

# Ohio Achievement Assessments



Reading

## District Test Coordinator's Manual Summer 2014



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# CONTENTS

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Summer 2014 Test Schedule.....	3
Important Contact Information.....	3
General Overview.....	4
Responsibilities of the District Test Coordinator.....	5
Testing Schedule and Time Allotments.....	6
Test Security.....	6
Documenting Discrepancies of Secure Materials.....	7
Ordering Additional Materials.....	8
Basic Guidelines for Test Administration.....	8
Before Testing.....	9
Establishing a Testing Schedule.....	9
Receiving, Checking In and Distributing Test Materials.....	9
Taking Inventory of the District’s Shipment.....	9
Pre-ID Labels.....	10
Training Building Test Coordinators.....	10
Distributing Test Materials to Building Test Coordinators.....	10
On Test Day.....	11
After Testing.....	11
Procedures to Follow for Disruption of Testing.....	11
Students Who Become Sick.....	11
Invalidating Scores.....	12
“Do Not Score” Test Booklets.....	12
Packaging and Returning Materials.....	12
Returning Scorable Test Booklets.....	12
Returning Nonscorable Materials.....	13
Sample Scorable Return Shipping Label (Yellow).....	14
Sample Nonscorable Return Shipping Label (Green).....	14
APPENDIX A: FORMS AND LABELS.....	15
Sample Testing Group Roster.....	16
Material Resolution Form.....	17
Instructions for Returning Scorable Materials.....	19
Sample Labels.....	19
Instructions for Returning Materials by UPS.....	20

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APPENDIX B: STUDENTS WITH IDENTIFIED DISABILITIES — STUDENTS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS .....	21
General Information.....	21
Definition of an Individual With Disabilities .....	21
Definition of a Student Identified as an English Language Learner (ELL) .....	21
Definition of an Accommodation .....	21
Criteria for the Use of Accommodations.....	22
Special Versions Summary .....	22
APPENDIX C: SUPPLEMENTAL INSTRUCTIONS .....	23
Supplemental Instructions for a Read Aloud Accommodation .....	24
Supplemental Instructions for Large-Print Test Booklets.....	25
APPENDIX D: SUMMARY OF TEST SECURITY PROVISIONS FROM THE OHIO ADMINISTRATIVE CODE.....	26

## Summer 2014 Test Schedule

By June 30, 2014	Receive test materials from Pearson.
By June 30, 2014	Receive Pre-ID labels from Pearson.
July 7–11, 2014	Test administration dates
When testing is complete but no later than July 14, 2014	DTCs send all scorable materials to Pearson.
When testing is complete but no later than July 14, 2014	DTCs return nonscorable secure materials to Pearson.

## Important Contact Information

For information about. . .	Contact. . .
<ul style="list-style-type: none"> <li>The Ohio Achievement Assessments or testing policy</li> </ul>	Ohio Department of Education Office of Curriculum and Assessment Phone: (614) 466-0223 Fax: (614) 995-5568 Website: <a href="http://education.ohio.gov">education.ohio.gov</a>
<ul style="list-style-type: none"> <li>Accommodations</li> </ul>	Ohio Department of Education Office for Exceptional Children Phone: (614) 466-2650 Toll free: (877) 644-6338 Fax: (614) 387-0968 Website: <a href="http://education.ohio.gov">education.ohio.gov</a> Keywords: <i>Office for Exceptional Children</i>
<ul style="list-style-type: none"> <li>Receiving and returning shipments</li> <li>Returning the Material Resolution Form</li> </ul>	Pearson Phone: (888) 944-5001 E-mail: <a href="mailto:OhioK-8@support.pearson.com">OhioK-8@support.pearson.com</a>
<ul style="list-style-type: none"> <li>Ordering additional materials</li> <li>Ordering optional services</li> </ul>	American Institutes for Research (AIR) Phone: (888) 944-5001 E-mail: <a href="mailto:ohhelpdesk@air.org">ohhelpdesk@air.org</a>

## General Overview

This manual outlines the specific responsibilities of the District Test Coordinator (DTC) for the Summer 2014 administration of the Grade 3 Reading Ohio Achievement Assessment (OAA). Included are instructions for receiving and distributing test materials, collecting all test materials (scorable and nonscorable) and returning them to Pearson, and disposing of other materials. The Summer 2014 Grade 3 Reading Ohio Achievement Assessment will be distributed, retrieved and scored by Pearson.

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

There is only one general test booklet form for the Summer 2014 Grade 3 Reading Ohio Achievement Assessment. The general test booklet must be used with Large Print and by the Test Administrator (TA) if needed for a Read Aloud.

The Summer 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.

G Testing Group Number		
Based on Location		
Reading		
1	0	7
0	<input checked="" type="radio"/>	0
<input checked="" type="radio"/>	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	<input checked="" type="radio"/>
8	8	8
9	9	9

The sample Testing Group Roster in Appendix A may be used to assign and/or record testing group numbers. This roster is also available for download at [education.ohio.gov](http://education.ohio.gov).

Use of testing group numbers is **required**, though the use of the Testing Group Roster is not. For example, schools may develop their own spreadsheet or use a local database to organize the testing group information. Regardless of the method used to assign testing group numbers, any documentation should be kept at either the school(s) or the district for one year after the test administration. DTCs should discuss with their Building Test Coordinators (BTCs) the best place to keep this documentation. A DTC may be asked to make this information available after the test administration. **If test booklets are returned for scoring without Box “G” completed, the DTC may be contacted to provide the information.**

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

Use of a **Header Sheet is required**. Separate headers are not required for each class or small group administration. One per school is sufficient. Districts should follow the gridding instructions on the Header Sheet by filling out each applicable box. Box "4," labeled "Contact Name," may be completed with the name of any person who has knowledge of the testing process at the school. The district must maintain a list showing which TA administered the tests for each class. The TA may not be the "Contact Name" listed.

## Responsibilities of the District Test Coordinator

The DTC is responsible for coordinating the Summer 2014 administration of the Grade 3 Reading Ohio Achievement Assessment in the district. The DTC's primary responsibilities include the following:

- Distribute test material shipments to schools.
- Help the BTCs prepare for testing.
- Train the BTCs in test security and test materials handling, and answer any questions they have about test administration. Use the *Ohio Statewide Assessment Program Rules Book* and the Ohio Statute when training BTCs.
- Distribute information in the monthly K-8 newsletter.
- Collect all scorable and nonscorable materials from the BTCs within the requested return dates. Scorable materials are the test booklets in which students have recorded their responses with a No. 2 pencil.
- Return all test materials (scorable and nonscorable) to Pearson within the requested return dates. Separate scorable and nonscorable materials. Nonscorable secure materials are unused test booklets, large-print test booklets, and those used large-print test booklets that have student responses. The *Directions for Administration Manual* and the *BTC* and *DTC* manuals are not secure documents and can be destroyed. Remember to use the correct **color** label on each box. Incorrect labeling may send tests that need to be scored to the nonscorables site.
- Ensure that state and district test security procedures (including the return of all test booklets to Pearson at the completion of testing) are followed at all times. All test booklets, both used and unused, are considered secure materials at all times. ODE's Standards for the Ethical Use of Tests are included in the *Directions for Administration Manual* and can also be found on the Internet: Log on to [education.ohio.gov](http://education.ohio.gov) and search keywords *Ohio Administrative Code*.
- Distribute test results to the BTCs.

Specific responsibilities for distributing the test materials to the schools include the following:

- Take inventory of the number of boxes received.
- Take inventory of the district's shipment. It is the DTC's responsibility to ensure that all schools have enough test materials to test every eligible student.
- Securely store materials until they can be distributed to the BTCs.
- Supply materials to schools as needed.
- If necessary, order additional materials by contacting the Ohio Help Desk.

## Testing Schedule and Time Allotments

The Summer 2014 administration of the Grade 3 Reading Ohio Achievement Assessment will take place **July 7 through 11, 2014**, which includes makeup testing. Districts may set their own schedules for administering the test during that week, as long as the test is completed within one day and all schools within the district test on the same day. BTCs will coordinate makeup testing schedules.

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. More detailed information about testing students with accommodations or special versions of the test is contained in Appendix B.

## Test Security

**Maintaining test security is one of the most important responsibilities of the DTC.** At all times, the district's and the state's written procedures for protecting secure test materials must be followed.

- DTCs are responsible for ensuring the security of all test materials while they are in their possession.
- DTCs are responsible for instructing the BTCs to act in accordance with all security requirements while they are in possession of test materials.
- DTCs are responsible for training the BTCs in proper test administration procedures and the correct procedures for test preparation. In turn, the BTCs are responsible for training all Test Administrators (TAs) and monitors.

**Note:** District personnel are prohibited from viewing the test booklets unless they are assisting with a special version administration or accommodation.

The secure test materials consist of the following:

<b>Scorable</b>
<ul style="list-style-type: none"> <li>• Test booklets with student information and student responses</li> </ul>
<b>Nonscorable</b>
<ul style="list-style-type: none"> <li>• Unused test booklets</li> <li>• All large-print test booklets (with or without student responses)</li> </ul>

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 for the administration of the Grade 3 Reading Ohio Achievement Assessment. The DTC is responsible for ensuring the security of not only the physical test booklets but also the individual test questions and other materials. The DTC's responsibility for maintaining the security of the test booklets, test questions, and other secure materials continues even after the test booklets have been returned to Pearson.

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. To review the Ohio Administrative Code and the *Ohio Statewide Assessment Program Rules Book* on the Internet, log on to [education.ohio.gov](http://education.ohio.gov) and search keywords *Ohio Administrative Code* and *Assessment Program Rules Book*. A summary of test security provisions from the Ohio Administrative Code appears in Appendix D.

All electronic devices (cell phones, iPods, 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.

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, DTCs who believe that a violation of test security has occurred must follow the procedures established by their school district for handling alleged test security violations.

The secure test materials must be protected from loss, theft and reproduction in any medium. Unique identification numbers are encoded on all secure materials. These numbers are used to track secure materials and to verify that they have been returned to Pearson after testing. The tracking system identifies which test materials are shipped to which district. After each test administration, Pearson generates a security report that lists any nonreturned secure test materials. A follow-up is done for these materials, and the results of the security report are shared with ODE. If any secure materials shipped to a district are determined to be missing when the materials are returned to Pearson, ODE will require the DTC to account for them.

## Documenting Discrepancies of Secure Materials

The Material Resolution Form (see Appendix A) should be used to report any discrepancies with **secure** materials. These discrepancies include:

- Discrepancies discovered when the test booklets are received;
- Discrepancies discovered when the shrink wrap containing the tests is broken prior to testing day.

The DTC will complete the Material Resolution Form (see Appendix A) for all test booklets that are received. The DTC should return a copy of this form to Pearson **only if there are discrepancies**. The BTCs will be instructed to call the DTC to report any discrepancies in their materials. Instructions for completing this form follow:

- Print the Material Resolution Form from Appendix A.
- Note any discrepancies in the appropriate column on the Material Resolution Form.
- Count the number of test booklets received. Note any discrepancies in the column labeled Phase I on the Material Resolution Form.
- Report duplicate or missing number discrepancies in the Phase II column. The BTCs will take inventory of materials and will report any discrepancies to the DTC.
- After testing, if you have discrepancies, make a copy of the Material Resolution Form and return the copy to Pearson with the nonscorable test materials. DTCs should keep the original for their records for at least two months after the administration. **If there are no discrepancies, do not return the Material Resolution Form.**

Districts may use whatever method they choose to keep track of the test booklets.

## Ordering Additional Materials

If schools need additional test materials, it is the DTC's responsibility to request them. Any increase of materials ordered may have to be approved by ODE. Please allow time for this procedure.

If additional materials are required, districts will contact the Help Desk at (888) 944-5001 or e-mail [ohhelpdesk@air.org](mailto:ohhelpdesk@air.org). Districts do not need to log in to TIDE to order materials.

## Basic Guidelines for Test Administration

Consider the items below when scheduling and administering the Grade 3 Reading Ohio Achievement Assessment:

- Students are allowed a maximum of 2½ hours to take the test on any one day during the week of **July 7 through 11, 2014**.
- Students who have been identified as English Language Learners (ELLs) may be allowed extended time (although the test must be completed in one school day) and the use of a dictionary (but not a computer-based dictionary).
- Students may receive accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom and are specified in the Individualized Education Program (IEP) or 504 Plan.
- Home-educated students are taught at home and are not enrolled in the district's schools. It is the district's decision to allow a home-educated student to test with district students. A blank Header Sheet should be used for home-educated students who will take the test with the district's students. The BTC will grid the Header Sheet with a special code, which is the District IRN followed by "999999" for the School IRN. This code allows these tests to be scored and the results to be kept separate from the district's results.

**Note:** Students who take a test with procedural accommodations or who use a special version (e.g., Large Print) **must** have their responses and demographic information transcribed verbatim into a general test booklet to be scored. Always have a witness present when transferring the responses to the second test booklet. This second test booklet must be returned to Pearson with the scorable materials. The students' original test booklets (marked with a large "X" and the words "DO NOT SCORE" across the front and back covers) must be returned to the DTC with the nonscorable secure materials. Separate sheets added to the test booklet will **not** be scored. If additional sheets are used, they are secure materials and must be returned with the nonscorable materials.

## Before Testing

### Establishing a Testing Schedule

Administration of the Grade 3 Reading Ohio Achievement Assessment must take place during the week of **July 7 through 11, 2014**. Districts may set their own schedule during this test window as long as the test is completed within one day and all schools within the district test on the same day. However, all testing must be completed within the window, including makeup testing.

### Receiving, Checking In and Distributing Test Materials

When the shipment arrives, count the number of boxes received and verify that the total number of boxes matches the number of boxes listed on the packing lists. If there is a discrepancy, call Pearson. Note that all materials are being sent to the district. There will not be a box for each school. DTCs are responsible for sorting the district materials to ensure sufficient materials are available for each testing school.

### Taking Inventory of the District's Shipment

Upon receipt of the district's shipment, open it and take inventory of the contents as follows:

- On the Packing List, place a check mark next to each item to verify the correct quantity of each item listed.
- **Do not open the shrink-wrapped packages.** Instead, check the security numbers of the first and last booklets, which are clearly visible through the shrink-wrapped packages, and then count the spines of the booklets to verify that each package contains the correct number.
- If there is a discrepancy or if any materials are missing from the district shipment boxes, notify Pearson immediately.
- Complete the Material Resolution Form Phase I column when receiving the materials and the Phase II column when distributing the materials to schools. Note on the form any missing or duplicate sequence numbers. Information on completing the form is in Appendix A. If there are no discrepancies, **do not** return the Material Resolution Form.
- **Only the DTC may perform this procedure.** It may be necessary to break packages of shrink-wrapped test booklets before the first day of testing to meet a school's needs. Place the test booklets in a large envelope, write the serial number range of the enclosed test booklets on the envelope, **seal it**, record the range of serial numbers assigned to the building, and have the envelope delivered to the building. **The BTC or TA may not open the envelope(s) until the first day of testing.** Security must be maintained, and test contents may **not** be shared.
- Retain the District Packing List and the Material Resolution Form if any of these materials have been used to track materials sent to schools. This information will be necessary when packaging and returning materials after testing.

