2014 Test Examiner's Training Script

Slide #1. Title Screen
Welcome to Test Examiner's training for the Spring 2014 Grade-Level Assessments.

Slide #2. Office of Civil Rights Non-Discrimination Statement
This slide contains the Department of Education's Office of Civil Rights Non-Discrimination Statement. If you would like to read it completely please click on the pause button at the bottom of the screen.

Slide #3. Navigation Tools
My name is Susan Newbold, and I am an Assistant Director of Assessment at the Missouri Department of Elementary and Secondary Education (DESE). Today's training is prerecorded in "listen only" mode, and is posted to the DESE website. The URL on this slide contains the print-ready PowerPoint from the training, the accompanying notes, and the script. During this presentation please feel free to use the pause button to allow time to take notes or reread the slides. You may view the training in full screen mode or in the panel version where you can view the notes and outline. There is also a volume control button at the bottom of the screen. Remember that the manuals and trainings cannot address every possible scenario. If you have additional questions after today's training, please contact your District and/or School Test Coordinator.

Slide #4. Training Objective and Target Audience
The objective of this presentation is to provide statewide standardized training to Test Examiners for the MAP Grade-Level Assessments. All general education test examiners, as well as special education test examiners, proctors, facilitators, readers, translators, transcribers, anyone administering the test in an off-site setting (such as to a homebound student) and others who are involved in the administration of the assessments in any way, are required to watch the training.

Slide #5. Agenda
The agenda for this webinar includes:
- The purpose of the Examiner's Manual as it relates to test administration
- Summary of changes or additions in 2014
- Points of Emphasis
- Reminders of important testing processes and protocols including testing requirements and exceptions, testing of special populations, assessment security, qualifications for assessment aides, and permitted and prohibited testing tools
- Highlights of the Test Examiner's role before, during, and after testing
- Special Manuals with Markup
- Survey and feedback

Slide #6. Purpose of the Examiner's Manual

The primary purpose of the Examiner's Manual is to provide detailed, grade-specific instructions for administering the assessments. This ensures standardized administration of the assessments. The manuals contain a list of grade and content appropriate tools, timing guidelines, directions to read to students during testing, and procedures to follow after testing. Test Examiners must understand their manual and resolve all questions with their District Test Coordinator (DTC) or School Test Coordinator (STC) prior to testing.

Grade-Level Assessment Manuals are NOT secure. They are posted on the Department website and should be read thoroughly prior to testing.

Slide #7. Summary of Changes: Student Information Sheet Teacher Invalidation Bubble

The next few slides review changes to the Spring 2014 assessments that are pertinent to Test Examiners. A change has been made to the Teacher Invalidation bubble on the Student Information Sheet, or SIS. The SIS now has only one Teacher Invalidation bubble per content area. (Previously the SIS included a Teacher Invalidation bubble for each session within a content area.) The invalidation rules, however, have NOT changed. The ONLY time the Teacher Invalidation bubble can be used is when a student is discovered cheating.

Slide #8. Summary of Changes: Teacher Invalidation Bubble (Cont.)

This slide shows a screen shot of the Teacher Invalidation bubble on the SIS. If the Test Examiner determines that a student has cheated on the assessments, he/she should contact the STC and refer to the Examiner's Manual for specific instructions regarding how to invalidate a test. Marking the Teacher Invalidation bubble will invalidate all sessions of the entire content area.

Slide #9. Summary of Changes: Student Erasures and Scribing

This year's Examiner's Manuals include explicit instructions for students to complete all of their own erasing and editing. This includes not only answer changes, but also clean-up of stray marks on the answer sheets and ensuring that answer bubbles are dark and solid. Scribing of student responses is permitted ONLY when the student's IEP or 504 plan specifies that accommodation for statewide standardized testing, or when the student has broken his or her writing arm or hand.

Slide #10. Points of Emphasis: Assessment Security

The next few slides highlight "points of emphasis" for the Spring 2014 test administration. Each year, the training includes several points of emphasis that DESE and CTB would like to place on Test Examiners' radars for the Spring test administration. Often, the points of emphasis reflect common questions or issues from the previous year's administration.

The first point of emphasis for 2014, related to assessment security, speaks to proper handling of student test books. Student test books cannot be viewed by a Test Examiner before, during, or after testing. The only exception to this rule is a translator who needs to become familiar with test items prior to administering a test to an English Language Learner who needs such an accommodation. Please refer to specific instructions in the Examiner's Manual related to translators. Test books must be stored securely OUTSIDE the classroom between test days, and must be kept out of sight during any testing day when students are not actively engaged in testing.

