The TA does not have a copy of the test booklet unless administering a Read Aloud.)
  - — A supply of sharpened No. 2 pencils (Do not use mechanical pencils. Pens, colored pencils or highlighting markers must **not** be used to write responses — tests will **not** be scored.)
  - — This administration manual
  - — A watch or clock
  - — Silent work for students who do not bring their own
- ☐ Decide when to give students breaks (if relevant) during the testing session. The time for breaks and directions is **not** included in the testing time. Students may not talk with each other during breaks.
- ☐ Be aware that a single TA may be alone with 30 students but that a monitor must also be present in the testing room with more than 30 students. The ratio of TAs/monitors to students is one TA/monitor to 30 students in any testing room. A TA must be in each testing room.

While administering the test:

- ☐ Use the script in this manual. The script is printed in **bold** type.
- ☐ Answer questions to clarify general directions, but do not provide prompts for individual tasks or questions. Other than the general directions, do not read any test material to students. This includes the reading selections, items and answer choices.
- ☐ Remember that the **reading passages**, which include the word bank, **CANNOT** be read aloud in the Read Aloud accommodation. If the reading passages are read aloud, the test is invalidated. When an accommodation is given that is not noted on the student's IEP or 504 Plan, the test is invalidated.
- ☐ Stay in the classroom during the entire test. It is a security violation to leave students unattended during the test administration.

After administering the test:

- ☐ Collect all student test booklets. Before returning them to the BTC, affix the Pre-ID and/or Generic labels or complete the demographic information on the back cover and inside back cover of the test booklets. Mark Sections N through Q for applicable students and Box G, "Testing Group Number," for all students.

ADMINISTERING THE GRADE 3 READING OHIO ACHIEVEMENT ASSESSMENT

Introduction

This section of the manual provides instructions for administering the Grade 3 Reading Ohio Achievement Assessment. The oral directions are in the form of a script that contains portions to be read aloud to students, as well as instructions for the TA. It is important that the TA become familiar with the contents of this manual before administering the test.

The Grade 3 Reading Ohio Achievement Assessment Overview

The Grade 3 Reading Ohio Achievement Assessment has been designed to measure students' understanding of concepts and skills in reading at the grade 3 level.

Description of Test Materials

The test booklet for the Grade 3 Reading Ohio Achievement Assessment is designed so that students can write their responses in the test booklet.

Students will be expected to show all work and write all answers in the test booklet. Additional pages or papers added to the test booklet **will not be scored**.

Students will print their first and last names on the front and back covers of the test booklet.

Materials Needed for Testing

For the test administration, please have the following items available:

- Student test booklet for each student (The TA does not have a copy of the test booklet unless administering a Read Aloud.)
- A supply of sharpened No. 2 pencils (Do not use mechanical pencils. Pens, colored pencils or highlighting markers must **not** be used to write responses — tests will **not** be scored.)
- This administration manual
- A watch or clock
- Silent work for students who do not bring their own

Silent work may be either a book or work that is **not related to the test**. This book or work should be chosen before the day of testing. The student will take out this work only when he or she has finished the test and turned in the test booklet.

Time Allotment

TAs should allot 2½ hours of student work time for the administration of the Grade 3 Reading Ohio Achievement Assessment. The 2½ hours do **not** include any break time that TAs elect to schedule as part of the testing.

Key Steps for Administering the Test

- Give a test booklet and a No. 2 pencil to each student.
- Explain to students that they will be taking a reading test.
- Inform students that they need to be quiet during the test and that if they have questions, they should raise their hands.
- Let students know that breaks will be provided (if applicable).
- Tell students that this is a chance to show what they know.
- Instruct students to write their first and last names on the front and back covers of their test booklets.

Reminders

- Students with disabilities are allowed accommodations that are based on their IEP or 504 plan.
- English Language Learners (ELLs) may have the use of a printed dictionary (not a computer-based dictionary) and extended time. However, the test must be completed in one school day.

Administering the Test

Read aloud, word for word, the material that is printed in **bold** type. The material in regular type is information for the TA and should not be read to students. The TA may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work.

Students are **not** permitted to use reference materials, such as print or electronic forms of dictionaries, thesauruses or spell-check software, except for ELLs, who may use printed dictionaries (but not computer-based dictionaries).

Students' desks should be cleared of all materials except pencils before testing begins. All electronic devices (cell phones, iPods, etc.) **must** be collected before testing begins. TAs should turn off their cell phones so as not to disturb the students.

Colored pencils may be used to highlight text when needed. Highlighters should **not** be used due to stray marks caused by bleeding through the page of the test booklet.

Please remind students to avoid making any stray marks too close to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended by the student. Please remind each student that all scorable responses must be written with a No. 2 pencil.

After students are seated in the desired arrangement, read aloud the following script **before** distributing the test booklets.