Place all school test materials (including the sealed envelopes) in locked storage until they can be distributed to the schools.

## Pre-ID Labels

Pre-ID labels, based on Spring 2014 demographics, may be available. No generic labels will be provided. If Pre-ID labels are not available, all student information must be hand-gridded on the demographic pages.

## Training Building Test Coordinators

A primary responsibility of the DTC is to ensure that the BTCs — who will train the TAs — have been trained in security, test administration and materials-handling procedures.

In order to train the BTCs, do the following:

- Before training the BTCs, become familiar with the testing schedule and procedures described in the *Building Test Coordinator's Manual* and the *Directions for Administration Manual (DFAM)* for the Grade 3 Reading Ohio Achievement Assessment. Also, become familiar with the Grade 3 Reading Ohio Achievement Assessment materials and the *Ohio Statewide Assessment Program Rules Book*.
- Conduct training sessions for all BTCs in the district. Review the instructions contained in the *DFAM*. Discuss the test security requirements, the forms for keeping track of test materials and the procedures for returning test materials (scorable and nonscorable) after testing. Discuss the schedules for testing and for returning test materials.
- Discuss the method for collecting testing group number information with the BTCs. Determine whether this information will be retained by the school or district.
- Remind the BTCs that all unused test booklets, along with special versions of the test are secure and must be returned after testing.
- Advise the BTCs to keep all boxes in which the test materials were delivered. They will use these boxes to return the test materials (scorable and nonscorable) and the unused materials to the district office when testing is complete. If these boxes have been damaged, instruct the BTCs to use sturdy replacement boxes or to ask the DTC to contact Pearson to order additional boxes.
- Remind BTCs to separate the scorable and nonscorable materials (see **Note** on page 14). The yellow label should be used for boxes that contain scorable materials.

## Distributing Test Materials to Building Test Coordinators

The test materials for all schools will be delivered to the district at the same time. There are no school-assigned materials or BTC kits for the summer OAA. There will not be a box for each school. The boxes contain test booklets, administration manuals, Header Sheets, paper bands, and other materials necessary for testing. DTCs are responsible for sorting the materials and distributing them to schools.

When the shipment of materials arrives, sort the materials to ensure sufficient materials are available for each testing school. Proceed with distributing the materials to the schools.

As soon as possible after distributing the materials to the schools, call all BTCs and ask them to confirm that they have received the quantity of materials that they require for testing.

Ensure that each BTC verifies the contents of his or her shipment immediately upon receiving the shipment and reports any discrepancies or shortages immediately.

If additional materials are needed, contact the Help Desk. The DTC must make all requests for extra materials. The BTCs may not contact the Help Desk directly. Be sure to allow sufficient time for Pearson to ship the materials before testing begins.

## On Test Day

- Remind the BTC **not to open shrink-wrapped packages until test day** and to keep all test materials in a secure location when they are not being used for testing. No unauthorized person may have access to the test materials. Advise school personnel about appropriate security of test materials while they are in the school.
- Check that the BTCs have all the materials they need and that they are following all test security and materials-handling procedures.
- Be available on test day to answer questions that arise during testing.

## After Testing

- BTCs will return scorable student test booklets to the DTC. In addition, all nonscorable secure materials will be returned to the DTC, including unused test booklets and all special versions of the test.
- Receive scorable and nonscorable test booklets from schools for return to Pearson.
- Return all scorable test booklets to Pearson no later than **July 14, 2014**. For complete instructions, see pages 12 and 13.
- Return all the district's nonscorables to Pearson after testing has ended and no later than **July 14, 2014**.
- Complete the Material Resolution Form and return it to Pearson only if there are discrepancies. It is not necessary to use this form if there are no discrepancies.

## Procedures to Follow for Disruption of Testing

In the event a school or district has a disruption of testing due to inclement weather or another emergency during regular testing, please call the Office of Curriculum and Assessment at (614) 466-0223 immediately for guidance on how to proceed.

## 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 DTC with the unused materials. BTCs have been advised to contact the DTC about this situation so the DTC can document the test booklet barcode on the Material Resolution Form.

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 should note the time elapsed, put the soiled test booklet in a zip-lock bag with the barcode written on the zip-lock bag, seal the bag, and return it to the DTC. 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 to the second test booklet.

## Invalidating Scores

The following examples reflect some, but not all, possible reasons to invalidate a test:

- Test security is compromised by an administrator.
- The student is discovered cheating (must be invalidated).
- The student started but did not complete the test because of illness (district's choice to invalidate or have the student complete the test). The student may complete the test when he or she returns to school, if within the test window.
- An accommodation is given that was not on the IEP or 504 Plan prior to the test administration.
- An accommodation was not given that should have been.

If the student's score is invalidated, the BTC must package and return the student's test booklet, along with the other scorable test booklets. This does not include the test booklets of students who vomited on them.

**Note:** All Summer 2014 OAA invalidations must be submitted through EMIS.

## "Do Not Score" Test Booklets

A very small number of test booklets containing student responses should be designated as "Do Not Score." The following examples reflect some, but not all, possible reasons not to score a test:

- Student responses have been transcribed into another document that will be scored. Students who write responses in a language other than English have their responses translated and transcribed into a second test booklet. The original test booklet, containing responses in a language other than English, will not be scored.
- The test booklet is found to be defective.
- Inappropriate marks have been made by the student on the test booklet.

To ensure that the test is not scored, mark a large "**X**" and the words "**DO NOT SCORE**" across the front and back covers. The BTC should package and return the student's "Do Not Score" test booklet, along with the other **nonscorable** test booklets, following regular packaging directions in the *Building Test Coordinator's Manual*.

## Packaging and Returning Materials

After testing, it is each BTC's responsibility to collect, inventory and pack all test materials (both scorable and nonscorable) for his or her school. The BTCs are to return all test materials (scorable and nonscorable) to the DTC. It is **very important** that schools follow the return procedures outlined in the *Building Test Coordinator's Manual* so that test booklets can be received and scored expeditiously. Assist the BTCs as necessary.

## Returning Scorable Test Booklets

Be sure that schools promptly return all test materials after testing:

- Districts must contact UPS to arrange a pickup (see pages 19–20). UPS pickups must occur no later than **July 14**. Same-day pickup is not available in all areas; therefore, districts must contact UPS on or before **July 11** to arrange a pickup.
- **Please retain a copy of all tracking numbers.**

Receive the **scorable** materials from the BTCs after testing:

- Count the boxes or packages from each school. The BTCs are instructed to number the boxes or packages (e.g., Box 1 of 3, Box 2 of 3, Box 3 of 3) when returning them to the district office. If boxes are missing or are not numbered, contact the responsible BTC immediately.
- Use the original shipping boxes or locate sturdy boxes to return the test materials. Remove any previous labels or markings from the boxes. If returning materials in a box that Pearson has not provided, please use an ECT 44 (275 lb) rated box. Do not overfill the box. Be sure to use filler if the materials do not completely fill the box. Remove any previous markings or labels from the boxes before applying the shipping label.
- Seal the boxes securely with packaging tape. Confirm that each box or package is sealed securely with packaging tape.
- For each scorable box or package received from each school, DTCs will apply a **yellow** Pearson return label from the District Test Coordinator's Materials to the top of each box being returned. A sample of this label is shown on page 14. On the label, in the space marked Dist: \_\_\_, fill in the district name; in the space marked Dist #: \_\_\_, fill in the district IRN. If you have enough materials from a single school to fill the box, in the spaced marked School: \_\_\_ and School #: \_\_\_, fill in the school name and IRN. If you do not have enough materials from a single school to fill a box, you may leave these fields blank.
- Apply a UPS label with the Iowa City address to each box. A sample of the label is shown on page 19.
- Count the number of boxes being returned. On the label, in the space marked Box \_\_\_ of \_\_\_, fill in the sequence of boxes (e.g., indicate Box 1 of 5, Box 2 of 5, Box 3 of 5). Number the boxes for the entire district shipment.

## Returning Nonscorable Materials

Receive the **nonscorable** materials from the BTCs after testing:

- Count the boxes from each school. If boxes are missing, contact the responsible BTC immediately.
- If there are discrepancies, complete, sign and date the Material Resolution Form and make two copies. Return one copy to ODE at the address on the inside front cover of this manual, return the other copy to Pearson in the district shipment, and keep the original for your records.
- Use the original shipping boxes or locate sturdy boxes to return the test materials. Remove any previous labels or markings from the boxes. If returning materials in a box that Pearson has not provided, please use an ECT 44 (275 lb) rated box. Do not overfill the box. Be sure to use filler if the materials do not completely fill the box. Do not use unused secure materials as filler.
- Seal the boxes securely with packaging tape. Apply a **green** nonscorable return label (from the District Test Coordinator's Materials) to the top of each box being returned. Apply these labels in addition to the UPS labels with the Iowa City address so that Pearson can ascertain quickly that it has received materials from your district after testing. A sample of the label is shown on page 14.
- Count the number of boxes being returned. On the label, in the space marked Box \_\_\_ of \_\_\_, fill in the sequence of boxes (e.g., indicate Box 1 of 5, Box 2 of 5, Box 3 of 5). On the label, in the space marked Dist: \_\_\_, fill in the district name, and in the space marked Dist #: \_\_\_, fill in the district IRN. Number the boxes for the entire district shipment.

**Note:** Districts may include both their scorable and nonscorable materials in the same box as long as materials inside the box are clearly marked and packaged so that Pearson can ascertain which shipment is scorable and which is nonscorable. This can be accomplished by placing the nonscorable materials in a separate envelope and applying the green Pearson label on the outside of the envelope. Then, place the envelope on the bottom or top of the box with the scorable materials. The outside of the box should have the yellow Pearson label and UPS labeled affixed.

Prepare for pickup of materials:

- Boxes must be ready for pickup when the carrier arrives.** Please make sure that a district staff member is available for the pickup on the date and time that the DTC scheduled on or before **July 14**.

**Do not destroy any secure test materials. All secure test materials MUST be returned to Pearson.**

After returning the test materials, destroy any extra UPS labels. They cannot be used for any other shipments. Please plan to return all scorable and nonscorable secure materials to Pearson no later than **July 14**.

### Sample Scorable Return Shipping Label (Yellow)

DISTRICT NAME _____	DIST IRN _____
SCHOOL NAME _____	SCHOOL IRN _____
SCH BOX _____ OF _____	
<b>OH GR 3 USED Summer 2014</b>	
<b>Pearson</b>	
<b>2510 N. Dodge St</b>	
<b>Iowa City, IA 52245</b>	
	
<b>418-988-001 0005380344 ANS</b>	

### Sample Nonscorable Return Shipping Label (Green)

DISTRICT NAME _____	DIST IRN _____
BOX _____ OF _____	
<b>OH GR 3 UNUSED Summer 2014</b>	
<b>Pearson</b>	
<b>2510 N. Dodge St</b>	
<b>Iowa City, IA 52245</b>	
	
<b>418-988-002 0005380344 SEC</b>	

# APPENDIX A

## FORMS AND LABELS

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Sample Testing Group Roster

Material Resolution Form

Instructions for Returning Scorable Materials

Sample Labels

Instructions for Returning Materials by UPS

**SAMPLE**  
TESTING GROUP ROSTER

**Testing Group Roster  
OAA Summer 2014**



AMERICAN INSTITUTES FOR RESEARCH®

District Name: \_\_\_\_\_  
 District IRN: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 School IRN: \_\_\_\_\_

Testing Group Number*	Test Location	Subject	Date and Time Test Administered	Comments
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				

\*Test groups will not be used to compile score report data.

**Districts should retain this list. Do not return it with the test materials.**

Optional Use. Districts may create their own form to record the testing group numbers.

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## Material Resolution Form

The Material Resolution Form is located on page 18 of this manual.

**It is not necessary to use this form if there are no discrepancies.** Use this form to record any discrepancies between the test booklet sequence numbers.

Note any discrepancies in the column labeled Phase I. The BTCs will take inventory of their own shipments and will report any discrepancies to the DTC. Report duplicate and missing number discrepancies in the Phase II column.

After testing (if there are discrepancies), return a copy to Pearson with the nonscorable test materials. Keep the original for at least two months after the administration.

OHIO GRADE 3 READING ACHIEVEMENT ASSESSMENT:  
Summer 2014 MATERIAL RESOLUTION FORM

**OHIO GRADE 3 READING ACHIEVEMENT ASSESSMENT: SUMMER 2014  
MATERIAL RESOLUTION FORM**

PAGE: 1

District Name: District: IRN:	PHASE 1 Note any discrepancies between the contents of the shipment and the packing list	PHASE 11 As packets are opened for distribution note any duplicate or missing numbers		COMMENTS
		Duplicate	Missing	
				<input type="checkbox"/> Check here if no discrepancies
				<input type="checkbox"/> Check here if no discrepancies
				<input type="checkbox"/> Check here if no discrepancies
				<input type="checkbox"/> Check here if no discrepancies
				<input type="checkbox"/> Check here if no discrepancies

As District Test Coordinator for the Ohio Grade 3 Reading Achievement Assessment program, I attest that the information given on this (these) form(s) is accurate and accounts for all secure test booklets sent to my district.

\_\_\_\_\_  
District Test Coordinator Signature      District IRN      Date

**ONLY RETURN FORM IF A DISCREPANCY EXISTS**

## Instructions for Returning Scorable Materials

- DTCs will apply carrier return labels (along with the yellow and green labels) to each box before delivering materials to UPS. Districts will follow the same process for both the scorable and nonscorable materials; both are coming back to Iowa City. Districts will need to apply the colored labels and UPS labels, and will then call UPS to arrange a pickup.
- DTCs will confirm that all labels have been applied correctly before the UPS pickup that the DTC scheduled on or before **Monday, July 14**.
- **Please retain a copy of all tracking numbers.** Each box returned to Pearson will have a unique tracking number.
- If you do not have enough labels, do not photocopy labels. UPS will not accept packages with photocopied labels. Each box being returned must have a label. If you need more labels, contact the Help Desk.

### Sample Labels

Carrier	Sample Labels	Applying Shipping Label	To confirm or reschedule pickup, DTCs contact:
<p>UPS</p>	<p><b>Scorable</b></p>  <p><b>Nonscorable</b></p>  <p>Peel off tracking number and retain for your information.</p>	<p>DTC affixes 1 UPS <b>Next Day Air</b> label to <b>each box</b>.</p> <p>The label will list the following address:</p> <p><b>Pearson</b>  <b>2510 N. Dodge Street</b>  <b>Iowa City, IA 52245</b></p>	<p>Call UPS at 1-800-823-7459.</p> <p>Tell the UPS representative that you are calling for a pickup request for Pearson and will be using Pearson’s “return service.”</p> <p>Provide the account number from the bottom of the label.</p> <p>Provide the pickup address and the estimated number of boxes.</p>

## Instructions for Returning Materials by UPS

For both the scorable and nonscorable pickups:

- Call UPS at 1-800-823-7459.
  - a) Tell the UPS representative that you are calling for a pickup request for Pearson and will be using Pearson's "return service."
  - b) Provide the UPS account number on the bottom right side of the UPS return label that is showing on the tear-off tab.
  - c) Provide UPS with the address where the packages are to be picked up.
  - d) Provide UPS with an estimated number of packages available for pickup.
  - e) Once the pickup is confirmed, the school/district will receive a confirmation number from UPS. The DTC should refer to this number if there are questions or changes to the pickup request.

Pickups should be scheduled 24 to 48 hours in advance. There may be delays in pickup time based on the pickup location.

# APPENDIX B

## STUDENTS WITH IDENTIFIED DISABILITIES — STUDENTS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS

### General Information

#### Definition of an Individual With Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals With Disabilities Education Act (IDEA '97) or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

#### Definition of a Student Identified as an English Language Learner (ELL)

To be classified as an English Language Learner (ELL), a student must:

- be between the ages of 3 and 21;
- be enrolled in an elementary or secondary school;
- be a non-native English speaker, whether born in the United States or another country;
- show impaired classroom performance or ability to meet state standards for achievement on tests because of his or her difficulty speaking, reading, writing, or understanding English.

Please note that a student must be formally identified as an ELL before any accommodations or exemptions are allowed. The formal assessment is **not** the Ohio Test of English Language Acquisition (OTELA). All ELLs are allowed the use of a dictionary (but not a computer-based dictionary) and/or may receive extended time to complete the test although the test must be completed in one school day.

Additionally, those ELLs who have been enrolled in a U.S. school for fewer than three years and are at the beginning or intermediate level in reading and writing are eligible to receive one of the following additional accommodations:

- Districts may choose to provide a “read aloud” accommodation to eligible students, in which the TA reads the test aloud to a student or a group of students.

**Note: The reading passages including the word bank on the reading test cannot be read aloud in English. To do so would invalidate the test. There are no breach forms for the Summer 2014 Grade 3 Reading Ohio Achievement Assessment.**

Finally, ELLs who have been enrolled in U.S. schools for one year or less are exempted from taking the reading test but must take an English language proficiency test (given locally) to measure how well they are learning English. In Ohio, this test is the OTELA. All ELLs must continue taking the OTELA until they demonstrate proficiency in English.

#### Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills, rather than disabilities, to be assessed.

## Criteria for the Use of Accommodations

A student may require accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom and they are specified in the Individualized Education Program (IEP) or 504 Plan. If the person providing the accommodation is also administering the statewide test, that person must be a licensed/certificated employee of the district.

Accommodations should be made to facilitate participation by students with disabilities or limited English proficiency. However, any accommodation that gives a student an advantage is not considered allowable because it does not allow valid assumptions to be made from the results.

Students with disabilities who have an IEP or have been evaluated under Section 504 may be provided accommodations during the administration of statewide tests. The Ohio Administrative Code defines four criteria for allowable accommodations:

- The accommodation must be typically provided to the student in the classroom for classroom and districtwide tests. In addition, the accommodation must be documented in the student’s IEP or 504 Plan.
- The accommodation cannot change the content or structure of the test. For example, the TA may not convert open-ended questions to multiple-choice questions.
- The accommodation cannot change what the test is intended to measure. For example, the TA is not permitted to read the passages from a reading test because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies does not change what a test is intended to measure.
- The accommodation cannot change or enhance the student’s response. For example, a scribe may record only the actual response provided by the student. Some students who have more pronounced coordination and fine-motor disabilities are unable to produce written work in the classroom without the assistance of a scribe or certain augmentative communication devices. If such an accommodation is provided in the classroom, the IEP team may determine that the accommodation should be provided to the student at the time of testing. School staff should use caution when providing these accommodations because the potential exists to exceed the criteria for allowable accommodations. That is, the scribe could enhance the student’s response and thereby create an inaccuracy in test results.

The following table lists the special versions of the achievement assessment forms that are available to the field.

### Special Versions Summary

Test Materials	For the student who:	After the administration, the Test Administrator will...
Large Print	has difficulty reading text in a standard-sized font and/or needs to highlight text.	transcribe the student’s multiple-choice and constructed responses into a general test booklet.

# APPENDIX C

## SUPPLEMENTAL INSTRUCTIONS

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Supplemental Instructions for a Read Aloud Accommodation

Supplemental Instructions for Large-Print Test Booklets

## Supplemental Instructions for a Read Aloud Accommodation

A read aloud is an accommodation in which the Test Administrator reads the test aloud to a student or group of students. This version may be administered to any student identified as an ELL or who has an IEP or 504 Plan specifying an oral reading of a test. This accommodation must be given throughout the year to be allowed on the state assessment.

Materials required for a read aloud accommodation:

- two general test booklets (one for the student to record his or her responses and one for the Test Administrator);
- these supplemental instructions.

### Use of the General Test Booklet

The Test Administrator will read the test aloud as the student listens. The student will record responses in the general test booklet.

**Note:** There is no Read Aloud Script for the Summer 2014 Grade 3 Reading Ohio Achievement Assessment.

### Administering a Read Aloud Accommodation

Only students identified as ELLs or having an IEP or 504 Plan that specifies an oral reading may have a read aloud accommodation. **The reading passages, which include the word bank, must not be read aloud.** To do so would invalidate the test. There are no breach forms for the Summer 2014 Grade 3 Reading Ohio Achievement Assessment. The student must read the reading passages without any assistance. Additional test administration time is not a requirement for this accommodation but may be used as an ELL, IEP or 504 accommodation. Directions may differ slightly from those in the test booklet. Please follow these supplemental instructions as well as the instructions in the *Directions for Administration Manual*. All student responses must be in **English** to be scored.

### After the Test Administration

The sections below must be completed for students using a Pre-ID label:

- Sections N, O and P on the inside back cover of the general test booklet with the student responses

The general test booklet into which the student responses were recorded must be returned to the BTC with the other scorable test booklets.

**Note:** Pages or separate sheets added to the general test booklet will NOT be scored.

Return the test used by the Test Administrator and any extra test materials to the BTC with the rest of the school's **nonscorable** materials.

## Supplemental Instructions for Large-Print Test Booklets

The large-print versions of the achievement assessments are intended for students whose IEP or 504 Plan specifies the use of large-print materials. The large-print tests are printed in 18-point type. This accommodation must be given throughout the year to be allowed on the state assessment.

Materials included with the large-print test booklet:

- an 8½- x 11-inch large-print test booklet;
- one general test booklet into which the student responses will be transcribed;
- these supplemental instructions.

### Use of the General Test Booklet

The student responses are transcribed from the large-print test booklet to the general test booklet for scoring.

### Administering a Test Using a Large-Print Test Booklet

Only students having an IEP or 504 Plan that specifies the use of large-print materials may use the large-print test booklet. As with the general test materials, these test booklets **must** be securely stored between administrations. Additional time is not a requirement for this accommodation but may be an IEP or 504 accommodation. Directions may differ slightly from those in the test booklet. Please follow these supplemental instructions as well as the instructions in the *Directions for Administration Manual*.

The student may respond directly in the large-print test booklet or in the general test booklet.

**Note:** Page numbers in the large-print test booklet differ from those in the general test booklet. PLEASE CHECK THE PAGE NUMBER REFERENCES.

### After the Test Administration

If the student responded in the large-print test booklet, the student responses for multiple-choice and constructed-response questions must be transcribed verbatim into the scorable general test booklet. This must be done by a licensed/certificated school or district employee with a witness present during the transcription. The general test booklet into which the answers were transcribed must be returned to the BTC with other scorable test materials.

The sections below must be completed for students using a Pre-ID label:

- Sections N, O and P on the inside back cover of the general test booklet with the student responses

**Note:** Pages or separate sheets added to the general test booklet will NOT be scored.

Return the large-print test booklet (which may or may not have student responses) and any extra test materials to the BTC with the rest of the school's **nonscorable** materials.

**Note:** The large-print test booklet will **NOT** be scored even if it has student responses. A rescore request will not be accepted for large-print test booklets that have student responses that have not been transferred to the general test booklet. Please transcribe student responses into the general test booklet.

# APPENDIX D

## SUMMARY OF TEST SECURITY PROVISIONS FROM THE OHIO ADMINISTRATIVE CODE

Rule 3301-13-05 of the Ohio Administrative Code establishes test security provisions for the achievement tests. To review the Ohio Administrative Rule 3301-13-05 on the Internet, log on to [codes.ohio.gov/oac/3301-13-05](http://codes.ohio.gov/oac/3301-13-05).

Those provisions are summarized below:

- All test questions and all other materials are considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of the Ohio Revised Code and Rule 3301-13-05 of the Administrative Code.
- The Ohio Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles, or any other material that would assist a pupil in taking the Grade 3 Reading Achievement Assessment.
- Only authorized personnel are permitted access to secure test materials.
- Persons designated as District Test Coordinators, Building Test Coordinators and Test Administrators are responsible for ensuring that all test security provisions are met.
- By **July 1** of each year, written procedures and penalties shall be communicated to all district employees and students.
- The district must adopt written procedures to protect the security of test materials; these procedures shall include the following:
  - Identify authorized persons who are to be present during testing and who shall have access to secure material.
  - Specify handling and tracking procedures in both the district and the buildings.
  - Specify procedures for investigating any alleged test security violations and penalties for confirmed violations.
  - Specify procedures for determining whether to invalidate a student's test score.
  - The school district shall notify ODE if a security violation is suspected and include the finding(s) and action(s) taken.
  - Specify how written procedures will be communicated annually to employees and students in the district.
- After determining that a test security violation has occurred, the district board and/or State Board of Education may seek the maximum penalty pursuant to Section 3319.151 of the Ohio Revised Code.
- All school and district employees shall cooperate with the ODE in any investigation of a test security violation.
- Prior to taking action for a test security violation, the State Board of Education shall give notice of any action and provide an opportunity for an individual to respond and present a defense.







