



Ohio's State Tests

Summer 2016

**DIRECTIONS FOR
ADMINISTRATION
MANUAL**

Testing Support

For Assistance With	Contact
Testing resources, manuals, user guides, guidance documents, technical specifications and practice materials	Portal for Ohio's State Tests www.ohiostatetests.org
Online Testing Checklist and oral script	Portal for Ohio's State Tests www.ohiostatetests.org
Error messages received during the online test administrations	American Institutes for Research (AIR) 1-877-231-7809 OHHelpDesk@air.org
All other questions	Building Test Coordinator

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.

Copyright © 2016 by the Ohio Department of Education. All rights reserved.

Table of Contents

1.	Introduction	1
1.1	About This Manual	1
1.2	About the Summer Tests	1
1.2.1	Elementary-School Tests	1
1.2.2	High School End-of-Course Tests	2
1.3	Test Mode	2
1.3.1	Grade 3 English Language Arts Test	2
1.3.2	High School Tests	2
2.	Schedules	3
2.1	Key Dates	3
2.2	Testing Times	4
2.3	Scheduling Administrations	5
2.3.1	Scheduling Test Sessions	5
2.3.2	Order of Test Administrations	6
2.3.3	Administration Preparations	6
2.4	Make-Up Testing	6
2.5	Breaks	7
3.	Test Security	8
3.1	Electronic Device Policy	8
3.2	Test Administrator Criteria	8
3.3	Actively Monitor Test Sessions	9
3.4	Security Violations	10
4.	Ethical Use of Tests	11
5.	Student Pre-ID and Test Eligibility	13
5.1	Pre-ID	13
5.1.1	SSIDs for Students Enrolled in Public Districts and Community Schools	13
5.1.2	Student IDs for Students Enrolled in Chartered Nonpublic Schools	14
5.1.3	Reporting to a Home District in Addition to the Attending District	14
5.1.3.1	Joint Vocational School (JVS) or Career Technology Center (CTC)	14
5.1.3.2	Community School	15
5.1.3.3	Chartered Nonpublic School	15
5.1.3.4	Home-Schooled Students	15
5.1.3.5	Students Who Transfer During the Test Window	15
5.2	Test Eligibility for Elementary-School Tests	16
5.2.1	Accelerated Testing	16
5.2.2	Students in Grades 6 – 8 Who Participate in End-of-Course Tests	17

5.3	Test Eligibility for High School End-of-Course Tests.....	17
5.4	Group Oral Administrations	19
6.	After Testing Policy.....	20
7.	Reporting.....	20
8.	Online Testing	21
8.1	Test Administrator Responsibilities	21
8.2	Before Testing	21
8.2.1	Verify Your User Account.....	21
8.2.2	Student Information Needed for Test Day	22
8.2.3	Updating Accessibility Features Under Student Test Settings.....	23
8.2.4	Accommodations.....	24
8.2.5	Verifying Technology Preparedness.....	24
8.2.5.1	Voice Packs for Text-to-Speech	24
8.2.5.2	Secure Browser and/or Test App.....	25
8.2.6	Understanding the Functions of the Online Testing Systems	26
8.2.7	Calculators	27
8.2.8	Reference Sheets.....	27
8.2.9	Blank Paper	28
8.2.10	Testing Room Preparation	28
8.3	During Testing	28
8.3.1	Oral Script	28
8.3.2	Important Things to Know About the Online Testing System	29
8.3.2.1	Enforcing Testing Time.....	29
8.3.2.2	Pausing the Test.....	29
8.3.2.3	Submitting the Test	29
8.3.2.4	Test Opportunities.....	29
8.3.3	Test Status Requests.....	29
8.3.3.1	Reopen a Test.....	30
8.3.3.2	Resets.....	30
8.3.3.3	Invalidations.....	31
8.3.4	Administering the Test	31
8.3.4.1	Disruptions During Testing.....	31
9.	Paper Testing	32
9.1	Test Administrator Responsibilities	32
9.2	Before Testing	32
9.2.1	Secure Test Materials.....	32
9.2.2	Elementary-School Materials	33

9.2.3	High School End-of-Course Braille Administrations	33
9.2.3.1	High School End-of-Course Materials	33
9.2.3.2	Access to the Data Entry Interface	34
9.2.4	Pre-ID Labels	35
9.2.5	Generic Labels	35
9.2.6	Demographic Fields on Scorable Documents	36
9.2.7	Testing Group Number	36
9.2.8	Do Not Score Labels	37
9.2.9	Scorable Documents	37
9.2.10	Blank Paper	38
9.2.11	Testing Room Preparation	38
9.2.12	Receiving Materials From the Building Test Coordinator	38
9.3	During Testing	38
9.3.1	Preparing for the Administration	38
9.3.2	Important Notes About the Administration	39
9.3.3	Directions and Script for Getting Started	39
9.3.4	Test-Specific Scripts and Directions	40
9.3.4.1	Grade 3 English Language Arts Paper Test-Specific Script and Directions	41
9.3.4.2	English Language Arts I and II, American Government, American History and Biology Braille Test-Specific Script and Directions	42
9.3.4.3	Algebra I, Geometry, Integrated Mathematics I and Integrated Mathematics II Braille Test-Specific Script and Directions	43
9.3.4.4	Physical Science Braille Test-Specific Script and Directions	45
9.3.5	Students Who Become Ill	46
9.3.6	Disruptions During Testing	46
9.3.7	Soiled and Defective Documents	46
9.3.8	Test Incidents	47
9.4	After Testing	47
Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code		48
Appendix B: Supplemental Instructions for Braille, Large Print, Oral Translations and Human Read-Aloud		49
Braille Materials		49
During Test Administration		49
After the Test Administration		50
Grade 3 English Language Arts		50
High School End-of-Course Tests		50
Large Print Materials (Only Available for Grade 3 English Language Arts)		51
During Test Administration		51
After the Test Administration		51

Oral Translations	52
Policies	52
Paper or Online Administrations (Grade 3 Only)	53
Translations are not allowed on the Grade 3 English language arts test.	53
Online Administrations (High School Only)	53
Student Response Mode	53
Before the Test Administration.....	53
General Procedures for the Language Translation	54
Translating the Tests.....	54
Breaks in the Testing Session	54
Concluding the Testing Session.....	54
After Test Administration.....	55
Reimbursements for Translators.....	55
Human Read-Aloud	56
General Procedures for Human Read-Aloud	56
Reading the Tests Aloud.....	56
Breaks in the Testing Session	56
After Test Administration.....	57
Appendix C: What to Do When — Troubleshooting for Online Testing.....	58
Appendix D: Summary of Additional Resources.....	60
Appendix E: Completing the Demographic Page	61
Students With Pre-ID Labels.....	61
Students Without Pre-ID Labels.....	61
Directions.....	61
Appendix F: Calculator Policies	64
Calculators for High School Mathematics	65
Recommended Calculators.....	65
Prohibited Graphing Calculator Functions and Features.....	65
Examples of Allowable Scientific Calculators	65
Test Administrator Guidance	65
Calculators for Physical Science.....	66
Appendix G: Non-Disclosure Agreement for Translators.....	67

1. Introduction

1.1 About This Manual

This *Summer 2016 Directions for Administration Manual* covers important policies and procedures for districts and schools that are administering Ohio's State Tests for high school subjects online and/or administering Grade 3 English language arts (ELA) online or on paper. Test administrators must review the information in this manual prior to the test window. Understanding testing policies and procedures is essential to a successful administration.

This manual does not cover technical specifications, details on how to use online systems or step-by-step test administration directions for online testing. Technical specifications and the *Test Administrator User Guide* are available for download on the [portal](#).

IMPORTANT: Test administrators who are administering tests online must download the Online Testing Checklist, which includes step-by-step directions and the oral script, from the portal for reference on test day.

1.2 About the Summer Tests

Summer testing is **optional**. Students, schools and districts may elect to participate or not participate. Participating schools and districts do not have to offer all tests. Each summer test has two parts: part 1 and part 2. Districts and schools may elect to administer both parts in one sitting, or they may administer part 1 on one day and part 2 on another day.

High school end-of-course tests will only be available online. Grade 3 English language arts tests will be available both online and on paper. Districts that are testing Grade 3 ELA on paper or high school end-of-course tests in Braille should refer to the [Paper Testing section](#) of this manual for details on the materials that will be shipped to paper testers. For guidance on which students are required to participate in statewide testing, refer to the department's website. For information on marking test eligibility in the testing systems, see [Section 5](#) of this manual.

One summative score will be reported for each test. Separate scores will not be reported for part 1 and part 2. A student who does not take one part of the test will receive zero points for the questions on that part of the test. All districts and schools that elect to participate are required to administer both parts of each test administered.

1.2.1 Elementary-School Tests

The following elementary-school tests are available for the Summer 2016 administration:

- Grade 3 English language arts

1.2.2 High School End-of-Course Tests

The following high school end-of-course tests are available for the Summer 2016 administration:

- Algebra I
- Geometry
- Integrated mathematics I
- Integrated mathematics II
- English language arts I
- English language arts II
- American history
- American government
- Biology
- Physical science

1.3 Test Mode

1.3.1 Grade 3 English Language Arts Test

For the Summer 2016 administration, the Grade 3 English language arts test is available online and on paper. Students must complete both parts of the test in the same mode. See [Section 5](#) of this manual for guidance on students who transfer during the test window.

1.3.2 High School Tests

For the Summer 2016 administration, districts and schools will administer all high school end-of-course tests online. Paper braille test booklets will be available upon request. There are no paper-based large print test booklets for high school. Please refer to Section 8.2.3 of this manual for a list of accommodations offered online. High school Braille requests must be submitted to the Ohio Help Desk during the windows specified in the [Key Dates table](#).

2. Schedules

2.1 Key Dates

The following tables list key administration dates. Please refer to the [portal](#) for reporting dates.

Table 1. Grade 3 English Language Arts

Activity	2016 Date(s)
Grade 3 Pre-ID Window for the summer administration (all students who are taking tests online must be pre-identified in advance of testing; all students, regardless of test mode, must be pre-identified in TIDE by July 15)	May 15 – July 15
Grade 3 On-time Order Window for paper testers	May 23 – May 27
Grade 3 deadline for submitting Pre-ID data in order to receive Pre-ID labels for paper testers	May 27
Last day for districts to return scorable Grade 3 test materials to DRC	July 18
Grade 3 paper test materials and Pre-ID labels due in district	July 5
Grade 3 Additional Order Window for paper testers	July 5 – 13
Grade 3 paper and online test window	July 11 – 15
Last day to submit Test Status Requests in TIDE for online tests	July 15
Last day for districts to return scorable Grade 3 test materials to DRC	July 18
Last day for districts to return nonscorable Grade 3 test materials, including unused test documents to DRC is	July 25

Table 2. High School End-of-Course Tests

Activity	2016 Date(s)
High school Pre-ID Window for the summer administration (all students must be pre-identified in advance of testing)	May 15 – July 29
Districts call Ohio Help Desk to order high school Braille test materials	July 1 – 27
High school Braille test materials due in district* <i>*Orders fulfilled as they are received on a rolling basis</i>	July 11 – 28
High school online test window and Braille test window	July 18 – 29
Last day for districts to submit student responses for high school Braille tests into the Data Entry Interface (DEI)	July 29
Last day to submit Test Status Requests in TIDE for online tests	July 29
Last day to return nonscorable Braille test materials	August 8

2.2 Testing Times

The testing times reflect the amount of time students have to complete each part of the test. Test administrators are responsible for ensuring students have the specified amount of time to take each test part in one day, and they are responsible for enforcing testing time for each part of the test.

Please note, students must not test beyond the allotted time. The total testing time for both parts cannot be divided unequally between parts 1 and 2. For example, if a student only uses 60 minutes on part 1, they cannot then have a total of 120 minutes on part 2. Test administrators must keep track of time.

Only students with the extended time accommodation are permitted time in excess of the published testing times, and each test part **cannot** exceed one school day.

See the next section on scheduling administrations for guidance on additional time needed to prepare for the administration on test day.

Summer 2016 Grade 3 Administration

Test	Part 1	Part 2	Total (Parts 1 & 2)
Grade 3 English language arts	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)

Summer 2016 End-of-Course Administrations

Test	Part 1	Part 2	Total (Parts 1 & 2)
Algebra I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Geometry	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated mathematics I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated mathematics II	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
English language arts I	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
English language arts II	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
American history	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
American government	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Biology	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Physical science	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)

2.3 Scheduling Administrations

The department allows flexibility to accommodate testers, especially those online testers and those requiring the use of technology and the computer lab. There will be no modified testing schedules or extensions to the published test windows.

IMPORTANT: Districts and schools will administer both parts of the test within the same window. When setting up local schedules, districts and schools may elect to give both parts of the test on the same day, or they may elect to give part 1 and part 2 during two separate sessions scheduled on two separate days. Districts and schools cannot test outside the published administration window. To do so is a test security violation.

Students, including those with the extended time accommodation, are required to complete each part of the test in one day. For example:

- If a student starts part 1 of the test on Monday, he or she must complete part 1 that same Monday.
- If a student starts part 2 of the test on Wednesday, he or she must complete part 2 that same Wednesday.
- If a student starts both parts of the test on Tuesday, he or she must complete both part 1 and part 2 on that same Tuesday.

The online Student Testing Site enforces the rule that students must complete an online test part on the same day the students start their tests. Students will not be able to sign into a test that has been started on a subsequent day without a Reopen Test Status Request. Refer to [Section 8.3.3](#) of this manual for more information regarding Test Status Requests.

Test coordinators and administrators are responsible for ensuring all students complete a test part on the same day they start the test part, regardless of test mode. Some exceptions may occur, such as students who become ill and unplanned testing interruptions (e.g., an unplanned fire drill). Please see the [Make-Up Testing](#) section in this manual for guidance.

2.3.1 Scheduling Test Sessions

Schools may schedule more than one test session per test to accommodate all students who will be testing. Online test sessions can be set up for more than one test, which allows students who are taking different tests to test in the same computer lab at the same time. High School Braille test sessions can also include test takers for more than one test. For example, a test administrator can set up a test session for both American government and American history. Students who are taking either course can take their respective tests in the same computer lab or classroom during the same test session. If students are receiving accommodations that may disturb other students, such as a read-aloud, they must be in a separate testing room.

Test administrators should ensure that students who have extended time as an accommodation are scheduled with enough time in the day to complete their test. Extended time may not exceed one school day; students must complete each test part on the same day the test is started.

2.3.2 Order of Test Administrations

There is no prescribed test order. Additionally, districts and schools may elect to administer more than one subject on the same day. If a student is eligible for more than one test, the department recommends that the student take one test per day. However, the department will not prohibit the student from taking more than one test on the same day. Students are not required to take part 1 first and part 2 second; should a student take part 2 first and part 1 second, that is permissible. Note that once a part is administered, students must not go back to a previously completed part.

2.3.3 Administration Preparations

The testing times do not include the time required for administration preparations. For all test administrations, the room should be free of “clues” that would aid the student in taking the test (e.g., maps and charts). Test administrators should allow at least 20 – 30 minutes to prepare for the test administration. For paper testers, the preparation includes the time needed to prepare the testing room, distribute materials to students and read the scripted directions for starting the administrations. For online testers, test administrators need to prepare the testing room, establish test sessions, read scripted directions, assist students with signing into the test and approve students to test.

The department expects online testing districts and schools to have the necessary online technology requirements in place well in advance of the test window. Districts and schools must not wait until the first day of the test window to prepare student devices for testing. Online testing districts and schools should review the [Technical Specifications Manual](#) and [Secure Browser Installation Manual](#) for detailed instructions on preparing for online testing.

2.4 Make-Up Testing

There are at least two scenarios for conducting make-up testing:

- A student is absent on the day he or she was scheduled to take a test.
- A student's test session is interrupted and the student cannot complete the test during his or her scheduled test session. (Note: Please notify parents of their child's testing schedules so they can plan accordingly.)

If a situation results where students have to resume testing at a later point, the district and school must ensure that test materials are secure.

Make-up testing must occur within the specified test windows. A student who is absent, or has a test interruption, is not required to resume his or her test with other students who are taking the same test but may do so. Note that if a student is absent throughout the entire district test window and returns after the district's final day of testing, the district must not test this student.

Online testing districts that experience an interruption that prevents their students from submitting tests on the same day the students start their tests must refer to the “[Test Status Request](#)” information available in the [Online Testing section](#) of this manual.

2.5 Breaks

Although it is permissible for test administrators to give students a brief break, test security must be maintained throughout the break. Students should not talk during a break. Breaks should generally be no more than 15 minutes and students should not be dismissed to a playground, lunchroom or other situation where they can discuss the test with other students.

It is preferable that only one student at a time be allowed out of the testing room. Students who wish to go to the restroom during the test must turn in all their testing materials to the test administrator prior to leaving the room. For paper testers, this includes scratch paper, test booklets, answer documents and special versions. If students are taking a test that allows the use of a handheld calculator, students must turn in their calculators before leaving the test room. For online testers, students must turn in scratch paper and handheld calculators (if applicable). Online testing students should pause their tests when taking a break.

3. Test Security

One of the most important responsibilities of test coordinators, test administrators, monitors, proctors and teachers is maintaining test security. At all times, the district's and the state's written procedures for protecting secure test information **must** be followed. It is illegal and unethical for anyone to reproduce or disclose any of the test content or cause the content to be reproduced or disclosed in any format. Test security is vital to the successful administration of the tests. All district and school personnel are responsible for ensuring the security of the individual test questions. The responsibility to maintain the security of the test questions continues even after the test concludes.

Under Ohio law, releasing any test questions or other contents of a test or helping students cheat in any other way may result in an invalidation of test scores, termination of employment, suspension of certificates to teach and/or prosecution. Districts must ensure that students are aware of test security requirements and associated consequences. Violations of test security provisions in the district's written procedures may also be punishable by penalties specified by the district.

3.1 Electronic Device Policy

Districts/schools must have a policy on electronic device usage during and after test sessions. Accessing an electronic device during testing can be grounds for an invalidation; however, if cheating can be ruled out, the district may elect not to invalidate the test. If a student was observed having a cell phone out during or after the test session, it is important to determine if any test question, passage or prompt was photographed, texted or in any way compromised. In extreme cases where test questions, passages or prompts have been posted on any social medium, the district must immediately contact the Office of Curriculum and Assessment. District/school policy will determine if an invalidation is required for any other situation.

Districts/schools must determine if electronic devices may be used after the test session has been completed. Silent work may be allowed after the completion of a test session and may include electronic devices if this is permitted within the district/school policy and if this does not pose a threat to test security.

Test administrators may have a cell phone for medical and technological emergencies, to use as a time keeper or to otherwise perform necessary test-related actions. Test administrators must not use the cell phone for non-test related issues or personal issues. Test administrators should be reminded to never take photographs of students, tests, computers or the testing room during testing.

3.2 Test Administrator Criteria

Any person administering a test must be an employee of the district and hold a license, certificate or permit issued by the Ohio Department of Education. In situations where a local education agency, such as a Developmental Disabilities (DD) facility or Educational Service Center (ESC), is providing services for a district, employees at those locations may be considered "de facto" employees of the district and administer tests as long as they also hold a license, certificate or permit issued by the Ohio Department of Education. It is district policy if

they consider substitute teachers employees of the district. During every administration, a test administrator who meets these criteria must be in the room **at all times**. This person must actively monitor students to ensure test security. If the test administrator must leave the room in which the test is being administered, another test administrator who meets the criteria must be called to be in the test room.

The ratio for testing purposes is one test administrator to 30 students in any testing room. For any group of more than 30 students, a proctor or monitor must be in the room with the test administrator. The proctor or monitor is not required to meet the criteria for administering a test. A test administrator must be in each testing room, including rooms where small groups are administered the tests or where accommodations are provided.

3.3 Actively Monitor Test Sessions

A test administrator must actively monitor the test session. This includes but is not limited to the following:

- Walking around the room (the test administrator may sit at the test administrator desk for short periods but may not be involved with non-test activities);
- Making sure the students are taking the correct test;
- Observing that students are not involved in activities that might be considered cheating;
- Monitoring test completion per student;
- Monitoring how much time is left in a test session; and
- Generally being involved with the test session.
- These are not active monitoring behaviors:
 - Reviewing a test so closely that student responses are clearly examined;
 - Being involved with non-test administration activities such as grading papers, completing lesson plans or completing tasks on an electronic device for a non-test reason; or
 - Leaving the students unattended while the test is still in session.

If district policy allows students to leave the room while testing is in progress, students must first get permission from the test administrator. Districts and schools must follow the guidelines set forth under “[Breaks](#)” in the [Schedules section](#) of this manual.

Note: After students complete part 1 or part 2, the test administrator must make sure students do not go back to previously answered items.

3.4 Security Violations

The following are security violations, which will need to be discussed with the department as soon as the alleged violation is known; see the inside front cover of this manual for contact information. This is not an exhaustive list.

Before or during a test administration:

- Reviewing a test booklet or a student's answer document to review test content or student responses;
- Using a student's login information to access an online test in order to review the test content;
- Reviewing the test and creating a study guide or in some way releasing the test questions to students;
- Describing the test questions in an email, or discussing the test questions with anyone;
- Standing over a student who is taking the test and indicating in some manner that the student's answer is incorrect, blank or deficient;
- Coaching a student in any manner to indicate the correct answer or any answer.

After the administration:

- Posting any portion of the test content, verbatim or paraphrased, and/or a student response on social media before, during or after the test administration;
- Marking, tampering with or contaminating a student's responses in any way, unless by a scribe or test administrator with permission to transcribe the student's responses with no changes;
- Failing to collect and securely shred any scratch paper that was provided to and used by students during a test and that contains student writing;
- Failing to account for and return any secure paper test materials;
- Discussing test questions after the test has been administered, which may affect students who are tested on a later day;
- Describing the test questions in an email or discussing the test questions with anyone.

At any point, if personnel believe that a violation of test security has occurred, he or she should contact the building test coordinator about the alleged test security violation. The building test coordinator should report the alleged security violation to the district test coordinator. The district test coordinator will contact the department to discuss the situation. Guidance on test incidents is accessible on the department's website by going to education.ohio.gov and searching the following key words: *Test Incident Guidance Document*.

4. Ethical Use of Tests

Pursuant to the requirements of Amended Substitute House Bill 152 (July 1993), the State Board of Education has adopted *Standards for the Ethical Use of Tests* (see Ohio Administrative Code 3301-7-01). These Standards guide those who are engaged at any stage of the testing process in performing their responsibilities with honesty, integrity, due care and fairness to all. The Standards ensure the integrity of the testing process and the reliability and validity of inferences made from the test results.

The Standards are designed to govern testing practices related (but not limited) to state graduation testing, standardized achievement testing and any other grade-level or age-level testing conducted building-wide or district-wide.

The Standards are grouped according to the following stages of the testing process:

(1) standards associated with communicating the ethical standards to and monitoring the educational practices of staff members who are assigned testing responsibilities,

(2) standards associated with practices in preparing students for a test, (3) standards associated with administration and scoring of tests, and (4) standards associated with the interpretation and/or use of test results.

Examples of ethical and unethical or inappropriate test practices are provided in the *Standards for the Ethical Use of Tests*. These examples provide a guide for identifying general categories of unethical practices that can occur at each stage of the testing process and can be helpful during staff in-services related to testing. Some of these examples can be found below. These examples are not intended to be an exhaustive list of all possible unethical practices. Good professional judgment must be used when you are determining whether a testing practice not listed in the Standards may be unethical. If you have any questions, please contact the department. Please note that an unethical practice may also be a security violation.

Scenarios Related to the *Standards for the Ethical Use of Tests*

Is This Activity or Behavior an Ethical Practice?	Yes	No
Using the state-provided practice tests as the sole method of preparing students for the tests without teaching the learning standards measured by the tests		X
Using the state-provided practice tests as an activity after students have received instruction on the learning standards and item formats	X	
Making a copy of the tests and/or preparing a student study guide based on the tests		X
Preparing students for the tests by incorporating Ohio's Learning Standards in the appropriate subject curriculum	X	
Copying the vocabulary words from a secure published test that will be administered and incorporating them into instruction		X
Changing answers that students have marked, written, typed or gridded in		X

Is This Activity or Behavior an Ethical Practice?	Yes	No
Using the results of the tests as one of the sources of information on which to evaluate the effectiveness of curriculum	X	
Hinting to a student to reconsider any answers given on a test		X
Encouraging students who are under performing to stay home during the administration of a standardized test and/or coding these lower-performing students out of the district summaries so as to exclude their scores from being reported to the public		X
Correcting student responses so as to ensure a student a place in a gifted program		X
Setting a testing schedule that limits students from receiving the maximum time allowed for the test		X
Providing teachers and counselors with information they need to interpret test results	X	
Revealing the test scores of one student to another student		X

5. Student Pre-ID and Test Eligibility

5.1 Pre-ID

For the Summer 2016 tests, test coordinators must determine which students are eligible to take each test and whether students will be testing online or on paper. Districts must pre-identify all students who are taking tests. When doing so, districts will mark the student's test mode: online (O) or paper (P) for each test the student is eligible to take. Note that for students using Braille tests, districts should mark the student's test mode as paper (P). If a registered student is not eligible for a test, the district must list not eligible (N) for that test. **Please note, students should be marked only for the tests they are taking. This is especially important at the high school level.** For students participating in Ohio's State Tests for Summer 2016, districts will also mark the student's AASCD test eligibility as No (N).

For students who participated in the Spring 2016 administration of Ohio's State Tests, test coordinators are responsible for updating student records as appropriate in [TIDE](#) prior to the summer administration. If a student's test eligibility remains the same between both administrations, the test coordinator should keep the record in TIDE. Note: all high school end-of-course tests will only be administered online. High school braille test responses must also be submitted online via the DEI.

Students with an online test mode will have access to tests for which they are eligible in the online Student Testing Site. Students with a paper test mode designation in their Pre-ID records will receive Pre-ID labels if their records were successfully submitted by the deadline listed in the [Key Dates table](#) in this manual.

If a student who is testing on paper does not receive a Pre-ID label because the student's record was not submitted by the deadline for receiving Pre-ID labels, the district or building test coordinator **must complete all three steps** below during the test window:

1. Enter the student demographic information in TIDE before the close of the test window (see note below);
2. Make sure that a generic label is applied to the student's scorable document to associate the document with the correct IRNs in the event that document discrepancies require resolution by the district; and
3. Verify that the student's Statewide Student Identifier (SSID), or Student ID (for chartered nonpublic and home-schooled students only), name and date of birth are accurately bubbled on the demographic page.

NOTE: Student reporting is based on the demographic information in [TIDE](#). AIR will use the student's SSID, or Student ID for nonpublic and home-schooled students, to link the student's score data with his or her demographics in TIDE. Failure to accurately Pre-ID students will prevent the successful merge of student data for reporting.

5.1.1 *SSIDs for Students Enrolled in Public Districts and Community Schools*

Use of the SSID is required for all of Ohio's statewide tests in public schools.

The use of SSID also applies to students who are not enrolled in public schools but who attend chartered nonpublic schools and are on a scholarship program; see the next section for students enrolled in chartered nonpublic schools.

5.1.2 Student IDs for Students Enrolled in Chartered Nonpublic Schools

The department provided chartered nonpublic schools with a four-letter school code for use when creating and assigning Student IDs at the school. Test coordinators must use the [guidelines](#) provided by the department to establish Student IDs for chartered nonpublic school student pre-identification and testing. Students who are enrolled in the same school from one school year to the next should use the same Nonpublic Student ID from year to year. Newly enrolled students should not be assigned Nonpublic Student IDs used in prior years by another student.

Chartered nonpublic schools with assigned student identifiers will enter those IDs in the SSID field of the student's Pre-ID record in [TIDE](#). Paper testing students who are not pre-identified by the deadline listed in the [Key Dates table](#) and do not receive a Pre-ID label must bubble the Student ID on the demographic page of their scorable documents and be pre-identified in TIDE by the date listed in the Key Dates table in this manual.

Please note that chartered nonpublic students who are participating in an EdChoice, Cleveland or Jon Peterson Scholarship already have an assigned SSID that they will use for the statewide tests.

5.1.3 Reporting to a Home District in Addition to the Attending District

The Home District field of the Pre-ID layout allows the reporting of student scores to a second district. The most common scenario for including Home District information with a Pre-ID record is a student who attends a Joint Vocational School (JVS) or Career Technology Center (CTC).

5.1.3.1 Joint Vocational School (JVS) or Career Technology Center (CTC)

In order for AIR to report scores of students who are attending a JVS or CTC to students' Home Districts, the test coordinator must populate the Home District IRN field in the student's Pre-ID record in [TIDE](#). If the test coordinator populates the Home District IRN field with a valid IRN, AIR will report the student to the Attending School IRN, the Attending District IRN and the Home District IRN.

The Home District will not appear on the printed Pre-ID labels of students who are testing on paper. Test coordinators must double check students' Pre-ID records to confirm that a Home District is included, if applicable.

If a student does not have a Pre-ID label, bubble the attending district IRN and attending school IRN on the student's scorable document. Do not bubble home district information in the district IRN field of the scorable document. Be sure to include the home district IRN in the student's record in TIDE.

5.1.3.2 Community School

Community schools should **not** include a student's residential district in the Home District IRN positions of the Pre-ID record. Including the community school student's residential district in the Home District field results in the student's scores being reported to that district unnecessarily.

5.1.3.3 Chartered Nonpublic School

A chartered nonpublic school must list its parent entity's IRN in the Home District field in order for AIR to report the school's test results to the school's parent entity (e.g., the diocese or association to which the school belongs) in addition to reporting results to the chartered nonpublic school.

5.1.3.4 Home-Schooled Students

A home-schooled student who is receiving most of his or her education in a home-schooled program but who is also enrolled in a public school in a course for which there is a corresponding test is required to take that test. The home-schooled student who is enrolled in a public school and taking a state test based on the enrolled course will be included in the district's aggregate. A home-schooled student who is enrolled only in a course in which there is no statewide test (e.g., art) is not required to take any statewide tests but may do so if the district permits it. E-schools are not home-school programs and do not follow home-school program rules.

Home-schooled students who participate in the tests must be pre-identified by the district at the school where the student will physically take the test. Districts that will be testing home-schooled students must contact the department to obtain Student IDs for home-schooled students. A request form is available on the department's [website](#).

If a home-schooled student should not be included with the district aggregates that the test contractor provides, authorized users must use the View/Edit Student task in [TIDE](#) to mark the student's record with the home-schooled attribute.

5.1.3.5 Students Who Transfer During the Test Window

If a student transfers into the district during the test window, the receiving district must determine whether the student took any part of any test in the prior district.

For each test the student is required to take:

- If the student took both parts of a test in the prior district, that district will receive the student's score. The receiving district will need to request a copy of the student's score from the prior district after scores are reported.
- If the student did not take either part of a test in the prior district, the receiving district will Pre-ID the student and administer the test the student is required to take.
- If the student took one part of the test in the prior district, but not the other, the student will need to take the outstanding part of the test in the receiving district. The receiving district should verify which test part and mode the student completed by working

directly with the prior district and/or transferring student. It is critical that the outstanding part is given in the same mode (paper or online) as the previously completed part. Failure to do so will prevent the test parts from being merged and reporting a summative score.

- If the student tested online in the prior district, the receiving district must pre-identify the student in [TIDE](#) and administer the remaining part online. After Pre-identifying a student in TIDE, the receiving district can confirm online testing attempts previously made by the student in the [Online Reporting System](#).
- If the student tested on paper and it's possible for the prior district to provide the receiving district with the student's scorable document via secure means, the student can complete the remaining part of the test in that document. The receiving district must pre-identify the student in TIDE; ensure the student's SSID, name and date of birth is bubbled on the document; apply a generic label and return the document for scoring.
- If the student tested on paper and the student's scorable document is not available from the prior district, the student will mark responses for the outstanding part of the test in a new scorable document. The test administrator must ensure the student is marking his or her answers in the correct part of the scorable document. The receiving district must pre-identify the student in TIDE; ensure the student's SSID, name and date of birth is bubbled on the document; apply a generic label and return the document for scoring.

5.2 Test Eligibility for Elementary-School Tests

Student eligibility for the Grade 3 English language arts test is based on the student's enrolled grade, as well as the test mode indicated when the student is pre-identified.

Each student that the district pre-identifies as a paper tester by the deadline listed in the [Key Dates table](#) of this manual will receive Pre-ID labels. For students who are testing on paper, district test coordinators must order test materials in [TIDE](#).

5.2.1 Accelerated Testing

Students who are receiving accelerated instruction may take an Ohio's State Test in a corresponding subject(s). Ohio Revised Code states that all districts must have a student acceleration policy. Testing rules for students subject to district student acceleration policies may be found by going to education.ohio.gov and searching the following keywords: *Testing Policy for Subject-Accelerated Students*.

Student records can be marked for accelerated testing in the [Pre-ID layout](#), or using the View/Edit Students feature in [TIDE for online administrations](#). Test coordinators must also indicate the test mode (paper or online) in TIDE. If a student's record is marked for accelerated testing, the student's test eligibility is based on the accelerated test grade/subject and not the student's enrolled grade.

For whole-grade accelerated students, the student's enrolled grade should reflect the grade to which the student is accelerated. Test coordinators do not need to flag a whole-grade

accelerated student's record in TIDE for accelerated testing. For additional information, please contact the department's Office for Exceptional Children.

5.2.2 *Students in Grades 6 – 8 Who Participate in End-of-Course Tests*

Some students who are enrolled in Grades 6 – 8 may be participating in high school courses. If a student enrolled in Grades 6 – 8 is eligible for an end-of-course test, indicate the student's eligibility for that test in the Pre-ID record by marking "O" for online testing.

5.3 Test Eligibility for High School End-of-Course Tests

The summer administration is intended for students who need to test for a previously completed course. If a high school student retakes a test to earn higher graduation points, the student must retake both parts; there is no option to retake only one part.

High School Course(s) Expected to Take End-of-Course Exam			
High School End-of-Course Exam	EMIS Course Code	Course Title	Notes/Clarification
English language arts I	050160	Integrated English language arts I	District course titles may include: English 9, Freshman English, Humanities 9
	050170	Integrated English language arts II	District course titles may include: English 10, Sophomore English, Humanities 10
Algebra I	110065	Advanced Mathematics 8	All students should be taking an End-of-Course exam, either Algebra I or Integrated Math I.
	110301	Algebra I	
	110480	Applied Algebra or Applied Mathematics I	These students may not take an End-of-Course exam if used as first year of a two-year program.
Geometry	111200	Geometry	
	110490	Applied Geometry or Applied Mathematics II	These students may not take an End-of-Course exam if used as first year of a two-year program.

High School Course(s) Expected to Take End-of-Course Exam			
High School End-of-Course Exam	EMIS Course Code	Course Title	Notes/Clarification
Integrated math I	110065	Advanced Mathematics 8	All students should be taking an End-of-Course exam, either Algebra I or Integrated Math I.
	110010	Mathematics I (Integrated math course)	
	110480	Applied Algebra or Applied Mathematics I	These students may not take an End-of-Course exam if used as first year of a two-year program.
Integrated math II	110020	Mathematics II (Integrated math course)	
	110490	Applied Geometry or Applied Mathematics II	These students may not take an End-of-Course exam if used as first year of a two-year program.
Biology	132230	Biology	
	132330	Advanced Biology	
Physical science	132220	Physical Science	
American government	150300	Government (American)	
	150308	Government/Economics (American)	
	159950	Government & Politics (United States)	
American history	150810	History (American)	
	152300	History (Integrated)	

Districts do not have to list the EMIS course code in student Pre-ID records. Inclusion of section number, class name or course code information with a student's Pre-ID record is optional and is for district reference only. AIR will not use the "Section Number/Class Name/Course Code" field to grant students access to the online testing system or to print Pre-ID labels.

For additional guidance on high school student participation in end-of-course exams, consult the department's website.

5.4 Group Oral Administrations

Please note, for the summer administration there is only one form of the test. All students testing online will have the same online test form. All students testing on paper will have the same paper test form. "Group oral administration" is not available within the TIDE system.

The department allows group administrations for students who receive a human read-aloud or a common foreign language translation, but all participating students must write their responses themselves. A student who will be providing his or her responses orally cannot participate in a group administration. Districts and schools must test a student who will be providing his or her responses orally in a one-on-one setting.

In order to provide a group oral administration to paper testers, the test administrator or translator will read or translate from a student test booklet. For online testers, the test administrator or translator will read or translate from one of the student's devices.

6. After Testing Policy

Districts and schools must establish a local policy for students who complete the test before the end of the scheduled testing time. Districts and schools may decide that all students, including those students who finish early, will stay in the testing room for the duration of the administration. If test administrators will not release students when students finish testing and students will remain in the room for the full duration of the testing period, it is advisable to have some generic silent work on-hand for students. The silent work must not be related to the subject matter being tested.

Districts and schools may also decide to release students who complete and submit their tests before the administration period ends. Building test coordinators must ensure that other school personnel are aware of the test administration times and locations and where students will be released after submitting their tests.

7. Reporting

The Online Reporting System includes a Test Management Center and Score Reports.

The Test Management Center allows authorized users to track student participation (e.g., how many students have tested online and how many still need to test online). Note that these reports are based on the students who are pre-identified in [TIDE for online administrations](#) and the students who have signed into the Student Testing Site. These reports are not available for paper testers during the test window.

Test coordinators are responsible for tracking online test submissions throughout the administration windows and verifying that student tests are being completed and submitted.

The Score Reports section of the [Online Reporting System](#) (ORS) allows users to view students' scores on tests when those scores are released.

More detailed information on the ORS is available in the [ORS User Guide](#).

8. Online Testing

This section provides information to districts and schools that are testing online.

IMPORTANT: In addition to the background information that is presented here, test administrators must use the Online Testing Checklist on test day. Test administrators must download the Online Testing Checklist from the portal. The checklist includes step-by-step directions and the oral script for administering tests.

If your district or school is not testing students online, see [Section 9](#) in this manual for information regarding paper testing.

8.1 Test Administrator Responsibilities

The test administrator is the person who administers Ohio's State Tests. In districts where students are testing online, the test administrator:

- Has a Teacher or Test Administrator user account.
- Is aware of state and district test security procedures and follows them at all times.
- Has access to the student information needed for student sign-in on test day and knows which test(s) students are eligible to take.
- Is familiar with the accessibility features available for students.
- Knows how to establish a test session, adjust test settings, approve students to test and monitor and stop test administrations using the Test Administrator Interface.
- Knows the testing time available for each test that he or she gives.
- Downloads the Online Testing Checklist from the portal and has it available for use on test day.
- Reviews the [Test Administrator User Guide](#).

8.2 Before Testing

8.2.1 Verify Your User Account

District and building test coordinators are responsible for ensuring that test administrators have user accounts in order to access the online testing systems. Every person who will administer an online test must have a test administrator (TA) or teacher (TE) user account. Test coordinators must create user accounts well in advance of the test window to ensure that test administrators and teachers have time to set up their accounts and practice setting up test sessions using the Test Administrator Practice Site.

Every person who will administer a high school Braille test must have a Test Administrator-Alt (TA-Alt) or Teacher-Alt role (TE-Alt) to access the Data Entry Interface. The TA-Alt and TE-Alt user roles do not have access to the Test Administrator Interface.

If you do not have a user account, contact your building test coordinator. When your test coordinator creates your user account, you will receive an email from AIR with a link to establish the account. You must click the link within the amount of time specified in the email to establish a password that meets the listed criteria and activate your account.

If you have forgotten your password, click the "Forget Your Password?" link on the login page.

To verify your user account, log into the Test Administrator Practice Site. Note that your username (your email) and your password are the same for both the Test Administrator Practice Site and the Test Administrator Interface. You will use the Test Administrator Interface for administering the operational tests. To verify your TA-Alt or TE-Alt user role, sign into the DEI once it is available.

8.2.2 Student Information Needed for Test Day

Students who are testing online will not be able to sign into the Student Testing Site unless they have been pre-identified and their test mode is listed as "O" for online for the test subject. The district test coordinator is primarily responsible for pre-identifying all students, but building test coordinators have the ability to add students to TIDE manually as well.

Talk with your building test coordinator about the students to whom you will administer a test session, and confirm with your test coordinator that these students have been pre-identified in TIDE.

IMPORTANT: On test day, you will need the student information listed below. You must keep student information secure at all times.

Student Information Needed	Why This Information Is Needed
First name (as it appears in TIDE)	In order to sign into the online tests and start testing, students must enter their first names, as they appear in TIDE for online administrations, and SSIDs, or Student IDs (for nonpublic and home-schooled students).
SSID (or Student ID for nonpublic and home-schooled students only)	
Test eligibility	Test administrators are responsible for ensuring that students select the correct test during the sign-in process before approving the students to test.
Eligibility for accessibility features	See Ohio's Accessibility Manual for a complete list of available accessibility features.

Test coordinators or test administrators may prepare and provide to students tickets, cards or sheets of paper that contain the student's first name and SSID or Student ID to help students type the information accurately.

Please remember that SSIDs are confidential information. Test administrators must collect and securely shred any documents containing the student's name and SSID/Student ID.

8.2.3 Updating Accessibility Features Under Student Test Settings

As outlined in [Ohio's Accessibility Manual](#), some accessibility features must be enabled for individual students prior to testing. It is advisable for test coordinators to update a student's test settings in [TIDE for online administrations](#) in advance of the test window with the appropriate accessibility features. To do so, the test coordinator can upload a student test settings file or manually edit student records in [TIDE for online administrations](#). For directions on uploading or manually editing student test settings, refer to the [TIDE User Guide](#), located in the help section of TIDE or on the portal.

Test coordinators and test administrators must discuss the features and who will update student records, if needed. If applicable test settings are not marked in TIDE prior to the test administration, the test administrator must update them in the [Test Administrator Interface](#) under "Approvals and Student Test Settings" when approving a student to test. Additionally, test administrators must mark if students use accommodations during testing.

Embedded Feature	By Default, This Feature Is	Can This Feature Be Turned On/Off Through a Student Settings Upload in TIDE?	Can This Feature Be Turned On/Off in The Test Administrator Interface?
Background/font color choice	Black text on a white background	Yes	Yes
Language (Spanish)	English *Not available for ELA tests	Yes	Yes
General masking	On	Yes	Yes
Print size	At the default level	Yes	Yes
Screen reader mode (Feature intended for blind students who use a screen reader. In addition, this feature is not available for physical science or biology.)	Off	Yes	Yes
Text-to-speech	Off for ELA On for mathematics, science and social studies	Yes	Yes

Embedded Feature	By Default, This Feature Is	Can This Feature Be Turned On/Off Through a Student Settings Upload in TIDE?	Can This Feature Be Turned On/Off in The Test Administrator Interface?
Text-to-speech tracking	Off for ELA On for mathematics, science and social studies	Yes	Yes

8.2.4 Accommodations

A number of accommodations are available. [Ohio's Accessibility Manual](#) describes these features.

Test administrators should review the list of accommodations to determine whether students are eligible for these features. If a student will receive an accommodation, the test administrator should indicate the appropriate accommodation codes under Test Settings in the Test Administrator Interface while approving a student to test. See the Online Testing Checklist for directions.

8.2.5 Verifying Technology Preparedness

On test day, the test administrator will need access to a device with a supported Internet browser installed so that the test administrator can log into the Test Administrator Interface, set up a test session, mark test settings as needed, approve students to test and monitor the test session. The Test Administrator Interface is web-based and does not require the installation and use of a special application. See the [Online System Requirements](#) document on the portal for a list of supported web browsers. Well in advance of the test window, please make sure to verify the compatibility of your device by logging into the Test Administrator Practice Site and interacting with the site.

All students who are testing online must have access to an [approved device](#) during their scheduled test session. Test coordinators must work with technology coordinators to install the [Secure Browser or AIRSecureTest App](#) on each computer, Chromebook or tablet that students will use for online testing before the test window begins.

Note that tablets require additional preparation. Refer to the [Technical Specifications Manual](#) for detailed instructions on preparing tablets for student testing.

8.2.5.1 Voice Packs for Text-to-Speech

All students will have text-to-speech turned "on" by default for mathematics, science and social studies tests. Districts can turn "off" text-to-speech in advance of testing for selected students using the Test Settings file in [TIDE](#), the View/Edit student feature in TIDE or in the [Test Administrator Interface](#) during the student sign-in and testing approval process.

Districts and schools must provide headphones to students using text-to-speech, unless a student is testing in a 1:1 session.

Use of the text-to-speech accessibility feature requires the student's device to have a voice pack installed. If the student will be testing with the Spanish form, the device must have both an English and Spanish voice pack installed.

Students who use the text-to-speech feature on Macs, tablets and Chromebooks will use pre-installed voice packs on these devices.

AIR recommends that districts download and install the "Julie" voice pack for students who will use English text-to-speech and the "Violeta" voice pack for students who will use Spanish text-to-speech on supported Windows-based PCs. These voice packs are available in [TIDE](#). Use of these voice packs is optional. If students prefer another voice pack that is compatible with the Secure Browser, they are permitted to use it.

IMPORTANT: Regardless of device, students should select a voice pack option that they are familiar with and that has been confirmed to work with the [Secure Browser](#). Districts can access the Practice Test Site via the Secure Browser to check text-to-speech. Refer to the [Technical Specifications Manual](#) for a list of voice packs that have been confirmed to work with the secure browser and for more detailed guidance on voice packs for text-to-speech.

8.2.5.2 Secure Browser and/or Test App

Districts and schools must install AIR's Secure Browser or App on every student device prior to the test window.

Before students arrive in the testing room, it is recommended that the test administrator close all open applications on each device and launch the Secure Browser or App. Test administrators whose students are using iPads must understand how to enable Guided Access if not using Autonomous Single App Mode. Test administrators whose students are using Androids must understand how to select the secure browser keyboard. Refer to the [Technical Specifications Manual](#) for complete instructions.

Students must use the [Secure Browser or App](#) to access the Student Testing Site for online testing. After launching the Secure Browser or App, a student can no longer access any other applications on the computer/device. The Secure Browser and App ensure a secure environment for student testing by disabling hot keys, disabling copy and screenshot capabilities and preventing access to the desktop and other applications (Internet, e-mail and other files or programs installed on the computer/device). The Secure Browser and App do not display the IP address or URL for the Student Testing Site. Additionally, the print option is not available from within the Secure Browser or App, even if students know the keystroke sequences. The "back" and "forward" browser options are not available, except as allowed in the testing environment as test navigation tools.

During testing, the computer desktop and tablet home screen are unavailable to students. To exit the Secure Browser or App, students must click the pause button or answer all items and

submit their tests. If a student pauses or submits his or her test, the Test Administrator Interface will indicate this.

8.2.6 Understanding the Functions of the Online Testing Systems

Test administrators should be familiar with the testing applications listed below.

Online System	Functions and Tasks
Test Information Distribution Engine (TIDE) for Online Administrations	Test coordinators use TIDE to: <ul style="list-style-type: none"> • Manage user accounts • Pre-ID <u>all</u> students taking tests • Mark student accessibility features for online testers • Submit Test Status Requests to the department (if needed) • Download voice packs for students using supported Windows-based devices and text-to-speech • Create rosters of students and print test tickets (optional) • Resolve discrepant records and submit appeals
Test Administrator (TA) Practice Site	Test administrators and teachers with user accounts use the practice site to administer practice sessions and to become familiar with features of the Test Administrator Interface before the test window.
Test Administrator (TA) Interface	Personnel with Test Coordinator, Test Administrator and Teacher user accounts use the Test Administrator Interface to administer the live, operational online tests. They will use the Test Administrator Interface to: <ul style="list-style-type: none"> • Establish test sessions • Approve students to test, update accessibility features (if needed) and mark accommodations (if needed) • Monitor students' online testing progress • Pause student tests (if needed) • Stop test sessions
Online Reporting System (ORS)	Authorized users use the Online Reporting System to: <ul style="list-style-type: none"> • Track student participation in online testing • Access score reports when available
Practice Tests Site	Students, parents and district/school personnel can use the practice tests section of the portal to: <ul style="list-style-type: none"> • Review sample content and item types • Review released items from prior science and social studies test administrations • Become familiar with online test navigation • Practice responding to items • Use online test tools
Student Testing Site	The live, operational Student Testing Site is: <ul style="list-style-type: none"> • Used only by pre-identified students for online testing • Accessible only via the Secure Browser or App, which must be installed on the student's device in advance of testing

Online System	Functions and Tasks
Data Entry Interface	Authorized users use the Data Entry Interface to submit student responses for the high school Braille tests. The secure browser is not required for the Data Entry Interface.

Access to each application is dependent on the user role. Authorized users can access TIDE, the Test Administrator Interface, the Test Administrator Practice Site, the Data Entry Interface and the Online Reporting System from the portal. The practice items and released items are publicly available on the portal. For live, operational testing, students must access the Student Testing Site using the [Secure Browser or App](#).

8.2.7 Calculators

For applicable tests, the online Student Testing Site provides a calculator. See below for a summary of tests that include a calculator.

Test	Is a Calculator Allowed For Part 1?	Is a Calculator Allowed For Part 2?	Recommended Calculator
End-of-Course Mathematics	Yes	Yes	Graphing
Physical Science	Yes	Yes	Scientific

To preview the online calculators, visit the [Student Practice Resources](#) page on the portal and select the applicable subject.

If districts or schools wish to make handheld calculators available, this is permissible. However, the department does not provide handheld calculators. Students cannot share handheld calculators during a test session.

The handheld calculator must meet the criteria outlined in the calculator policy. See [Appendix E](#) for listings of allowable calculators. Schools should give students the opportunity to become familiar with the calculators they choose before testing.

8.2.8 Reference Sheets

The online Student Testing Site includes reference sheets for students taking high school end-of-course mathematics tests. The online Student Testing Site also includes a reference sheet and periodic table for the physical science test.

If students wish to use paper copies of the reference sheet or periodic table, the test administrator must provide the paper copies. The test administrator must download and print the appropriate reference sheet from the [Student Practice Resources](#) section of the portal within the mathematics folder. The physical science reference sheet and periodic table are located within the science folder.

Use of the paper reference sheets or periodic table is at district/school discretion. Students may not bring their own copies. On test day, the sheet should be available to students on their desks, tables or workspaces.

8.2.9 Blank Paper

Test administrators must provide two sheets of blank paper to students who are taking an English language arts test. Test administrators may provide additional pieces of blank paper upon student request.

Test administrators are not required to provide blank paper to every student for the math, science and social studies tests. Test administrators must have sufficient blank paper available for students who request it. Test administrators should provide blank paper for math, science and social studies tests upon student request.

The test administrator must supply the paper; students may not bring their own. Any other specialized paper may be provided in lieu of blank paper as a non-embedded designated support, as long as the paper does not have any writing on it. This includes grid, wide-ruled, Braille, raised-line grid, wide-lined grid and colored paper. Immediately after the test ends, test administrators will collect the used and unused scratch paper. The test administrator must securely shred the paper locally.

IMPORTANT: The test contractor will only score responses marked in the Student Testing Site. The test contractor will not score responses written on blank paper under any circumstances.

8.2.10 Testing Room Preparation

The seating arrangement of the test administration room should not crowd students. Separating students by a reasonable distance ensures independent work and prevents collaboration.

Proctors must check the testing room for possible test question “clues” before each testing session. Charts, maps and other materials in the room that could assist students with test items should be covered or removed before the test administration.

8.3 During Testing

Test administrators should review the information here to prepare themselves for online testing.

8.3.1 Oral Script

To ensure standardized administration conditions throughout Ohio, test administrators must follow the script contained in the Online Testing Checklist, which test administrators must download from the [portal](#).

Test administrators must not deviate from the oral directions. Test administrators must read the appropriate script to students, paying careful attention to the instructions directed to the test administrator, which are inserted among the oral directions.

8.3.2 Important Things to Know About the Online Testing System

8.3.2.1 Enforcing Testing Time

The online system will not enforce a time limit. Test administrators are responsible for ensuring that students complete each part of their tests within the testing time published on the [portal](#).

8.3.2.2 Pausing the Test

If a circumstance requires pausing the test, the student can do so from the Student Testing Site or the test administrator may do so from the [Test Administrator Interface](#).

Pausing a student's test signs the student out of his or her test. A student who pauses his or her test and signs back into the test within one school day (i.e., 8 hours) will be able to revisit all the items on the test. A student who pauses the test on one school day (e.g., Monday) and signs back in another day (e.g., Tuesday) will not be able to access the test without approval from the department via Test Status Request.

8.3.2.3 Submitting the Test

Upon reaching the last item on the test, students have the opportunity to review their answers and then submit their tests. If a student does not actively submit his or her test, the test will remain in paused status. After the close of the test window, tests in paused status will be submitted for scoring.

8.3.2.4 Test Opportunities

Students have one test opportunity, meaning they can take each part of the test once. After a student's test is submitted, the student will not be able to sign back in and visit the test again without approval from the department via Test Status Request.

8.3.3 Test Status Requests

There may be times when district test coordinators need to ask the department to make exceptions to testing rules. See the table below for exceptions and the Test Status Request type that must be submitted in [TIDE](#). Be sure to include detailed rationale in the comments section and/or call the department to discuss the situation and allowable options. The Test Status Requests are described in more detail in the information that follows.

In Order To	Submit This Test Status Request Type in TIDE
Allow the student to resume testing on a day <u>subsequent</u> to the day the test was started	Reopen a test
Allow the student to sign back into a test that has been submitted	Reopen a test
Allow the student to start the test over by removing all responses marked prior to the request	Reset
Invalidate a student's online test	Invalidation

8.3.3.1 Reopen a Test

If a student's test is submitted in error, the district test coordinator can submit a request to re-open a test. After the request is approved and processed, the student can resume testing.

If a student's test is interrupted (e.g., illness, loss of Internet connectivity) and the interruption lasts more than one school day, the test will be inactive the next day. Students will not be able to resume testing. If needed, the district test coordinator can request to reopen the test on a day subsequent to the day the student started the test. **To submit a re-open request, the test must be in completed, submitted, score or reported status.** After the request is approved and processed, the student can resume testing.

The district test coordinator will submit these requests using the Test Status Requests task in [TIDE](#). Directions for submitting test re-open requests are in the [TIDE User Guide](#) located in the help section of TIDE or on the [portal](#).

After the department approves the request to re-open a test, the student will have access to all test questions the next time he or she signs into the test. When the student resumes testing, he/she will do so using the remaining time, not to exceed the established total testing time. The student may not go back over questions already answered on a previous test day. It is the test administrator's responsibility to ensure that the student does not do so.

Important: It is not necessary to request to re-open a test if the student pauses testing but will resume on the same day.

8.3.3.2 Resets

Resetting a student's test removes that test from the system and enables the student to start the test anew (without losing the test opportunity). Responses associated with the test that is reset are removed from the system.

IMPORTANT: If a student starts the test with the Spanish accommodation and wants an English-only version of the test instead (or vice versa), a reset will be needed.

Additionally, district test coordinators can submit a test reset for students who begin taking the test without the appropriate IEP/504 accommodations. If a student needs an accommodation that is not provided, submitting a reset allows the student to start the test over when the accommodation is available. Alternatively, he or she can pause the test to sign out and then sign into the test on the same day. When re-approving the student to test, the test administrator can mark the correct accommodations and the student can revisit all questions on the test using the accommodations. In this instance, a reset is not necessary.

If a student needs an optional online accessibility feature turned on, he or she can pause the test to sign out and then sign into the test on the same day. When re-approving the student to test, the test administrator can mark the correct optional accessibility features and the student can revisit all questions on the test using the accessibility features. In this instance, a reset is not allowable.

8.3.3.3 Invalidations

A test invalidation is required when a test has been compromised by a student, administrator or unauthorized party to the administration. Invalidating a student's test cancels the student's test opportunity. District test coordinators must submit invalidations in TIDE if there are test violations, e.g., a test administrator sees two students discussing answers to questions during a test session. Refer to the [Ohio Statewide Assessment Program Rules Book](#) for additional guidance on test violations. There are no breach administrations for the Summer 2016 tests.

8.3.4 Administering the Test

For information on the steps required of test administrators and students during the online test administration, refer to the Online Testing Checklist, which can be downloaded from the portal.

8.3.4.1 Disruptions During Testing

In the event that a student becomes disruptive during testing, the test administrator should stop testing for all students affected, note the time and have the student removed. Once the student is removed, the other students in the testing group may continue testing with the remaining time.

If the student who caused the disruption is unable to continue testing on the scheduled test day, the test administrator should note how much time has elapsed. If the district wishes to allow the student to finish testing, the test coordinator must submit a Test Status Request into TIDE to reopen the test (include pertinent details). Once the department approves it, the student should then complete the test on another day during the testing window, using the remaining time. The student may not go back over questions already answered.

There is no need to submit a test incident form since this Test Status Request is documented in TIDE.

9. Paper Testing

This section provides information to districts and schools that are testing Grade 3 English language arts on paper or Braille high school end-of-course tests. If your district or school is not testing students on paper or Braille, see the previous [section on online testing](#).

9.1 Test Administrator Responsibilities

The test administrator is the person who administers the test. In districts where students are testing on paper or Braille, the test administrator:

- Is aware of state and district test security procedures and follows them at all times.
- Is familiar with accessibility features available for students.
- Receives secure test materials from the building test coordinator, maintains the security of materials at all times and returns secure materials to the building test coordinator immediately after testing.
- Ensures that all materials needed on test day are available.
- Knows the testing time available for each test that he or she gives.
- Knows when it is necessary to complete the student demographic page and understands the procedures for using Pre-ID labels, generic labels and DO NOT SCORE labels.
- Submits student responses into the Data Entry Interface, if administering high school Braille tests.

9.2 Before Testing

9.2.1 *Secure Test Materials*

Districts and schools that have students testing on paper should be mindful of maintaining the security of physical test materials. Districts and schools must identify a secure location for all secure materials to be locked while testing is not in session.

DRC maintains a record of the security numbers of all secure test materials shipped to each district and school. Districts and schools must return all secure test materials, including unused scorable documents, to DRC immediately after testing. DRC will use a bar code scanner to account for all secure test materials and will provide a record of missing secure test materials to district test coordinators and to the department. If any secure test material shipped to the district is determined to be missing, the district test coordinator will be required to account for it.

Grade 3 English language arts test booklets are shrink-wrapped in packs of 10. Braille test booklets are shrink-wrapped in packs of one.

District and school personnel may open the shrink-wrapped packages no more than two days prior to testing. These individuals must be employees of the district and hold a certificate, permit or license issued by the Ohio Department of Education.

9.2.2 Elementary-School Materials

District test coordinators order paper test materials in TIDE for online administrations under the "Paper Orders Grade 3 ELA Summer 2016" administration. A summary of paper test materials is below.

Paper Test Materials	Secure (Must Be Returned To DRC)	Scorable
<i>Test Coordinator's Manual</i>	No	No
<i>Directions for Administration Manual</i>	No	No
Grade 3 English language arts test booklet	Yes	Yes
Braille test booklets*	Yes	No
Large print test booklets*	Yes	No
Checklists, packing lists, range sheets, return box labels	No	No

*See the supplemental instructions included in [Appendix B](#).

9.2.3 High School End-of-Course Braille Administrations

9.2.3.1 High School End-of-Course Materials

District test coordinators order high school Braille test materials by calling the Ohio Help Desk at 1-877-231-7809. A summary of paper test materials is below.

The Summer 2016 end-of-course paper test materials listed below are intended for use by test administrators administering Braille tests only. Braille test booklets will be accompanied by general test booklets for the test administrator's reference and optional scoring worksheets.

Paper Test Materials (For Use During Braille Administration)	Secure (Must Be Returned to DRC)	Scorable
Algebra I Braille test booklet*	Yes	No
Algebra I test booklet (for TA reference)	Yes	No
Algebra I optional recording worksheet	Yes	No
American government Braille test booklet*	Yes	No
American government test booklet (for TA reference)	Yes	No
American government optional recording worksheet	Yes	No
American history Braille test booklet*	Yes	No
American history test booklet (for TA reference)	Yes	No
American history optional recording worksheet	Yes	No
Biology Braille test booklet*	Yes	No
Biology test booklet (for TA reference)	Yes	No
Biology optional recording worksheet	Yes	No
English language arts I Braille test booklet *	Yes	No
English language arts I test booklet (for TA reference)	Yes	No

Paper Test Materials (For Use During Braille Administration)	Secure (Must Be Returned to DRC)	Scorable
English language arts I optional recording worksheet	Yes	No
English language arts II Braille test booklet*	Yes	No
English language arts II test booklet (for TA reference)	Yes	No
English language arts II optional recording worksheet	Yes	No
Geometry Braille test booklet*	Yes	No
Geometry test booklet (for TA reference)	Yes	No
Geometry optional recording worksheet	Yes	No
Integrated mathematics I Braille test booklet*	Yes	No
Integrated mathematics I test booklet (for TA reference)	Yes	No
Integrated mathematics I optional recording worksheet	Yes	No
Integrated mathematics II Braille test booklet*	Yes	No
Integrated mathematics II test booklet (for TA reference)	Yes	No
Integrated mathematics II optional recording worksheet	Yes	No
Physical science Braille test booklet*	Yes	No
Physical science test booklet (for TA reference)	Yes	No
Physical Science optional recording worksheet	Yes	No
Checklists, packing lists, range sheets, return box labels	No	No

*See the supplemental instructions included in [Appendix B](#).

9.2.3.2 Access to the Data Entry Interface

For the high school Braille tests, test administrators will record and submit student responses into the Data Entry Interface, which is located on the portal. Test administrators may record student responses on the optional recording worksheets. Test administrators are responsible for transferring and submitting student responses into the Data Entry Interface by the dates listed in the Key Dates table.

IMPORTANT: Recording worksheets will not be scanned and scored. Failure to submit student responses into the Data Entry Interface will result in no scores being reported.

Test coordinators are responsible for ensuring that all personnel who need access to the Data Entry Interface have a user account, and will use the Manage Users task in TIDE for online administrations to do so. Every person who will administer a high school Braille test must have a Test Administrator-Alt (TA-Alt) or Teacher-Alt role (TE-Alt) to access the Data Entry Interface. The TA-Alt and TE-Alt user roles do not have access to the Test Administrator Interface. For directions on creating, modifying and deleting user roles and for detailed information on each user's level of access to the online testing systems, refer to information available on the portal.

Test administrators entering scores for Braille testers need access to a device with a supported Internet browser installed so that the test administrator may log into the Data Entry Interface. The Data Entry Interface does not require the installation of the Secure Browser or

AIRSecureTest App. See the *Online System Requirements* document on the portal for a list of supported web browsers.

See the supplemental instructions included in Appendix B for more information for Braille test administrations.

9.2.4 Pre-ID Labels

Pre-ID labels are shipped only for students who are taking the Grade 3 English language arts test on paper and who were successfully entered in [TIDE](#) by the deadline.

Test coordinators or test administrators must apply the Pre-ID label in the box that reads "Apply Label Here" on the demographic page on the front cover of the Grade 3 English language arts test booklet. Do not place the Pre-ID label in Box A. It is recommended that the Pre-ID label be affixed to scorable documents immediately after the student completes his or her test. If labels are affixed before testing, students might mark on the labels, which would affect the scanning of the documents. Please make sure the Pre-ID label affixed to the document reflects the student who marked his or her responses in the document. If you discover that a Pre-ID label was misapplied, do not attempt to remove the label. Apply a generic label over the incorrect Pre-ID label and complete the student demographic fields.

Building test coordinators and test administrators must double-check the accuracy of each Pre-ID label and must not apply Pre-ID labels with incorrect information (e.g., a misspelled last name) to the student's scorable document unless the district or building test coordinator intends to update the student's data in TIDE. If the Pre-ID label is affixed and the student's record is not updated in TIDE, the information associated with the student's Pre-ID label in TIDE will be reported.

Note that the Statewide Student Identifier (SSID) or Nonpublic Student ID is not printed on the Pre-ID label but is included in TIDE. If applying a Pre-ID label, it is not necessary to bubble the student's SSID or Nonpublic Student ID on the demographic page.

9.2.5 Generic Labels

All schools with Grade 3 orders will receive a set of generic labels. District test coordinators can order additional sets of generic labels for their schools in [TIDE](#) during the Additional Order Window.

Test coordinators or test administrators must apply a generic label to the scorable document of any student who did not receive a Pre-ID label. In addition, districts must add student Pre-ID information into TIDE before the close of the test window. This will ensure that the document is correctly associated with the IRN where the student should be reported in the event that the district or school is required to resolve any discrepancies with the document (e.g., if it is missing the student's SSID).

Note that for Ohio's State Tests in English language arts there is no TIDE Record Change Window. Instead, AIR will link a student's score data from the test with the student's demographic data in TIDE using the SSID or Nonpublic Student ID. Thus, it is imperative that the

SSID or Nonpublic Student ID, name and date of birth be bubbled accurately on the scorable documents of a student who does not have a Pre-ID label.

9.2.6 Demographic Fields on Scorable Documents

Test coordinators must make sure that test administrators understand when Pre-ID labels and generic labels must be applied (as described above) and when information must be bubbled on the demographic pages of the student's scorable document.

District and school personnel will notice that a limited number of fields are available on the demographic page of the scorable documents. This is because student score reports will contain the demographic values listed in TIDE, not the information that is bubbled. AIR will link a student's score data from the test with the student's demographic data in TIDE using the SSID or Nonpublic Student ID. If a Pre-ID label is not available, it is imperative that SSIDs or Nonpublic Student IDs, names and dates of birth are correctly bubbled on the scorable document and that all paper testers are pre-identified in TIDE to ensure the successful merge of student data for reporting. Failure to include a valid SSID or Nonpublic Student ID on the scorable documents with generic labels and failure to pre-ID students in TIDE will result in student scores not being reported.

9.2.7 Testing Group Number

All Grade 3 students who are testing on paper must have Box B "Testing Group Number Based on Location" completed on their demographic pages. A testing group is defined as the set of cohorts or group of students being administered the test in the same location at the same time within a school's facilities and/or authority.

For convenience and clarity, the identification of the testing group can be accomplished by assigning the group a unique number (e.g., room 105) corresponding to the location where the group is being tested.

The district must designate a person or persons to assign testing group numbers to all testing locations within each school. Test administrators must be told their testing group number for a given test location in order to tell students how to complete Box B.

The sample *Testing Group Roster* in Appendix E of the *Test Coordinator's Manual* may be used to assign or record testing group numbers. This roster is also available for download from the department website at education.ohio.gov; search the following keywords: *Testing Group Roster*.

Use of testing group numbers is required, but 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 for paper testers. Regardless of the method used to assign testing group numbers, the school or district must keep any documentation for one year after the test administration. District test coordinators and building test coordinators should determine the best place to keep this documentation. The department may ask test coordinators to make this information available after the test administration.

The diagram shows a rectangular box labeled 'B Testing Group Number'. Below the title, it says 'Based on Location'. The main area of the box contains a 3x3 grid of bubbles. Each bubble contains a digit from 0 to 9, arranged in three rows and three columns. The digits are: Row 1: 0, 0, 0; Row 2: 1, 1, 1; Row 3: 2, 2, 2; Row 4: 3, 3, 3; Row 5: 4, 4, 4; Row 6: 5, 5, 5; Row 7: 6, 6, 6; Row 8: 7, 7, 7; Row 9: 8, 8, 8; Row 10: 9, 9, 9.

District and schools should not return the testing group number documentation to DRC or to the department unless requested.

9.2.8 Do Not Score Labels

Schools will receive a set of DO NOT SCORE labels. In all situations for which an entire scorable document should not be scored, a DO NOT SCORE label should be placed on top of the Pre-ID or generic label that was affixed to the scorable document. If no Pre-ID or generic label was affixed, the DO NOT SCORE label should be placed in the box labeled "Apply Label Here" where the Pre-ID or generic label would have been applied. Do not affix the DO NOT SCORE label in Box A or anywhere else other than the box labeled "Apply Label Here." All documents with a DO NOT SCORE label applied should be returned with nonscorable materials.

Some examples of when to apply a DO NOT SCORE label include:

- A scorable document with a Pre-ID or generic label applied but no student responses marked;
- A soiled or damaged scorable document with responses that were transcribed onto another scorable document;
- A scorable document with any demographic fields filled in but no student responses marked in the document;
- A scorable document that includes responses that were erroneously marked in ink and that had its contents transcribed onto another scorable document with a No. 2 pencil;
- A scorable document that contains responses in a language other than English that were translated and transcribed onto another scorable document.

If a paper testing student's test requires invalidation, districts can apply a DO NOT SCORE label and return the student's scorable document with non-scorable materials. The student will not receive a score. Alternatively, if the district returns the student's scorable document for scoring, the student will receive a score and the district can submit the invalidation directly to EMIS.

9.2.9 Scorable Documents

DRC tracks scorable documents through a unique bar code and security number printed on each document. The security number is located on the front page of the scorable document below the bar code. The bar code links the document to the district and school. Information on the district and school that received the scorable document will be used to determine the number of scorable documents returned. When a Pre-ID label or generic label is not affixed or when valid district and school IRNs are not gridded, the bar code on the scorable document will be used to determine the district and school IRNs associated with the document.

Because the test contractor tracks scorable documents to the IRNs that receive them, please do not share scorable documents with other districts or between schools.

District test coordinators will be able to track the return of Grade 3 scorable documents after testing using the Answer Docs task in [TIDE](#).

9.2.10 Blank Paper

Test administrators must provide two sheets of blank paper to students who are taking an English language arts test. Test administrators may provide additional pieces of blank paper upon student request.

Test administrators are not required to provide blank paper to every student for the math, science and social studies tests. Test administrators must have sufficient blank paper available for students who request it. Test administrators should provide blank paper for math, science and social studies tests upon student request.

The test administrator must supply the paper; students may not bring their own. Any other specialized paper may be provided in lieu of blank paper as a non-embedded designated support, as long as the paper does not have any writing on it. This includes grid, wide-ruled, Braille, raised-line grid, wide-lined grid and colored paper. Immediately after the test ends, test administrators will collect the used and unused scratch paper. The test administrator must securely shred the paper locally.

IMPORTANT: The test contractor will only score responses marked in the Student Testing Site. The test contractor will not score responses written on blank paper under any circumstances.

9.2.11 Testing Room Preparation

The seating arrangement of the test administration room should not crowd students. Separating students by a reasonable distance ensures independent work and prevents collaboration. Proctors must check the testing room for possible test question “clues” before each testing session. Charts, maps and other materials in the room that could assist students with test items should be covered or removed before the test administration.

9.2.12 Receiving Materials From the Building Test Coordinator

On the morning that a school begins administering Ohio's State Tests using paper materials, building test coordinators will deliver individual Grade 3 English language arts test booklets and special versions to rooms as needed. Please make sure you receive enough materials to administer the tests.

9.3 During Testing

9.3.1 Preparing for the Administration

Whether the test administrator is proctoring an administration of part 1, part 2 or both parts in the same session, the test administrator must prepare for the administration by taking the following steps:

1. Determine the correct testing time for the test that is being given (see [Section 2](#)), and devise a method to ensure that each student does not exceed the appropriate amount of time for each part.

2. Make sure that students' desks, tables or workspaces are cleared of all personal items, except for No. 2 pencils.
3. Have extra No. 2 pencils available in case students need them. Students should **not** use mechanical pencils.
4. Confirm that students with approved accommodations have any necessary resources.
5. Have two sheets of blank paper available per student (required for English language arts tests).
6. It is recommended that Pre-ID labels be applied immediately **after** the student turns in his or her test. If Pre-ID labels are applied to scorable documents before the test, **make sure** the correct scorable document is distributed to the correct student.

Test administrators who will be administering read-alouds, foreign language translations, large print or Braille should refer to Appendix B of this manual for guidance.

9.3.2 Important Notes About the Administration

- If you are administering both parts of the test in one session, it is not necessary to read the directions twice. You must ensure that students do not return to the first part after they have moved to the second part. Each part of the test is clearly marked in the upper corners of the test booklets for ease of access by test administrators as they are actively monitoring their students.
- Students taking the Grade 3 English language arts test will receive one scorable test booklet containing both parts of the test. Students will mark their responses in this booklet.
- If students will take each part of the test in a different session, it is the test administrator's responsibility to ensure that students receive the correct scorable document when administering the second part of the test. Test administrators must also make sure that students do not return to the part of the test that was completed during the first session.

9.3.3 Directions and Script for Getting Started

Whether the test administrator is proctoring an administration for part 1, part 2 or both parts of the Grade 3 English language arts test or high school Braille tests, the test administrator must follow the directions below and read aloud the **bold** type. Test administrators must not deviate from the oral directions. Read the appropriate script to students, paying careful attention to the instructions directed to the test administrator, which are inserted among the oral directions.

IMPORTANT: If you are administering both parts of the test in one session, it is not necessary to read the directions twice. Test administrators are responsible for ensuring that students do not return to the part they previously completed, and for keeping track of time spent during each part of the test.

Today you will take an Ohio test in [provide the appropriate test name].

If administering only one part of the test during the session,

SAY: **You will take part (1 or 2) of the test today. You will have** (provide the correct testing time from Section 2 of this manual) **to take this part of the test.**

If administering both parts of the test during the same session,

SAY: **You will take parts 1 and 2 of the test today. You will have** (provide the correct testing time from Section 2 of this manual) **to take part 1 and** (provide the correct testing time from Section 2 of this manual) **to take part 2. You will start with part (1 or 2).**

If you need a break during the test, raise your hand.

For Grade 3 English language arts paper tests only:

You must write all of your answers with a No. 2 pencil. Raise your hand if you need a pencil.

When you finish your test, raise your hand and I will collect your materials. After I collect your test, you will [provide instructions per the school's after testing policy, as noted in Section 6 of this manual].

Prepare to distribute the sheets of blank paper.

You may use two sheets of blank paper as scratch paper during the test.

- **I will now distribute the scratch paper. Use this paper to help plan your writing response. This paper is for your notes only. You may use the paper to write down ideas and organize what you will write.**
- **Write your name on each sheet. You do not have to use this paper. Anything you write on this paper will not be scored.**
- **You must write all your answers in your test booklet.**

Prepare to distribute the scorable test booklets.

- **I will now pass out your test booklets. Find Box A in the top left corner of the book. Write your name in Box A. Do not write anything else, and do not open your test booklet.**

If the test administrator will lead students through the completion of boxes B – I on the Grade 3 test booklets, refer to the directions in Appendix E of this manual.

9.3.4 Test-Specific Scripts and Directions

Next, use the appropriate test-specific directions, based on which test and which part of the test you are administering. If administering both parts on the same day, test administrators do not need to read the directions twice.

9.3.4.1 Grade 3 English Language Arts Paper Test-Specific Script and Directions

Today you will be taking (part 1, part 2 or parts 1 and 2) of the Ohio Grade 3 English language arts Assessment.

If administering both parts of the test in one session: **After you complete one part of the test, you will take the other part. After you finish one part of the test, you may not return to it.**

Open your test booklets to page 3. There are several important things to remember:

1. 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.
2. Use only a #2 pencil to answer questions on this test.
3. For questions with bubbled responses, fill in the circle next to your answer choice. 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.
4. For questions with response boxes, write your answer neatly, clearly and only in the space provided. Answers written outside of the space provided will not be scored.
5. 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.
6. Check over your work when you are finished.

When you are done with your test, raise your hand and I will collect your test booklet and scratch paper. Does anyone have any questions? If there are questions, assist students. If there are no questions, instruct students to begin:

- Part 1: **You may now turn to page 4 and begin taking the test.**
- Part 2: **You may now turn to page 20 and begin taking the test.**

Record the time and actively monitor the test administration. Collect materials from students who complete their tests. Do not allow students to pass around materials.

When approximately 10 minutes remain in the testing time, notify any students who are still working: **There are 10 minutes left in the test session.**

When the testing time elapses, notify any students who are still working: **The test session has ended. Put down your pencil and close your test booklet. I will collect your test booklets and scratch paper.**

9.3.4.2 English Language Arts I and II, American Government, American History and Biology Braille Test-Specific Script and Directions

NOTE: These directions are only for test administrators to reference during Braille administrations, as there are no paper test administrations for the Summer 2016 high school end-of-course tests. Those who are administering Braille for these tests must also refer to the Supplemental Instructions for Braille in Appendix B of this manual, as well as the Ancillary Notes provided with the Braille test booklets, for more information regarding Braille administrations.

Today you will be taking (part 1, part 2 or parts 1 and 2) **of the Ohio** (provide the appropriate test name) **Assessment.**

If administering both parts of the test in one session: **After you complete one part of the test, you will take the other part. After you finish one part of the test, you may not return to it.**

Open your Braille booklets to page 1. There are several important things to remember:

- 1. 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 in your Answer Document.**
- 2. 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 and Answer Document.**
- 3. Check over your work when you are finished.**

When you are done with your test, raise your hand and I will collect your testing materials.

Does anyone have any questions? If there are questions, assist students. If there are no questions, instruct students to begin:

- Part 1: You may now turn to part 1 and begin taking the test.**
- Part 2: You may now turn to part 2 and begin taking the test.**

Record the time and actively monitor the test administration. Collect materials from students who complete their tests. Do not allow students to pass around materials.

When approximately 10 minutes remain in the testing time, notify any students who are still working: **There are 10 minutes left in the test session.**

When the testing time elapses, notify any students who are still working: **The test session has ended. Put down and close all of your testing materials. I will collect these testing materials now.**

9.3.4.3 *Algebra I, Geometry, Integrated Mathematics I and Integrated Mathematics II Braille Test-Specific Script and Directions*

NOTE: These directions are only for test administrators to reference during Braille administrations, as there are no paper test administrations for the Summer 2016 high school end-of-course tests. Those who are administering Braille for these tests must also refer to the Supplemental Instructions for Braille in Appendix B of this manual, as well as the Ancillary Notes provided with the Braille test booklets, for more information regarding Braille administrations.

Today you will be taking (part 1, part 2 or parts 1 and 2) **of the Ohio** (provide the appropriate test name) **Assessment.**

If administering both parts of the test in one session: **After you complete one part of the test, you will take the other part. After you finish one part of the test, you may not return to it.**

Everyone must have a graphing calculator. Make sure the calculators are available to students on their desks, tables or workspaces. Test administrators must confirm that the memory on all calculators has been cleared before each testing session.

Open your Braille booklets. You will notice a reference sheet. This is separate from the main Braille booklet so that you can easily refer to the information while testing.

NOTE: The directions for completing response grids below are from the printed test booklet for test administrators' reference included in the Braille shipments; these directions are also included in the Braille Ancillary Notes for test administrators' reference, but they are not included in the actual Braille test booklets. These directions are only for the test administrators to reference, if necessary, during the administration; these directions should not be read aloud to the student.

Directions for Completing the Response Grids

1. Work the problem, and find an answer.
2. Write your answer in the answer boxes at the top of the grid in the Answer Document.
 - Write only one digit or symbol in each answer box.
 - Be sure to write a decimal point, negative sign or fraction bar in the answer box if it is a part of the answer.
3. Fill in a bubble under each box in which you wrote your answer in the Answer Document.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.

You can record a mixed number in several different ways. You can write it as:

- a. A whole number and a fraction, such as 15 and one-half. Be sure to include a space between the whole number and the fraction.
- b. An equivalent fraction, such as 31 over two.
- c. An equivalent decimal, such as 15 point 5.

If students have questions about the grid answer space, make sure the students understand how to mark their responses. After answering questions, move to the test directions.

Find page 1. Follow along as I read the directions. There are several important things to remember:

- 1. 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 in your Answer Document.**
- 2. 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 and Answer Document.**
- 3. Check over your work when you are finished.**

When you are done with your test, raise your hand and I will collect your testing materials.

Does anyone have any questions? If there are questions, assist students. If there are no questions, instruct students to begin:

- **Part 1: You may now turn to part 1 and begin taking the test.**
- **Part 2: You may now turn to part 2 and begin taking the test.**

Record the time and actively monitor the test administration. Collect materials from students who complete their tests. Do not allow students to pass around materials.

When approximately 10 minutes remain in the testing time, notify any students who are still working: **There are 10 minutes left in the test session.**

When the testing time elapses, notify any students who are still working: **The test session has ended. Put down and close all of your testing materials. I will collect these testing materials now.**

If students took only one part of the test during the session and will take the second part at a later time, place the reference sheet back inside the Braille booklet. If the student completed both parts of the test during the session, securely destroy the reference sheet if there is student writing on it.

Test administrators must confirm that the memory on all calculators has been cleared after each testing session.

9.3.4.4 *Physical Science Braille Test-Specific Script and Directions*

NOTE: These directions are only for test administrators to reference during Braille administrations, as there are no paper test administrations for the Summer 2016 high school end-of-course tests. Those who are administering Braille for these tests must also refer to the Supplemental Instructions for Braille in Appendix B of this manual, as well as the Ancillary Notes provided with the Braille test booklets, for more information regarding Braille administrations.

Today you will be taking (part 1, part 2 or parts 1 and 2) of the Ohio Physical Science Assessment.

If administering both parts of the test in one session: **After you complete part 1 of the test, you will take part 2. After you finish part 1, you may not return to that part of the test.**

Everyone must have a scientific calculator. Make sure the calculators are available to students on their desks, tables or workspaces. Test administrators must confirm that the memory on all calculators has been cleared before each testing session.

Open your Braille booklets. You will notice a reference sheet and a periodic table. These are separate from the main Braille booklet so that you can easily refer to the information while testing.

Find page 1. Follow along as I read the directions. There are several important things to remember:

- 1. 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 in your Answer Document.**
- 2. 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 and Answer Document.**
- 3. Check over your work when you are finished.**

When you are done with your test, raise your hand and I will collect your testing materials.

Does anyone have any questions? If there are questions, assist students. If there are no questions, instruct students to begin:

- Part 1: You may now turn to part 1 and begin taking the test.**
- Part 2: You may now turn to part 2 and begin taking the test.**

Record the time and actively monitor the test administration. Collect materials from students who complete their tests. Do not allow students to pass around materials.

When approximately 10 minutes remain in the testing time, notify any students who are still working: **There are 10 minutes left in the test session.**

When the testing time elapses, notify any students who are still working: **The test session has ended. Put down and close all of your testing materials. I will collect these testing materials now.**

Test administrators must confirm that the memory on all calculators has been cleared after each testing session.

9.3.5 *Students Who Become Ill*

If a student becomes ill and is unable to continue testing on the scheduled test day, it is the administrator's responsibility to collect the student's test materials and note how much of the testing time has elapsed. The student should then complete the test on another day during the test window, using the remaining time, not to exceed the established total testing time. The student may not go back over questions already answered. It is the test administrator's responsibility to ensure that the student does not do so.

9.3.6 *Disruptions During Testing*

In the event that a student becomes disruptive during testing, the test administrator should stop testing for all students affected, note the time and have the student removed. Once the student is removed, the other students in the testing group may continue testing with the remaining time.

If the student who caused the disruption is unable to continue testing on the scheduled test day, the test administrator should collect the student's test materials and note how much time has elapsed. If the district wishes to allow the student to finish testing, the student may complete the test on another day during the testing window, using the remaining time. The student may not go back over questions already answered.

The test coordinator should submit a test incident form and check standardized administration irregularity.

9.3.7 *Soiled and Defective Documents*

If a student receives a defective test booklet, locate a replacement from overage materials. Flip through the replacement document before giving it to the student to make sure it is not defective, but do not review the test question content. Test coordinators must return the defective booklet with the district's nonscorable materials.

If a student soils a Grade 3 scorable document or if a student receives a defective scorable document and the student has started marking responses, follow the steps below:

1. Transcribe the student's responses verbatim into a new scorable document. Return the new, replacement scorable document to DRC with other scorable documents. There must be at least two staff in the room when transcribing student responses and one must be the test administrator or a staff member who has a license, certificate or permit issued by the Ohio Department of Education.

2. On the affected scorable document, place a DO NOT SCORE label over the Pre-ID or generic label, if one was affixed. If no Pre-ID or generic label was used, place the DO NOT SCORE label in the "Apply Label Here" box. Return the affected scorable document with nonscorable materials.

Exception: If a student soils a scorable document with bodily fluids, make note of the incident and bar code number on the *Secure Materials Resolution Form* and securely destroy the document. Always observe universal precautions.

9.3.8 Test Incidents

Test administrators are responsible for maintaining test security during the administration. At any point, if district or school personnel believe that a violation of test security has occurred, follow the procedures established by the school district for handling alleged test security violations. There are no breach administrations for the Summer 2016 tests. Discuss all test incidents with your building test coordinator.

9.4 After Testing

When a student has completed the test and turns in the paper materials, the test administrator or any other staff cannot review the student's responses. This is a security violation.

If Pre-ID labels were not applied to the Grade 3 test booklets before testing, apply them carefully in the "Apply Label Here" box. If a Pre-ID label is not available and a student did not complete his or her demographic information on the front cover and inside front cover of the test booklet, write-in and bubble all fields and apply a generic label.

Return Grade 3 test booklets that contain student responses to the test coordinator for return with scorable materials. Return unused test booklets to the test coordinator for return with nonscorable materials. Securely destroy the scratch paper with student writing.

Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code

Rule 3301-13-05 of the Ohio Administrative Code establishes test security provisions for tests. A summary of those provisions appears 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 Ohio Administrative Code. **Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles, or any other material that would assist a pupil taking statewide tests.**
- By **October 1** of each year, written procedures and penalties shall be communicated to all district employees and students.
- Persons designated as district and building test coordinators, as well as test administrators, are responsible for ensuring that test security provisions are met.
- Only authorized personnel are permitted access to secure test materials.
- The district must establish written procedures to protect the security of test materials and these procedures shall include the following:
 - Identify authorized persons to be present during testing and have access to secure material.
 - Specify handling and tracking procedures in both the district and building.
 - 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.
 - Specify that within 10 days of concluding the investigation, the district shall notify the Ohio Department of Education in writing of the finding of such a violation and of any action taken by the school district or participating school. See the department's *Rules Book* for more details of a security investigation.
 - Specify how written procedures will be communicated annually to employees and students in the district.
- After determination 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.
- Each district shall cooperate with the State Board in any investigation of a test security violation.
- Prior to taking action for a test security violation, the State Board shall give notice of any action and provide an opportunity for an individual to respond and present a defense.

Each Joint Vocational School administering the graduation tests shall comply with this rule.

Appendix B: Supplemental Instructions for Braille, Large Print, Oral Translations and Human Read-Aloud

Braille Materials

The Braille test booklet is to be used by students whose IEP or 504 Plan specifies the use of Braille materials. The Braille test booklet consists of comb-bound 11½- x-11-inch single-sided Braille pages for Grade 3 and for high school end-of-course tests. As with the general test materials, Braille materials must be securely stored between administrations.

In order to administer the Grade 3 test using Braille, schools will need the following:

- The Braille test booklet
- One general test booklet — **the test administrator must record student responses in a scorable test booklet.**
- The English language arts test directions instruct students to use blank paper to plan their writing. Students using Braille should be given the opportunity to plan their writing using an appropriate method for the student.

In order to administer the high school end-of-course tests using Braille, schools will need the following:

- The Braille test booklet
- One test booklet for test administrator (TA) reference
- Optional recording worksheet — the test administrator may record student responses on this worksheet before submitting them into the Data Entry Interface. All student responses must be submitted into the Data Entry Interface.
- The English language arts I or II test directions instruct students to use blank paper to plan their writing. Students using Braille should be given the opportunity to plan their writing using an appropriate method for the student.
- An allowable calculator for math and physical science; see Appendix F.

During Test Administration

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 for TA reference.

The physical science materials contain a Braille version of the periodic table and reference sheet.

The end-of-course mathematics materials contain a Braille version of the test's reference sheet.

Because of the large-sized Braille test booklet and the likelihood that the student may require a scribe or an assistive device (e.g., Braille Note) to record his or her responses, visually impaired students may need to be tested in a separate test setting.

After the Test Administration

Grade 3 English Language Arts

The student responses for all test questions must be transcribed verbatim into the scorable test booklet. An employee of the district with a license, certificate or permit issued by the Ohio Department of Education must complete the transcription with a witness present during the transcription. Only responses marked in the scorable document will be scored. The test contractor will not score extra sheets of paper. For additional information on the protocol for scribing and transcribing student responses, please refer to [Ohio's Accessibility Manual](#).

The test coordinator or test administrator must apply the student's Pre-ID label to the scorable document and bubble the appropriate accommodations and the testing group number. If a Pre-ID label is not available, apply a generic label, bubble the student's demographic information, testing group number and accommodations.

Test administrators will return the Braille test booklet, general test booklet and all other secure test materials to the building test coordinator.

The test coordinator will:

- Return the scorable test booklet with scorable materials.
- Securely destroy students' notes and any other ancillary documentation.
- Return the Braille test booklets with other nonscorable materials.

High School End-of-Course Tests

NEW: The student responses for all test questions must be transcribed verbatim into the online Data Entry Interface. An employee of the district with a license, certificate or permit issued by the Ohio Department of Education must complete data entry with a witness present. Test administrators may use the optional recording sheets to record and transfer student responses to the Data Entry Interface. Only responses submitted into the Data Entry Interface will be scored. The test contractor will not score the optional recording sheets, test booklets or any other documents.

Additional information regarding the Data Entry Interface can be found in Section 9.2.3.2.

Test administrators will return the Braille test booklet, general test booklet, optional recording worksheet and all other secure test materials to the building test coordinator.

The test coordinator will:

- Securely destroy students' notes and any other ancillary documentation.
- Return the Braille test booklets and the test booklets for TA reference that were used for reference during the administration with other nonscorable materials.

Large Print Materials (Only Available for Grade 3 English Language Arts)

The large print test booklet is to be used by students with visual impairments who require the use of large print materials. The large print test booklets are 8½-x-11-inch and printed in 18-point type.

In order to administer the Grade 3 English language arts test using large print, schools will need the following:

- The large print test booklet
- One general scorable test booklet — **the test administrator will ensure that student responses are recorded in a scorable test booklet.**
- Two blank sheets of paper (Required for English language arts.)

During Test Administration

Unless the student's IEP or 504 Plan indicates otherwise, students using a large print test booklet may take the test with the rest of their class under normal testing conditions. Test administrators should be mindful that directions may differ slightly from those in the general test booklet. For additional information on the protocol for scribing and transcribing student responses, please refer to [Ohio's Accessibility Manual](#).

After the Test Administration

If a student does not respond directly into his or her scorable document, the student responses for all test questions must be transcribed verbatim into the scorable document. An employee of the district with a license, certificate or permit issued by the Ohio Department of Education must complete the transcription with a witness present during the transcription. **Only responses marked in the scorable document will be scored.** The test contractor will not score responses marked in the large print booklet or responses marked on extra sheets of paper. For additional information on the protocol for scribing and transcribing student responses, please refer to [Ohio's Accessibility Manual](#).

The test coordinator or test administrator must apply the student's Pre-ID label to the scorable document and bubble the appropriate accommodations box and the testing group number. If a Pre-ID label is not available, apply a generic label and bubble the student's demographic information, testing group number and accommodations.

Test administrators will return the large print test booklet, scorable general test booklet and all other secure test materials to the building test coordinator.

The test coordinator will:

- Return the scorable document with scorable materials.
- Securely destroy students' notes and any other ancillary documentation.
- Return the large print test booklets that were used for reference during the administration with other nonscorable materials.

Oral Translations

An oral translation of the mathematics, science or social studies tests may be appropriate for some English language learners. English language arts tests cannot be translated. Information about accessibility features for English language learners is in [Ohio's Accessibility Manual](#). During an oral translation, a translator orally translates the test into the student's native language and may also be needed to translate and transcribe a student's response into English into the Data Entry Interface or the Student Testing Site for scoring.

Policies

Test coordinators and test administrators must be mindful of the policies that govern oral translations, including the following:

- Test coordinators, test administrators and translators must maintain test security at all times.
- The district test coordinator must assign a test administrator to assist with scheduling the testing for students who are eligible for a language translation.
- Districts and schools are responsible for identifying people who will serve as translators and contacting them to schedule translations at the district or school.
- The test administrator will contact the translator and arrange the location, dates and times to administer the tests. When scheduling a translator, please tell the translator to arrive at least 30 minutes early in order to review instructions before translating the tests. The translator may not review the test prior to the day of the test.
- The test administrator must be present for the testing of each student and is responsible for the security of the testing materials.
- Students may have extended time to complete their tests (up to one full school day).
- After receiving a language translation, if a student feels more comfortable with an English-language administration for other portions of any remaining tests (rather than a language translation in his or her native language), he or she may receive one.
- A language translation may be given to one student or a group of students. A group administration is permissible if all participating students will be writing their responses. Review the Group Oral Administrations information in [Section 5](#) for preparatory steps for online testers. The group administration is not permissible if a student will be providing his or her responses orally. Students who will be providing their responses orally must be tested individually.

Paper or Online Administrations (Grade 3 Only)

Translations are not allowed on the Grade 3 English language arts test.

Online Administrations (High School Only)

If a student receives an oral foreign-language translation and is testing online, the test administrator will set up a test session, the student will sign into the test and the test administrator will mark the "Other" accommodation code under the student's test settings when approving the student to test.

The translator will translate from the student's device. Students who are testing online need only an approved device with the Secure Browser or App installed and two sheets of blank paper (by student request).

IMPORTANT: Translations are not allowed on English language arts tests.

Student Response Mode

Students who are testing online can respond in one of three ways:

1. Students can type their responses in English in the online Student Testing Site.
2. Students can orally respond. If a student will provide responses orally, the student must be administered the test one-on-one. If the student responds in his or her native language, the translator must translate the student's response and type the student's response in English in the online Student Testing Site. If the student responds orally in English, the translator will type the student's responses verbatim in the online Student Testing Site.
3. Students can write responses in their native language. If a student will produce written responses in a language other than English, the student will write on blank paper. The translator must translate the student's response and type the student's response in English in the online Student Testing Site.

Regardless of the student's response mode, test administrators are responsible for ensuring that the test submitted for scoring contains English responses. Only responses in English will be scored. Only responses recorded in the online Student Testing Site will be scored.

Before the Test Administration

The test administrator will meet the translator at the scheduled time and escort him or her to the testing room. The test administrator is responsible for bringing the necessary test materials to the testing session and ensuring their security. Test security and validity are of the utmost importance. Prior to starting the test, the test administrator must ask the translator to sign and date a copy of the Non-Disclosure Agreement located in [Appendix G](#) (test coordinators can make copies of this form, as needed). The district/school must maintain a copy of the Non-Disclosure Form and provide it to the department upon request. It should not be returned with other test materials.

After the Non-Disclosure Agreement is signed, the test administrator will review the procedures for language translations with the student and the translator, as described below. The test administrator will monitor the entire testing session.

General Procedures for the Language Translation

The test administrator will read the test directions aloud in English. The translator will translate the test directions, questions and answer choices as close to word-for-word as possible. The translator can repeat or clarify directions, if needed. Translators may not clarify questions and answer choices. Some terms may not have a translation in another language. If a term cannot be translated, it should be read in English.

If requested by the student, test questions and answer choices can be repeated for the student as often as necessary. The translator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best."

Translating the Tests

Some questions will include tables, figures, pictures, charts or graphs. Any text included immediately before these should be orally translated for the student (e.g., "Use the picture below to answer question 5."). When referring to tables, figures, pictures, charts or graphs, the translator must be consistent in translation and description (e.g., "The title of the graph is 'Fitness Test Results.' The x-axis is titled 'Fitness Test Results.' The y-axis is titled 'Number of Sit-ups.' "). Many questions will have numbers as answers. The translator should discuss with the student whether numbers need to be orally translated.

Breaks in the Testing Session

If district and school policy permit, the test administrator or translator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials or place the test materials in a locked, secure location. If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunch room with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials will be placed in a secure location if the student and test administrator leave the test room for lunch.

Concluding the Testing Session

At the conclusion of testing, the test administrator will instruct the student to review his or her answers to all of the test questions, including the translation of the student's constructed responses. The translator will translate any test question(s) that the student would like re-read. The test administrator should collect the test materials and organize them according to the procedures described below.

After Test Administration

For students testing online, after the student has concluded reviewing responses, the student will submit his or her test and the test administrator will end the test session. If an online testing student wrote responses on paper, the test administrator must securely destroy that paper.

Reimbursements for Translators

Translators will be at a district expense. The department will not reimburse translators for the optional Summer 2016 test administration.

Human Read-Aloud

Students who meet the criteria outlined in [Ohio's Accessibility Manual](#) are eligible for a human read-aloud. During this type of administration, the test administrator reads the test to the student. If a student is testing on paper, the test administrator will read the test from a student test booklet. If the student is testing online and is eligible for a human read-aloud, the test administrator will read from the student's device.

A human read-aloud may be given to one student or a group of students. A group administration is permissible if all participating students will be writing their responses. Review the Group Oral Administrations information in [Section 5](#) for preparatory steps for online testers. The group administration is not permissible if a student will be providing his or her responses orally. Students who will be providing their responses orally must be tested individually.

General Procedures for Human Read-Aloud

For all tests, the test administrator will read aloud the entire test including the test directions, questions and answer choices. In addition, for the ELA tests, the test administrator must also read the passages. Anything read can be repeated for the student as often as necessary, if the student requests a repeat. The test administrator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best."

Reading the Tests Aloud

Some questions will include tables, figures, pictures, charts or graphs. Any text included immediately before these should be read to the student (e.g., "Use the picture below to answer question 5."). When referring to tables, figures, pictures, charts or graphs, the test administrator must be consistent with descriptions (e.g., "The title of the graph is 'Fitness Test Results.' The x-axis is titled 'Fitness Test Results.' The y-axis is titled 'Number of Sit-ups.' "). Many questions will have numbers as answers. The test administrator can ask the student whether numbers need to be read aloud.

Breaks in the Testing Session

If district and school policy permit, the test administrator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials secure or place the test materials in a locked, secure location. If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunchroom with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials will be placed in a secure location if the student and test administrator leave the test room for lunch.

After Test Administration

For students testing online, after the student has concluded reviewing responses, the student will submit his or her test and the test administrator will end the test session. If the student wrote any responses on paper, the test administrator must securely destroy that paper.

For Grade 3 students testing on paper, the test coordinator or test administrator must apply the student's Pre-ID label to the scorable document that contains the student's responses. If a Pre-ID label is not available, apply a generic label and bubble the student's demographic information. For all students, bubble "Read Aloud" under accommodations and the testing group number. The test administrator must return the scorable document to the building test coordinator for scoring.

Appendix C: What to Do When — Troubleshooting for Online Testing

This section addresses some scenarios that may arise before or during online testing. If you encounter a situation that is not covered, please see the inside front cover of this manual for guidance on who to contact.

#	Description	What to Do
1	An online test administrator needs a Test Administrator or Teacher User Account	District test coordinators, district administrators and building test coordinators can create Test Administrator (TA) and Teacher (TE) User Accounts.
2	A user forgets his or her password	From the TIDE Login Screen at oh.tide.airast.org , click [Forgot Your Password?]. Enter your username (your email address), then [Next].
3	The student's accessibility features are not listed correctly under Test Settings in the Test Administrator Interface	The district test coordinator, district administrator, building test coordinator, teacher or test administrator should mark the correct accessibility features under test settings in the student's record in TIDE, or the test administrator should update the student's accessibility features under Test Settings in the Test Administrator Interface before approving the student to test.
4	There are no tests available for the student to select on the "Your Tests" screen. Tests on the "Your Tests" page are grayed out and cannot be selected by the student.	Verify that a test for which the student is eligible is selected in the Test Administrator Interface. Verify that the student has been identified as an online tester in his or her Pre-ID record. If the student sees a message that the student has used up the opportunities for this test, verify that the student has not already taken the test. Students can take each test only once. Verify that the student's test eligibility was not set as "yes" for the alternate assessment (AASCD).
5	A student's "Is This Your Test?" page shows the wrong accessibility features	The test administrator should have the student sign out and then sign back in. Before the test administrator approves the student to start the test, he or she must click the test settings and adjust them to provide the desired accessibility features. Once they are set, the test administrator must approve the student. The student will be able to continue his or her test with the appropriate features. Important: If a student starts the test with the Spanish accommodation and wants an English-only version of the test instead (or vice versa), a reset will be needed. The test coordinator will submit a Test Status Request to reset the test for the student. When the test is reset, it is removed from the system and no responses are retained. The student will start a new test.

#	Description	What to Do
6	A new student is enrolled at the school	The district test coordinator, district administrator, EMIS coordinator, Information Technology Center (ITC) or building test coordinator must pre-identify the new student in TIDE. If the student began taking a test at his or her previous school but did not submit the test, review the information on test status requests if the student needs to be able to access test items in order to complete the test.
7	A student moves out of the district during testing	If the student moves out of the district, no action is required by the district from which the student moved.
8	A student is absent on the day of testing	See the " Make-Up Testing " information in the Schedules section of this manual.
9	A student needs to leave the computer for some reason	Have the student click the [Pause] button, which will sign the student out of the test. If the student leaves the room without pausing the test, the test administrator should pause it from the Test Administrator Interface. When the student returns, have the student sign in to the correct active session and continue testing.
10	A student is cheating	See Section 3 for guidance on reporting test incidents.
11	A student starts or takes a test for which the student is not eligible	See the information on Test Status Requests .
12	A student is unable to review items that he or she answered	If a student's test is paused for more than the allowable amount of time (e.g., one school day or eight hours), the student is unable to review items that were answered prior to the test being paused.

Appendix D: Summary of Additional Resources

The online portal (www.ohiostatetests.org) contains a series of user guides, manuals, guidance documents, video tutorials and practice materials. A summary of some of the available materials is listed below. To locate resources, navigate to the portal and select from the list of available materials. You can also use the search feature to look for documents that address specific topics or keywords. If you are unable to find the information you are looking for, please see the inside front cover of this manual for additional support.

For Guidance or Information on	Refer to
Preparing students	Online practice test items Released items from Spring 2015 Student testing site video tutorial Online item tutorial videos
Error codes or message codes	Message Codes Document
Preparing for testing	<i>Test Administrator Checklist</i>
Which online user accounts have access to which online systems	TIDE User Guide User Role Matrix
How to proctor the online tests	This <i>Directions for Administration Manual</i> and Online Testing Checklist Test Administrator Interface User Guide Test Administrator Interface Certification Course
Administering tests to paper testers	This <i>Directions for Administration Manual</i>
Internet, network, hardware and software requirements	Online System Requirements Technical Specifications for Online Testing Manual
How to download and install the Secure Browser for desktop computers and the App for tablets and Chromebooks	Secure Browser Installation Manual

Appendix E: Completing the Demographic Page

Students With Pre-ID Labels

For students with Pre-ID labels, the following boxes must be bubbled:

- Box B (Testing Group Number)
- Box J (Accommodations), if applicable

Students Without Pre-ID Labels

If a student does not have a Pre-ID label, pre-identifying the student in TIDE by the close of the test window and accurately bubbling the SSID or Student ID (for nonpublic and home-schooled students) on the demographic page is required. Failure to Pre-ID the student in TIDE by the close of the test window and failure to bubble the student's SSID or Student ID accurately will result in the student's scores not being reported.

If a Pre-ID label is not available, apply a generic label and bubble the demographic fields and the testing group number. Before completing the demographic pages, have the following information available:

- District IRN
- School IRN
- Testing Group Number
- Student demographic information

Directions

Box A—Student Name, District Name, School Name and County Name (Do not affix the student's pre-ID label in Box A)

Find Box A in the top left corner. Write your name next to “Student Name.” Write [name of your district] next to “District Name.” Write [name of your school] next to “School Name.” Write [name of your county] next to “County Name.”

Box B—Testing Group Number

Find Box B, “Testing Group Number.” Write [the three-digit number that corresponds to the testing group number] in the three boxes. Bubble the circle that contains the number you wrote in each box.

Box C—SSID

If students do not have access to their SSIDs or Student IDs, the test administrator or test coordinator must complete this box.

Find Box C, “SSID.” Write your [SSID or Student ID] in the boxes provided.

- For students with an SSID: **Include a letter in the first two boxes. Include a number in each of the remaining seven boxes. Bubble the circle with the letter or number that you wrote in each box.**
- For students with a Student ID: **Include a letter in the first four boxes. Include a number in each of the remaining five boxes. Bubble the circle with the letter or number that you wrote in each box.**

Box D—Attending District IRN

Find Box D, “Attending District IRN.” Write [provide the six-digit district IRN to students; be sure to include leading zeroes if necessary] **in the six boxes. Bubble the circle that contains the number you wrote in each box.**

Box E—Attending School IRN

Find Box E, “Attending School IRN.” Write [provide the six-digit school IRN to students; be sure to include leading zeroes if necessary] **in the six boxes. Bubble the circle that contains the number you wrote in each box.**

Turn to the inside front cover.

Box F—Student Last Name, Student First Name, MI

Find Box F. Write your last name in the boxes below “Student Last Name.” Put one letter in each box. If you have more letters in your last name than there are boxes for your last name, print as many letters as will fit.

Write your first name in the boxes below “Student First Name.” Put one letter in each box. If you have more letters in your first name than there are boxes for your first name, print as many letters as will fit.

Write your middle initial in the box below “MI.”

Below each letter that you printed of your last name, first name and middle initial, bubble the circle that contains the letter. Make sure you are bubbling the circle in the correct column for each letter.

Box G—Optional District Student ID/Student Number

This field is optional and should be completed by districts that use local ID numbers. Do not enter the student’s social security number in this box. Do not attempt to enter the student’s SSID or Student ID (for nonpublic and home-schooled students) in this box.

If students do not have access to their district IDs, the test administrator or test coordinator must complete this box.

Find Box G, “Optional District Student ID/Student Number.” Write your student number in the boxes provided. Bubble the circle with the letter or number that you wrote in each box.

Box H—Gender

Find Box H, “Gender.” Bubble the appropriate circle next to female or male.

Box I—Date of Birth

Find Box I, “Date of Birth.” In the “Month” column, write your birthday month. Bubble the circle next to the month you were born.

Under “Day,” write the date you were born in the two boxes. If you were born on days 1 – 9 of the month, write zero in the first column. Bubble the circle that contains the number you wrote in each box.

Under “Year,” write the year you were born in the four boxes. Bubble the circle that contains the number you wrote in each box.

Box J—Accommodations

The test administrator or test coordinator must complete this box.

- Read Aloud (ELA): Fill in the bubble if the student received a read-aloud;
- Scribe: Fill in the bubble if the student’s responses were recorded by the test administrator;
- Other: Fill in the bubble if the student received any other accommodation.

Appendix F: Calculator Policies

Calculators are allowable — but not required — for students to use while taking high school math end-of-course tests and the physical science test.

Students taking tests online may use the calculator available within the online Student Testing Site. Online testing students may alternately use a handheld calculator at district or school discretion.

Districts and schools may provide handheld calculators when applicable or permit students to bring their own handheld devices. If students are using handheld calculators, test administrators must confirm that the memory on all calculators has been cleared before and after each testing session.

Specific specialized external calculators (e.g., large key, talking) are allowed for students who need them for accessibility, provided that accommodation is specified in the student's approved Individualized Education Plan [IEP] or 504 Plan.

Refer to [Ohio's Accessibility Manual](#) for information about students with disabilities and the use of calculation devices or fact charts.

See the pages that follow for specific information on allowable calculators by test. For additional guidance, refer to the contacts on the inside front cover of this manual.

Calculators for High School Mathematics

The Ohio Department of Education recommends graphing calculators for the high school mathematics tests, but students may use calculators with lower functionality. Schools should give students opportunities to become familiar with the calculators they choose before testing.

Recommended Calculators

Examples of recommended graphing calculators* include, but are not limited to:

Casio	Texas Instruments	
fx-9750GII	TI-73 Explorer	TI-NSpire
fx-9860GII	TI-83 Plus	TI-NSpire CX
fx-CG10 PRIZM	TI-84 Plus - Series	

* Graphing calculators absent from this list are not automatically prohibited.

Prohibited Graphing Calculator Functions and Features

Schools must not allow graphing calculators that meet these descriptions:

- Calculators with Computer Algebra System (CAS) features;
- Tablet, laptop, personal digital assistants (PDAs) or phone-based calculators;
- Calculators with “QWERTY” keyboards.

Examples of Allowable Scientific Calculators

Examples of allowable scientific calculators** include, but are not limited to:

Casio	Sharp	Texas Instruments
fc-200V	EL-500W	TI-15 Explorer
fx-55PLUS	EL-501X	TI-30Xa
fx-115ESPLUS	EL-506X	TI-30XIIS (OGT Approved)
fx-260Solar	EL-516X	TI-30XS
fx-300MS	EL-520X	TI-34 Multi View
fx-300ESPLUS	EL-531X	TI-36X Pro
	EL-535X	TI-BAll Plus

** Scientific calculators absent from this list are not automatically prohibited.

Test Administrator Guidance

- Confirm that the calculators meet the requirements for the test;
- Confirm that the memory on all handheld calculators is clear before and after each testing session;
- Do not allow students to share calculators within a testing session.

Calculators for Physical Science

The Ohio Department of Education recommends scientific calculators for the physical science test. Students may use graphing calculators, but these are not required or recommended. Schools should give students opportunities to become familiar with the calculators they choose before the tests.

Examples of allowable scientific calculators* include, but are not limited to:

Casio	Sharp	Texas Instruments
fc-200V	EL-500W	TI-30Xa
fx-55PLUS	EL-501X	TI-30XIIS (OGT approved)
fx-115ESPLUS	EL-506X	TI-30XS
fx-260Solar	EL-516X	TI-34 Multi View
fx-300MS	EL-520X	TI-36X Pro
fx-300ESPLUS	EL-531X	
	EL-535X	

Examples of allowable graphing calculators* include, but are not limited to:

Casio	HP	Texas Instruments	
fx-9750GII	HP 50g	TI-73 Explorer	TI-NSpire
fx-9860GII	HP Prime	TI-83 Plus	TI-NSpire CX
fx-CG10 PRIZM		TI-84 Plus - Series	

* Scientific and graphing calculators absent from these lists are not automatically prohibited.

Appendix G: Non-Disclosure Agreement for Translators

Summer 2016 Administration of Ohio's State Tests

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not necessarily limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of Ohio Revised Code and Rule 3301-13-05 of the Administrative Code.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral administration will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

Language Translator Printed Name: _____

Language Translator Signature: _____

Date: _____

The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.