Script

You are now going to take the Grade 3 Reading Ohio Achievement Assessment. This is a test of how well you understand what you read. It is important that you do your best work on this test. Otherwise, it will not show how well you can do in reading. You can make sure that your test scores give a true picture of what you know and what you can do by doing your best on the test. Remember to do your own work. Do not copy or share your work with anyone.

You should have a book to read or some work that you can do at your desk in case you finish early. I will refer to this book or work as your silent work. Place your silent work where you can find it easily, but do not take it out at any time during the test. After you have completed the test and I have collected your Student Test Booklet, you can take out your silent work.

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want. Do not tear out any pages from the Student Test Booklet.

Are there any questions?

Answer any questions.

I will hand out the Student Test Booklets now. Do not open your Student Test Booklet until I tell you to do so.

Make sure that each student receives a test booklet and has a pencil. Hold up a test booklet and point to the place on the cover where students are to print their names.

Print your first and last names carefully on the line provided on the front cover of the Student Test Booklet.

Allow time for students to print their names.

Turn your Student Test Booklet over to the back cover.

Hold up a test booklet and point to Section A on the back cover where students are to print their names.

Print your first and last names carefully on the line provided in Section A on the back cover of the Student Test Booklet.

Allow time for students to print their names.

Turn to page 1 in your Student Test Booklet and read along as I read the directions.

Directions:

Today you will be taking the Ohio Grade 3 Reading Achievement Assessment. The test consists of vocabulary questions and reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. **Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.**
2. **Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.**
3. **Use <u>only</u> a #2 pencil to answer questions on this test.**
4. **For multiple-choice questions, fill in the circle next to your answer choice. Mark <u>only</u> one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.**
5. **For constructed-response questions, write your answer neatly, clearly and <u>only</u> in the space provided. Answers written outside of the space provided will <u>not</u> be scored.**
6. **If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.**
7. **Check over your work when you are finished.**

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word "STOP" in your Student Test Booklet. You should look over the pages of the reading test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

If your district DOES offer a break, say:

After you begin, you should continue until you see the word "STOP" in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word "STOP" in your Student Test Booklet, you should look over the pages of the reading test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

Are there any questions?

Pause for students' questions.

We are now ready to begin. You may turn to page 2 in your Student Test Booklets and start working.

Record the start time in the box below.

Observe the time and write it down. (Breaks are optional.)	Start time _____
	1st break time _____
	1st resume time _____
	2nd break time _____
	2nd resume time _____
	3rd break time _____
	3rd resume time _____
	Stop time _____

Remember, a TA may answer questions about the general directions but may not suggest ideas or answers or clarify specific test question directions. A TA may not evaluate a student's work.

Observe students to determine that they understand the directions. First, help those students who have questions. Then circulate among the students, checking that they are recording their answers properly and using a No. 2 pencil.

Remember to allow 2½ hours for students who need the maximum amount of time to complete the test.

Walk around the room periodically to make sure students are working unaided and are using No. 2 pencils. Do not examine the test booklets for answers.

If you are taking a break, five minutes before the break say:

We will take a short break in five minutes.

After five minutes, say:

Stop working, put down your pencil and close your Student Test Booklet. Do not take anything out. You may not work on the test or on your silent work at this time. During the break, you may not talk to other students.

Give students a break (the TA must determine how long the break will be). Test booklets may remain on students' desks but must be closed. If food is provided and is served on the students' desks during the break, the test booklets **must** be collected. When the break is over, resume the script at this point. Say:

Now we are going to continue the reading test. Turn to the page where you stopped before the break. Does everyone have the right place?

Pause.

After you begin, you should continue until you see the word "STOP" in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word "STOP" in your Student Test Booklet, you should look over the pages of the reading test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

You may begin.

Mark the resume time in the box on page 13.

Collecting Student Test Booklets

As students complete the test, they should raise their hands so that you can collect their test booklets. Make sure that each student has printed his or her first and last name on the front and back covers. Allow students who have finished the test early to do their silent work at their desks. Have a supply of generic silent work to distribute to students who do not bring their own.

When only a few students are still working, you may wish to follow your district's plan for moving students who need additional time to another area in the building. The transition time is **not** included in the 2½ hour maximum amount of time allowed for each student.

For students who require the maximum amount of time, at the end of the 2½ hours, say:

Stop. Put your pencil down and close your Student Test Booklet. I will now collect the Student Test Booklets.

Collect the test booklets. All materials should be returned to secure storage or secured as directed by the BTC.

Test Administrator Comment Form

It is not necessary to complete this form if there are no comments. If the TA has any comments, concerns or suggestions about OAA administrations, he or she should complete and submit the Test Administrator Comment Form, which can be found at education.ohio.gov/Topics/Testing/Ohio-Achievement-Assessments.

The purpose of the form is to collect comments and suggestions for improving test materials and procedures.

Do **not** send a paper form. These will not be reviewed or returned. Please use the online form.