Slide #11. Points of Emphasis: Testing Students with Disabilities

A second point of emphasis for 2014 addresses accommodations for students with disabilities. In order for a student to use an accommodation on a Grade-Level Assessment, the accommodation must be recorded on Form D of the student's IEP. All accommodations for statewide standardized testing recorded on a student's IEP must be offered to the student during administration of the Grade-Level Assessments.

Slide #12. Points of Emphasis: Testing Students with Disabilities (Cont.)

If a student refuses use of an accommodation included in his or her IEP for statewide standardized testing, the Test Examiner must mark the Student Information Sheet, or SIS, with the accommodation, even if it invalidates the test for the content area, and the IEP team and the student's parent or guardian must be informed.

Slide #13. Points of Emphasis: Performance Events and Writing Prompts

Performance Events and Writing Prompts returned to the Grade-Level Assessments in Spring 2013 and continue in Spring 2014. The following is a list of the performance events and their grade levels.

- Grade 3 includes a Communication Arts Writing Prompt
- Grade 4 includes a Mathematics Performance Event
- Grade 5 includes a Science Performance Event
- The Grade 6 assessment includes NO PERFORMANCE EVENTS or WRITING PROMPTS
- Grade 7 includes a Communication Arts Writing Prompt
- Grade 8 includes a Mathematics Performance Event and Science Performance Event

The performance events and writing prompts add a significant amount of time to the assessments. Please review the timing guidelines on the DESE website and in the Examiner's Manual. Allowable tools also reflect the inclusion of performance events and writing prompts.

Slide #14. Points of Emphasis: Pre-ninth Grade Students Taking EOC Assessments

For the past several years, EOC Assessments have been available to students who complete the associated Course-Level Expectations before they reach high school. However, accountability rules now differ slightly for students taking an Algebra I, Algebra II, or Geometry EOC assessment prior to high school.   If a pre-ninth grade student takes any mathematics EOC he or she **must not** take the Grade-Level Mathematics Assessment during the Spring testing window of the same accountability year. The student's Student Information Sheet (SIS) on the Grade-Level Assessment must be marked "Not Enrolled" for the mathematics content area. The student's Grade-Level test book must be returned with the mathematics section completely blank. Failure to follow this procedure may result in a Level-Not-Determined (LND) for that student. A student marked as "Not Enrolled" on the SIS will receive a blank Individual Student Report for that content area.

Pre-ninth grade students who take an EOC in any content area other than mathematics are required to take all appropriate Grade-Level Assessments.

Slide #15. Points of Emphasis: Pre-ninth Grade Students Taking EOC Assessments (Cont.)

This slide shows a screen shot of the Student Information Sheet (SIS) with the mathematics section expanded. The bubble shown must be filled if the student is taking an EOC in a mathematics content area.

Slide #16. Points of Emphasis: Manipulatives and Reference Sheets

Manipulatives for the Grade-Level Assessments can be found in the center of the shrink-wrapped packages of testing materials. Manipulatives are provided specifically for Mathematics Assessments, but they may be used for the Science Assessments, as well. Manipulatives are NOT required for the Science Assessments, but they are NOT prohibited either. There are no reference sheets for either Mathematics or Science Assessments for any grade level. All necessary formulas are included with the test items.

Slide #17. Points of Emphasis: Labels

ONLY labels provide by CTB/McGraw-Hill can be affixed to students' test books. Test Examiners must carefully follow all directions in the Manuals pertaining to handling of student labels. Failure to do so can result in incorrect student biographical data and/or incorrect assessment results.

Slide #18. Points of Emphasis: Paper and Pencils

While students may use scratch paper for any session of the Mathematics and Science Assessments, they may use scratch paper for only the Writing Prompt session of the Grade 3 and Grade 7 Communication Arts Assessments. They may NOT use scratch paper for any other session or any other grade of the Communication Arts Assessment. For all assessments, students should use ONLY non-mechanical No. 2 pencils. If a student uses any other type of lead, he or she will have to retrace each answer using a non-mechanical No. 2 pencil. Any necessary retracing MUST be done by the student. There are no exceptions to this rule.

Slide #19. Reminders: Required Testing and Exceptions

The next section of this year's training focuses on "reminders" of specific assessment protocol and processes that have not changed significantly, but continue to be important to maintaining the integrity of the Grade-Level Assessments and their administration. State and Federal statutes require school districts to test all students enrolled in their district at the time of testing, and at the grade level in which they are enrolled. This includes students receiving services at off-site locations.

There are only two exceptions to this rule. The first exception is students who have qualified for and are participating in the MAP-Alternate. These students are not required to take a Grade-Level Assessment. The second exception involves ELL students who have been in the United Stated less than twelve cumulative months at the time of testing. These students may be exempt from taking the Communication Arts Assessment, but they must take all other required Grade-Level Assessments. If this exemption applies, it must be correctly noted on the Student Information Sheet (SIS) with a filled in ELL bubble in the Communication Arts accommodations section.

Slide #20. Reminders: Required Testing and Exceptions (Cont.)

This slide is a screen shot of the SIS with the Communication Arts Section expanded to show the bubble that must be used to exempt a student from the Communication Arts Assessment if the student qualifies for ELL services and has been in the United States for 12 cumulative months or less at the time of testing.

Slide #21. Reminders: Testing Students with Disabilities

The IEP team has the responsibility and authority to determine individual accommodations that a student needs in order to support and ensure his or her participation in the Grade-Level Assessments. Please keep in mind the

following guidelines when testing students with disabilities. First, a student with an Individual Accommodation Plan (IAP 504) can receive the same accommodations as a student with an IEP. Second, off grade-level testing is not permitted. Students must be tested using the test book for their current grade. Finally, Special Education teachers must also follow the same test book security rules as all other teachers. They are not allowed to view the test books prior to, during, or after testing. Students must have the opportunity to respond to every item, using the accommodations specified in their IEPs.

Slide #22.   Reminders: Testing English Language Learners (ELLs)
Federal provisions allow districts to read the Mathematics and Science Assessments to ELL students in their native language, but not the Communication Arts Assessment. ELL students may also give their responses orally in their native language on all assessments. These responses must be translated into English and promptly and accurately transcribed into a test book. All transcribers and translators must complete Test Examiner training prior to assisting with assessment administration.

Slide #23. Reminders: Assessment Security
Test security continues to be PARAMOUNT. Every district's security procedures must be documented in a test security policy that is part of the district's locally approved assessment plan. Each individual who is involved in the assessment process must be aware of his/her role in ensuring test security. Test Examiners must read the Test Security section of the Examiner's Manual before administering the assessments. During test administration, Test Examiners MUST NOT paraphrase item directions or cue students in any way, or allow students to transport test books from one location to another. Additionally, Test Examiners must not alter students' test books in any way. This includes erasing stray marks and darkening bubbles.

Slide #24.   Reminders: Assessment Security (Cont.)
Between testing days, Test Examiners must store test books and manipulatives in a secure locked location **outside** of the classroom, according to the district's plan and as communicated by the District Test Coordinator (DTC) or School Test Coordinator (STC). During a testing day, when students are not actively engaged in testing, Test Examiners must ensure that the test books are kept secure and out of sight.

Slide #25.   Reminders: Assessment Security (Cont.)
District staff involved with testing may not edit student responses in any way. Test Examiners must schedule testing to ensure that each test session is completed within a single time slot. Test sessions must never be split over separate time slots. Once a test session is complete, a Test Examiner (or any personnel involved in testing) should never return a test book to a student.

Slide #26.   Reminders: Translators and Transcribers
Use of translators and/or transcribers involves unique security measures. Translators must not be a student or a relative of the student that is being assisted. Translators are allowed to review the test book prior to testing to assist in the translation process. Both translators and transcribers must be fully trained in assessment administration and proper security procedures.

Slide #27.   Reminders: Qualifications for Test Examiners, Proctors, and Assessment Aides
Proctors, transcribers, readers, etc., as well as Test Examiners must meet the following three requirements:

- They must be a district employee.
- They must meet the requirements of a paraprofessional under Title I.
- They must complete all appropriate state and district assessment training.

Slide #28.   Reminders: Tools -- Non-mechanical No. 2 Pencils
There is a tools section in each Examiner's Manual with specific details about tool use at that grade level. This is a short review of that information. Test Examiners must allow the use of the correct tools on the Grade-Level Assessments. If a tool is not listed for use in the Test Examiner's Manual for your grade level, then it is not permitted. Non-mechanical No. 2 pencils are mandatory. Several pencils should be prepared before testing begins so that students' concentration is not disrupted by the sound of the pencil sharpener. If a student's pencil lead breaks, provide a new pencil for the student immediately.

Slide #29.   Reminders: Tools -- Assorted Tools for Testing
Students must use soft erasers to avoid tearing or smudging their test books.

Students may use blank bookmarks to save their place in their test book. If the Test Examiner discovers any writing on the bookmark he/she must immediately replace it and return it with the used scratch paper to be securely destroyed by the STC.

Acceptable scratch paper includes lined, unlined, grid, unlabeled graph, or draft paper. Scratch paper is allowed in all areas of the Mathematics and Science Assessments, but it is only allowed on Session 2 (the writing prompt) of the Grade 3 and 7 Communication Arts Assessments. Scratch paper is not allowed during any other session of any Communication Arts Assessment. Used scratch paper must be collected at the end of each part or session of the assessment and new scratch paper provided. All used scratch paper must be securely destroyed by the STC.

Grade-level specific rules describe the resource materials that students may use for Communication Arts Assessments.   A dictionary is allowed for use only during Session 2 (the writing prompt) of the Grade 3 Communication Arts Assessment. A dictionary, thesaurus and grammar handbook are allowed for use during Session 2 (the writing prompt) of the Grade 7 Communication Arts Assessment. These items are not allowed on any other session or grade-level of the Communication Arts Assessments or in any other content area on the Grade-Level Assessments.

Slide #30.   Reminders: Tools -- Calculators
By design, the items on the Grade-Level Assessments do not require the use of a calculator. If the district chooses to allow students to use a calculator, a four-function calculator is all that is needed, and it can be used **only where specified in the *Examiner's Manual*.** (Please note that there are specific grade levels and sessions of the Grade-Level Mathematics Assessments for which calculators are NOT allowed.) Students may not share a calculator during the assessment. DESE does not provide, endorse, or recommend a list of calculator brands or types that students are permitted to use. Test Examiners should follow their district's general education policy for the use of calculators during district administered quizzes, benchmark tests, common assessments, chapter/unit tests, and final exams.

Calculators cannot contain stored equations or functions at the time of the Grade-Level Mathematics Assessment. Test Examiners must ensure and verify that every calculator that has the ability to store functions and equations (e.g., a graphing or scientific calculator) has its memory cleared before each Mathematics Assessment begins and after each Mathematics Assessment is complete. Calculators cannot have Internet connectivity, or be able to connect to anyone inside or outside the classroom during testing.

Slide #31. Reminders: Tools -- Calculators (Cont.)
Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.

Slide #32. Reminders: Tools -- Mathematics Manipulatives
Prior to testing, Test Examiners should punch out and organize the mathematics manipulatives. Only the manipulatives provided by CTB can be used, unless otherwise listed in a student's IEP. Manipulatives are provided as a part of standardized testing. Not all manipulatives are needed this year. However, unless otherwise stated in session directions, the Test Examiner must distribute and permit all manipulatives for use by students during testing.

The manipulatives are not required on the Science Assessment; however, they are not prohibited either. Manipulatives are not allowed for use during the Communication Arts Assessment. This slide has the manipulatives provided for each grade level.

Slide #33. Reminders: Tools -- Items Not Permitted During Testing
The following items are not allowed during the Grade-Level Assessments:
- Electronic Communication devices
- Cell Phones
- Music Players
- Cameras
- Handheld Scanners
- Gaming Devices
- Any Device That Can Connect to the Internet

Slide #34. Before Testing
The next section of training covers Test Examiners' responsibilities before, during, and after testing. Test Examiners have many responsibilities before testing begins. This slide lists some resources that may be found on the DESE website that will assist classroom teachers with preparing their students for the Grade-Level Assessments. This list includes links to the test blueprints, timing guidelines, Grade-Level Expectations, released items, and the assessment manuals.

Slide #35. Before Testing (Cont.)
In planning and preparing for the assessments, Test Examiners must complete a thorough review of the grade specific Test Examiner's Manual. An integral part of this preparation is discussing test book accountability with the School Test Coordinator (STC). A clear procedure must be in place to avoid misplacing testing materials. Preparations will also include finding a location in each testing room where testing materials can be securely stored during short

breaks in testing. Between testing days, Test Examiners should follow the district's procedures for storing booklets in a secure central location outside the classroom.

Slide #36. Before Testing (Cont.)
Prior to testing, Test Examiners should ensure that they have received the correct test books for their grade. If any students need Braille or Large Print test editions, they should check to be sure they have received those materials, as well.

Test Examiners must prepare the room for testing by removing or covering all content and/or process related information to ensure students cannot view these materials during testing. They should be sure that all necessary manipulatives for the grade level are punched out and organized. They should also have scratch paper and plain paper bookmarks available for student use, as well as a supply of extra non-mechanical No. 2 pencils and soft erasers. Test Examiners must work with their School Test Coordinators (STCs) to coordinate what process will be followed if a student becomes sick or disruptive during testing. Finally, Test Examiners must ensure a process is in place for students who need additional time on sections that are not strictly timed.

Slide #37. During Testing
On the first day of testing, Test Examiners should have students review the precode label on the front of their test books for accuracy. If the label is incorrect, then the biographical data on the Student Information Sheet (SIS) located on the inside front cover of each test book must be completed. Step 4 of the manual provides specific procedures for an incorrect label. Only labels provided by CTB can be affixed to student test books.

Test Examiners should have the students print their name, district and school on the lines provided on the front cover of the test book. The district may not create labels for this purpose. For subsequent testing sessions, Test Examiners should make certain each student has his or her own test book before beginning all sessions of the test. Additionally, Test Examiners should ensure students are on the correct page in the test book before beginning to read the directions.

Test Examiners must read the standardized testing directions exactly as written in each Test Examiner's Manual. A Test Examiner may clarify the general test directions for students, but cannot clarify or paraphrase any item level directions. We strongly encourage districts to administer the content areas and content sessions in the order they appear in the test book.

Slide #38. During Testing (Cont.)
The TerraNova™ sections of the Grade-Level Assessments are strictly timed tests. Test Examiners must follow the times listed in the instructions of these sessions. If a student does not finish a TerraNova™ section in the time allowed, then the remaining questions must be skipped. All other sessions on the Grade-Level Assessments have timing guidelines to be used for planning. If a student has not completed the section in the allotted time, but is making adequate progress, the Test Examiner should allow the student to complete the session.

Test Examiners are not allowed to answer students' questions during the assessment. If a student asks an item-related question, the Test Examiner should simply respond with something like, "Do your best." Test Examiners may

pronounce one word in a sentence; however, they must not cue a student by reacting verbally or non-verbally to the student's questions.

The Test Examiner should walk around the room to help provide a setting that discourages cheating. If a Test Examiner discovers that a student is cheating, he/she should collaborate with the School Test Coordinator (STC) to ensure the proper procedures are followed to invalidate the assessment.

Slide #39.   During Testing (Cont.)
The Test Examiner should collaborate with the School Test Coordinator (STC) to ensure that all students have the opportunity to make up their assessment if they are absent during testing.   The Test Examiner should also collaborate with the School Test Coordinator (STC) if any testing materials become contaminated. Dealing with contaminated testing materials is a very detailed process and the School Test Coordinator (STC) should be involved.

Test book security must be PARAMOUNT throughout the administration of the assessments. Test Examiners must collect test books and store them out of sight if the students are taking a break from testing. At the end of each testing day Test Examiners must collect the test books and return them to the School Test Coordinator (STC) for secure storage outside of the classroom.

Slide #40.   After Testing
When testing is complete, Test Examiners must check to see that all student barcode labels are accurate and attached correctly. If the student's Barcode Label is incorrect, then the demographic fields must be completed on the Student Information Sheet (SIS). Test Examiners must collaborate with their School Test Coordinators (STCs) to ensure the Student Information Sheets (SISs) are filled out correctly.
The Test Examiner must also review each student's SIS to ensure that all status codes, including accommodation codes for students with disabilities and ELLs, student absences, and invalidations are correctly indicated. If a student used accommodations on the assessment then those must be marked on the Student Information Sheet (SIS). The invalidation, absence, not enrolled and ELL bubbles may also be used for specific situations explicitly described in the Test Examiner's Manuals.

Slide #41.   After Testing (Cont.)
Test Examiners are responsible for returning all testing materials to their School Test Coordinator (STC). The following materials must be returned to the STC:
- All test books including all used and unused test books, contaminated test books, damaged or defective test books, Braille or Large Print test books, transcribed or translated test books, and invalidated test books. Please follow specific instructions for organizing and accounting for these materials in the Examiner's Manual.
- Used scratch paper
- Manipulatives and bookmarks that have student writing on them (any unused manipulatives can be saved for future use).
- Unused student labels

Before returning testing materials to the STC, the Test Examiner must complete the Group Information Sheet. Some of the fields on the form may be pre-populated from information sent to CTB. This form will be used to organize the student scores and their reports. The test books must be organized into two groups: Scorable and Do Not Score. Step 8 in the Examiner's Manual provides explicit procedures for organizing testing materials.

Slide #42. Training Version Manuals

Training versions of the Test Coordinator's Manual and the Grade 5 Examiner's Manual are posted on the DESE website, along with the presentation handout and script. The Grade 5 Examiner's Manual is representative of all other grade-level manuals. Steps 1-4 and 6-9 are nearly the same in each grade's manual. Step 5 has the grade- and content-specific directions.

Slide #43. Conclusion

This concludes Test Examiner Training for the Spring 2014 Grade-Level Assessments. If you have any additional questions, please contact your DTC or STC. The DTC will contact CTB/McGraw-Hill or DESE's Assessment section for answers. Please click on the URL on this slide to complete a survey to help us with future trainings.

Good luck with the Spring 2014 Grade-Level Assessments.