APPENDIX A
STANDARDS FOR THE ETHICAL USE OF TESTS

3301-7-01 STANDARDS FOR THE ETHICAL USE OF TESTS
Effective 12/21/07

(A) These standards of ethical assessment practice shall be used in determining whether or not a practice related to assessment is consistent with the principles of performing one's duties with honesty, integrity, due care, and fairness to all and ensuring the integrity of the assessment process and the reliability and validity of any inference made from any result of an assessment. Except as otherwise specified, the following definitions shall be used in this rule:

(1) "Assessment" shall include secure and non-secure standardized achievement tests, the Ohio graduation tests, state proficiency tests, the English language proficiency test, diagnostic tests as required by section 3301.0715 of the Revised Code, and secure alternate measurement instruments provided by the department of education. Assessment shall also include district and school-wide standardized assessment including norm referenced tests. Assessment shall include the test instrument itself and any part of the process of assessing or testing a student;

(2) "Participating school" shall mean any city, exempted village, local, cooperative education, or joint vocational school districts any community or any chartered nonpublic school which participates in assessment; the state school for the blind; the state school for the deaf; or any school operated by the departments of youth services or rehabilitation and corrections; or any entity that tests its students with the statewide assessments;

(3) "Appropriate staff" shall include any designated certificated or non-certificated employee of a participating school who has direct access to an assessment or participates in any activity related to preparing a student for an assessment, administering or scoring an assessment, and/or interpreting or using any result of an assessment;

(4) "Secure assessment" shall include any assessment, whether state or national, that is administered to the entire or a portion of the entire state student population and/or that is provided by the state, the results of which are included in Ohio's accountability system, are included as part of a student's course, are part of the pre-college admission process, or are required by state and/or federal law. Secure assessments shall be treated as secure materials until released by the test developer and/or the department of education. They do not include any diagnostic assessment required to be administered pursuant to section 3301.0715 of the Revised Code, any practice Ohio graduation test required to be prescribed by the state board of education pursuant to section 3301.0710 of the Revised Code, any practice achievement test, or any assessment that already has been released to the public by the test developer or by the department of education as a public record following the school year that the assessment actually was administered; and

(5) "Statewide tests" means any assessment that is provided by the department of education for use in all participating schools in the state.

(B) Each participating school and district shall ensure that all appropriate staff have knowledge of these standards of ethical assessment practice and shall monitor the practices of all appropriate staff to ensure compliance with these standards. Each participating school's and district's duties shall include, but not be limited to, the following:

(1) Communicate in writing to all appropriate staff at least once annually the standards defining what is an unethical and/or inappropriate practice that are contained in paragraphs (C) to (E) of this rule as well as any additional standards of ethical assessment practice adopted by a participating school and district;

(2) Clearly define and communicate in writing at least once annually to all appropriate staff how the standards shall be monitored and what sanctions shall apply for any violations of the standards and under what circumstances such sanctions will apply;

(3) Clearly define and communicate to all appropriate staff prior to each assessment the purpose(s) for each assessment;

(4) Clearly define and communicate in writing to all appropriate staff at least once annually all security procedures established by a participating school for each type of secure assessment identified in paragraph (A) of this rule, which shall include, but not be limited to, the test security provisions required by rule 3301-13-05 of the Administrative Code;

(5) Provide any other information and training as may be necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment;

(6) Establish written procedures for reviewing what materials and practices shall be used in a participating school to prepare students for an assessment, and clearly communicate in writing these procedures, materials, and practices at least once annually to all appropriate staff;

(7) Periodically review materials and practices related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment in order to ensure that the materials and practices are up-to-date, and clearly communicate in writing any additions or changes at least once annually to all appropriate staff;

(8) Provide channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice any concern about any practice they consider unethical and/or inappropriate; and

(9) Establish written procedures for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, ensuring protection of the rights of an individual, the integrity of an assessment, and any result of an assessment.

(C) In monitoring practices related to preparing students for a state-wide assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:

(1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;

(2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;

(3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;

(4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;

(5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;

(6) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and

(7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

(D) Except as specifically permitted by written instructions provided by the developer of an assessment, by the department of education, or by Chapter 3301-13 of the Administrative Code pertaining to accommodations and/or alternate assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices related to administering and/or scoring assessments that are unethical and/or inappropriate:

(1) Any assessment used for purposes other than that for which it was intended;

(2) Any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;

(3) Except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;

(4) Any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score an assessment;

(5) Any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;

(6) Any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;

(7) Any practice immediately preceding and/or during an assessment including, but not limited to, the use of a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;

(8) Except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;

(9) Any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and

(10) Any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment.

(E) In monitoring practices related to interpreting and/or using any result of an assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:

(1) Providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;

(2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;

(3) Any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;

(4) Any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;

(5) Any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result; and

(6) Any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways.

(F) Each participating school shall cooperate with the state board of education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule.