

Oklahoma School Testing Program

2013 Test Preparation Manual

Oklahoma State Department of Education

Oklahoma Core Curriculum Tests (OCCT)
Grades 3–8

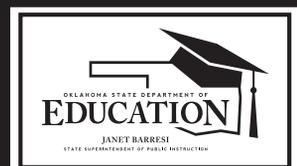
Oklahoma Modified Alternate Assessment Program (OMAAP)
Grades 3–8



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Important Note:

Please read this manual before distributing materials and administering the tests. It contains before-testing and after-testing instructions.



Contact Information

For information regarding Oklahoma School Testing Program (OSTP), Oklahoma Core Curriculum Tests (OCCT), and Oklahoma Modified Alternate Assessment Program (OMAAP) policies and procedures, contact the Oklahoma State Department of Education, Office of Accountability and Assessments.



Oklahoma State Department of Education

www.sde.ok.gov

Office of Accountability and Assessments

Phone: 405-521-3341

Fax: 405-522-6272

State Bilingual Office

405-521-3196

State Special Education Office

405-521-3351

Questions regarding the OCCT or OMAAP test materials, online or paper/pencil testing, and receipt and pickup of materials should be made by the District Test Coordinator and directed to the CTB/McGraw-Hill Oklahoma Help Desk.



CTB/McGraw-Hill Oklahoma Help Desk

OK_Helpdesk@ctb.com

Phone: (888) 282-2010

Fax: 800-282-0266

NOTE: The online testing system hours are from 7 a.m. to 7 p.m. Central Time.

No person is to read or view the contents of a test book or an online test at any time, except the student taking the test at the time of testing.

Acknowledgement

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Introduction

CTB/McGraw-Hill is pleased to serve as the vendor for the Oklahoma Core Curriculum Tests (OCCT), Grades 3–8, and the Oklahoma Modified Alternate Assessment Program (OMAAP) Grades 3–8.

Contents and Organization of the Test Preparation Manual

The *Test Preparation Manual* (TPM) is designed to provide an overview of the OCCT Grades 3–8 and the OMAAP Grades 3–8 for those involved in the administration of these assessments. This manual explains the responsibilities for the District Test Coordinator (DTC), Building Test Coordinator (BTC), Test Administrator (TA), and Test Proctor (TP) with regard to ordering, distributing, collecting, and returning test materials to CTB/McGraw-Hill for scoring and student accountability purposes. Instructions for administering the tests are found in the *Test Administration Manuals*.

Purpose and Rationale for Testing

The purpose of the Oklahoma School Testing Program (OSTP) is to assess students in their mastery of the Oklahoma C³ Standards. In addition, the test results can be used to inform curriculum decisions at the district and school level and to inform teaching at the classroom level through the use of classroom level reporting. Every student enrolled in a tested grade level in an Oklahoma public school must participate in testing.

All students will be administered either:

- The OCCT general assessment with or without accommodations; or
- An alternate assessment.
 - OMAAP with or without accommodations
 - Oklahoma Alternate Assessment Program (OAAP or Portfolio)
The OAAP assessment is handled through the Office of Special Education at the Oklahoma State Department of Education (SDE).

The OCCT, OMAAP, and OAAP for Mathematics and Reading are accountability tests required by the 2001 Federal Legislation “No Child Left Behind”: (NCLB).

GENERAL GUIDANCE

OCCT Grades 3–8

- Administered to students once a year: Spring.
- Assesses student proficiency relative to *Oklahoma C³ Standards*.
- A Multiple-Choice assessment is administered for the following subjects:
 - Grades 3 and 4–Mathematics and Reading
 - Grade 5–Mathematics, Reading, Science, and field test in Social Studies
 - Grade 6–Mathematics and Reading
 - Grade 7–Mathematics, Reading, and field test in Geography
 - Grade 8–Mathematics, Reading, Science, and field test in U.S. History, Constitution, and Government
- A separate Writing administration for Grade 5 and 8 is conducted in April.
- Paper/pencil tests are administered to all students with the exception of Grade 6 Mathematics and Reading, Grade 7 Mathematics, Reading, and Geography, and Grade 8 Mathematics and Reading, which are required to test online unless a student qualifies for a paper/pencil accommodated test.
- Online practice tests are available for students to prepare for the Grade 6–8 Mathematics and Reading tests.

OMAAP Grades 3–8

- Students must be on an Individualized Education Program (IEP) and qualify for this assessment using the Criteria Checklist For Students with Disabilities.
- Administered to students once a year: Spring.
- Assesses student proficiency relative to *Oklahoma C³ Standards* based on modified achievement standards.
- A Multiple-Choice assessment is administered for the following subjects:
 - Grades 3, 4, 6, and 7–Mathematics and Reading
 - Grades 5 and 8–Mathematics, Reading, and Science
- Paper/pencil tests are administered to students. Students mark responses directly in the test book which is scanned and scored.

Test All Eligible Students

Oklahoma law states that tests shall be administered to every student enrolled in a tested grade in the public schools of Oklahoma. All students will be administered all the state-designated tests, with or without accommodations, or students must be administered approved, alternate tests by their districts with test results reported to the SDE.

Students who are absent during the district-wide test administration should be administered the tests upon their return to school within the state's testing window. Please try to give every absent student an opportunity to take the tests.

If a student is not tested due to absence, alternate testing, or any other reason, the Student demographic information must still be provided to CTB/McGraw-Hill. This will allow every student who is enrolled in Grades 3–8 to be accounted for during testing.

For accountability, Federal/State law requires that no less than 95% of students enrolled in each student subgroup be tested in Mathematics and Reading.

Participation Variances

A. The achievement of English language learner (ELL) students may be assessed by an alternate test provided by the local school district in the language and form most likely to yield accurate data on what such students know and can do in the Oklahoma C³ Standards competencies, when accommodations with the OCCT are not sufficient to obtain valid and reliable data.

This alternate testing must be approved by the State Office of Bilingual Education and may only be given until such students have achieved English language proficiency. See Appendix C for rules.

B. ELL students in their first year of enrollment in the United States have the option of taking the state assessment in reading/language arts. With this option, the students are only exempt from the reading/language arts (OCCT Grades 3–8 Reading, OCCT Grades 5 and 8 Writing, and OMAAP Grades 3–8 Reading) test. They will be required to take all other content area tests that apply to their grade level or subject area.

If this option is chosen and the student does not test in reading/language arts, approval must be requested for this exemption by entering the student information on the SDE's Testing Status Application located on the District Reporting Site. All other tests for the student will be scored.

C. Every special education student shall have on file an appropriate statement in his/her Individualized Education Program (IEP) or Section 504 Plan requiring administration of the OSTP or an alternate assessment accepted by the State Special Education Office.

D. In the case of an unforeseen medical emergency, a student may be prevented from being available to test during the state testing window. Such an emergency must be approved for exemption by the Office of Accountability and Assessments. Enter the student information on the Testing Status Application located on the District Reporting Site and fax a letter to (405) 522-6272. Only upon approval from the State Department of Education will the student be exempted.

GENERAL GUIDANCE

Testing Accommodations for Selected Populations

The Building Test Coordinator is to provide each Test Administrator a list of students approved for accommodations in his or her testing group specifying the accommodations each is to receive.

Accommodated Paper/Pencil Test Forms

Paper/pencil accommodated tests are available for students on an IEP, 504 Plan, or ELL accommodation for the OCCT Grade 6 Mathematics and Reading, Grade 7 Mathematics, Reading and Geography field test, and Grade 8 Mathematics and Reading online tests. The district must have on file a copy of the student's IEP that indicates that a paper/pencil test is necessary to provide an appropriate accommodation.

NOTE: OMAAP tests are only available in a paper/pencil format.

Large-Print and Braille

Building sites will receive large-print and Braille test materials in large-print kits and Braille kits. These large-print and Braille kits are packaged by building site.

IMPORTANT TRANSCRIBING NOTE: If a student uses an accommodation that allows him or her to respond on anything but a scorable answer document/test book (including typed responses for Writing), in order for that student to receive a score, that student's responses must be transcribed to a standard scorable answer document/test book by administrative personnel before returning to CTB/McGraw-Hill. **Large-print and Braille tests must be transcribed into the standard scorable answer document/test book that was provided in the large-print or Braille kit.**

For each test ordered, you must have on file a copy of the section of the student's IEP that indicates visual accommodations and the doctor's letter stating that the student is visually impaired.

Large-Print Tests: Large-print versions of each test are available for use with visually impaired students. All student responses must be transcribed by the Test Administrator to the standard scorable answer document/test book that was provided in the large-print kit before returning to CTB/McGraw-Hill. Regular student score reports will be provided if procedures are followed correctly.

Braille Tests: Braille versions of each test are available for use with visually impaired students. All student responses must be transcribed by the Test Administrator to the standard scorable answer document/test book that was provided in the Braille kit before returning to CTB/McGraw-Hill. Only student level scores will be provided. No summary reports will be produced.

A Braille bubble is included on the demographic page on the scorable answer document/test book provided in the Braille kit. Test administrators who transcribe a student's Braille responses to a scorable answer document/test book must complete this bubble to ensure proper scoring of the answer document. Written procedures for administering the Braille versions are included with each book.

Braille versions of Equivalent tests are not available.

IEP and Section 504 Students

Since 1989, Oklahoma law has mandated that test accommodations be provided for the testing of students with disabilities. The accommodation must be (1) specified in the IEP or Section 504 Plan and (2) selected from the accommodations specified in Appendix B. Accommodations should include only those normally employed in the classroom and those which do not result in invalidating the test. (For example, reading a *Reading test orally* to a student invalidates it as a *Reading test*. Once a *Reading test* is read **orally**, it becomes a *listening comprehension test*—or exercise—for the student.)* Documentation of accommodations must be in the student's IEP or Section 504 Plan and on file in the local school before tests are administered.

English Language Learners (ELL)

This term applies to any student who has not passed the English Proficiency Test. ELL students may be provided testing accommodations selected from those specified in Appendix C.

ELL 1st or 2nd Year Proficient

This term applies to a former ELL student who has attained proficiency and has exited the program within the last one to two years. These scores are used for accountability in the ELL category.

Purpose of the Oklahoma Modified Alternate Assessment Program (OMAAP)

The OMAAP tests have been developed to meet requirements outlined in Title I of the No Child Left Behind Act of 2001 (NCLB). Oklahoma and federal regulations require all students to be assessed in Mathematics, Reading, and Science at specified grade levels. To meet this requirement, students may take a grade-level Oklahoma Core Curriculum Test (OCCT) with or without accommodations, an OMAAP with or without accommodations, or an Oklahoma Alternate Assessment Program (OAAP) portfolio assessment.

The Modified assessments have been developed for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students, even after receiving the best-designed instructional interventions from highly trained teachers. The Modified assessments are intended for those students for whom both the OAAP and the general OCCT assessments are inappropriate. Students must be on an IEP and qualify for this assessment using the Criteria Checklist located on the SDE Web site. NCLB legislation allows up to 2% of the proficient scores by state and district of students participating in the OMAAP to be included in school designations.

The Modified assessments provide information about subject-level student academic performance in Mathematics, Reading, Science, and History in relation to Oklahoma C³ Standards based on modified achievement standards. Assessments are available in the following subjects:

- Grades 3–8: Mathematics and Reading
- Grades 5 and 8: Science

*See Appendix B.

GENERAL GUIDANCE

The Modified assessments provide informative data that educators can use to make instructional decisions, based on student performance in relation to Oklahoma C³ Standards. District reports include detailed diagnostic information.

Overview of the OMAAP Tests

Each year's OMAAP tests are built from previously administered items contained in the OCCT Grades 3–8 operational test forms.

Items from the OCCT are modified and reviewed by committees of educators to be used on the Modified assessments. The following table illustrates the modification rules that are used for each subject area.

OMAAP Grades 3–8 Item Modifications Checklist

Universal Modifications

- Minimize the number of questions on the page (limit to 2 or 3).
- Provide only three answer options instead of four.
- Highlight the main points in the question or passage by underlining and use bold font.
- Avoid questions that require students to select the better/best answer.
- Be consistent in wording of directions across grades and subjects.
- Minimize the use of pronouns and prepositional phrases.
- Avoid the use of multiple-meaning words and words that can function as more than part of speech.
- Enlarge art when possible.
- Simplify art when possible, (i.e. removing unnecessary labels, use less gray scale, use thicker lines when outlining, etc.).
- Box informational text in an item.
- Bullet information when possible (e.g. bullet detailed information or processes).
- Reduce reading load of stem, stimuli, and answer options when possible.
- Revise answer options to address parallelism and minimize outliers.

Reading Passages and Items

- Break passages into smaller portions.
- Place the questions that pertain to the smaller portion underneath or on a page facing that section.
- Add a word bank as needed for Grades 3–5.
- Use footnotes for Grades 6–8.
- Put items in order of appearance in the passage.
- Delete extraneous information including irrelevant material and unnecessary words in items or graphics. (e.g. remove “most likely”).
- Delete one part of a compound answer choice when possible.
- Change passive voice to active voice when appropriate.
- Eliminate answer choices that give students the option of making no changes to the item.
- Direct student attention to graphics.
- Simplify visual complexity of graphics.

GENERAL GUIDANCE

Mathematics Items

- Unless required by standard, avoid items with negative and positive answer choices that use the same number.
- Place any items with coordinate grids on one page.
- Be consistent with qualifiers in the stem and answer choices.
- Avoid questions that use best or closest.
- Avoid complicated art.
- List coordinate grids in answer options vertically with plenty of space between the answer options to make the grid more accessible to the visually impaired (however, avoid spanning item over two pages).
- Simplify reading load, including vocabulary, when possible.
- Eliminate stimuli sets.
- Delete one part of a compound answer choice when possible.
- Delete griddable items, negative items, and items that cannot be modified based on guidelines.
- Delete extraneous information including irrelevant material and unnecessary words in items or graphics.
- Simplify complex sentence structure and vocabulary in item and answer choices without eliminating math vocabulary.
- Change passive voice to active voice when appropriate.
- Add precise language to provide additional context for clarification.
- Use consistent language within an item in order to focus student attention on what is being asked.
- Revise text as necessary to maintain the authenticity and logic of the item due to modifications.
- Use bullets to clearly organize complex items into smaller, meaningful parts.
- Direct student attention to graphics.
- Simplify visual complexity of graphics.
- Provide new text and/or reorganize existing text within the question to explain or clarify the graphic.
- Provide additional graphics to support text, emphasize ideas, and facilitate comprehension.
- Reduce the number of variables and simplify digits in item when appropriate.
- Limit the number of steps and/or operations in multi-step problems.
- Provide appropriate formula and/or conversion near the item.
- Provide explicit directions to explain a process such as measuring (as long as it does not impact reading load).

Science Items

- Reduce the amount of reading.
- Avoid complicated art.
- Simplify tables and charts by removing irrelevant rows or columns.
- Box formulas to make them stand out.
- Answer options align to content and process.
- Simplify reading load, including vocabulary, when possible.
- Eliminate stimuli sets.
- Delete cluster items, negative items, and items that cannot be modified based on guidelines.
- Delete extraneous information including irrelevant material and unnecessary words in items or graphics.
- Simplify complex sentence structure and vocabulary in item and answer choices without eliminating science vocabulary.
- Change passive voice to active voice when appropriate.
- Change item from an open-ended statement to a direct question or vice versa, as necessary, for clarification.
- Add precise language to provide additional context for clarification.
- Use consistent language within an item in order to focus student attention on what is being asked.
- Revise text as necessary to maintain the authenticity and logic of the item due to modifications.
- Use bullets to clearly organize complex items into smaller, meaningful parts.
- Direct student attention to graphics.
- Simplify visual complexity of graphics.
- Provide new text and/or reorganize existing text within the question to explain or clarify the graphic; science content must remain accurate.
- Provide additional graphics to support text, emphasize ideas, and facilitate comprehension.
- Reduce the number of variables and simplify digits in item when appropriate.
- Limit the number of steps and/or operations in multi-step problems.
- Provide appropriate formula and/or conversion near the item.

GENERAL GUIDANCE

Guidelines for Testing Students Who Receive Instruction Away From Sites of Official Enrollment

Alternate sites of instruction include special education consortiums, alternative education cooperatives and interlocals, hospital placement, and homebound placement.

Test materials: All test materials will be ordered by and sent to the district of residence where the students are officially enrolled at the time of testing. It is the responsibility of the district to distribute testing materials to the sites where the students are receiving instruction. For example, students testing in alternative education sites must have their materials ordered by parent sites.

For students testing online, it is the responsibility of the district of residence where the students are officially enrolled to set up the testing sessions and to provide the Student Test Tickets and Test Access Codes to the sites where the students are receiving instruction.

Distribution of Test Materials: Students who receive instruction within their district away from their sites of residence or who receive instruction outside their district of residence and enrollment may be tested at their sites of instruction according to the procedures described below.

Upon request to the Office of Accountability and Assessments, the district and/or site of residence may choose to have a student tested in the district and/or at the site where the student is receiving instruction. If the district and/or site of residence make this request, **the district and site of residence and official enrollment remain accountable for the test scores** and have the following important responsibilities to ensure test security in the transport of testing materials from the site of residence to the site of instruction:

- 1) No less than 30 days prior to testing, the District Test Coordinator requests permission in writing from the Office of Accountability and Assessments at the State Department of Education (405-521-3341) to have certain students tested at the site of instruction, rather than at the site of residence.
- 2) The District Test Coordinator in the district of residence orders the necessary testing materials for these students and distributes them to the sites of residence within the district.
- 3) The Building Test Coordinator at the site of residence arranges transportation for the testing materials, under secure conditions by means of a certified professional employee, to the Building Test Coordinator at the site of instruction.

- 4) The Building Test Coordinator at the site of residence makes arrangements with the Building Test Coordinator at the site of instruction to ensure that the tests are administered by a certified professional person employed by the district of instruction. The Test Administrator must be trained in the procedures for administering the tests and trained in all test security rules and regulations found in the *Test Preparation Manual*. The Test Administrator must ensure that:
 - a) Tests are administered in the presence of an approved Test Proctor;
 - b) Tests are kept in a secure and locked location before and after testing; and
 - c) Test security forms are signed by the Test Administrator, Test Proctor, Building Test Coordinator, and the building principal at the site of instruction.
- 5) For online testing, student demographic information from the Wave will be uploaded to the online testing system, or the Building Coordinator at the site of residence manually registers a student through the online testing system, which places the student in a testing session; prints a Student Test Ticket and Access Code; and delivers the Student Test Ticket and Access Code to the site of instruction.
- 6) After testing, the Building Test Coordinator at the site of residence arranges for the transport of these testing materials/security forms back to the site of residence under the same conditions as number 3 above.
- 7) The Building Test Coordinator at the site of residence includes these test books and answer documents with the rest of the test books and answer documents at the site of residence. The count is included in the total number tested on the Group Information Sheet for the site of residence. All tests, answer documents, and security forms for that site are returned to the District Test Coordinator.
- 8) The District Test Coordinator and the district superintendent sign the District Test Security Form. The District Test Coordinator packages all test books, answer documents, and Security Forms for shipment to the testing vendor for scoring.
- 9) Upon receipt of score reports, the District Test Coordinator at the district of residence sends all score reports to the sites of residence within the district.
- 10) The sites of residence make arrangements for transporting, under secure conditions, the individual Parent/Student Score Reports and copies of the Class Summary Reports to the sites of instruction (within or outside of the district) for distribution to students, teachers, and parents.

Score Reports: Score reports will be sent to the districts where the students are officially enrolled at the time of testing. **These districts are responsible for sending the individual Parent/Student Score Reports to the district and sites where students are receiving instruction.**

GENERAL GUIDANCE

Test Security

Each District Test Coordinator, Building Test Coordinator, Test Administrator, and Test Proctor is responsible for all secure test materials received and for returning all secure test materials. Be sure to read all of the regulations on Test Security and Validity. (See Section 210:10-13-4 of the Oklahoma Administrative Code, found in Appendix A.) Violation of regulations may result in revocation of a person's teaching, counseling, administrative, and/or other certificates.

- The tests, and all of the materials associated with these tests, are secure materials. It is important not to provide an opportunity for any student to have access to the tests and thus have an advantage over other students before the administration of the tests. Prior exposure to the tests would invalidate scores.
- The materials associated with these tests may not be photocopied or reproduced in any other fashion, including paraphrasing. To do so is in violation of copyright law.
- The materials may not be provided to any person except those conducting the testing process and those being tested.
- Test questions may not be taught in part or in whole before, during, or after testing. The answers to questions may not be provided to students verbally, in writing, or in any other fashion. Answers may not be erased or altered by anyone except the student during the course of taking the test.
- Test documents (books or Writing answer documents) are not to be opened before the test session by anyone. Only students being tested are allowed to break the seal and open the documents at the time of testing. Once a test document is opened during test administration, no one other than the student taking the test is allowed to look inside the document. The only exception to this rule is in the case of a special education teacher who is directed by the student's IEP to read or sign the test to the student. **(This exception does not apply to any Reading multiple-choice tests.)**
- Student test tickets and access codes MUST remain secure. No one, other than the student testing, should access an online test with a test ticket.
- Test Administrators must ensure that testing materials are not left open or in unattended areas. **However, the *Parent, Student, and Teacher Guide* and the *Test Administration Manual* should be distributed prior to testing so that Test Administrators may become familiar with these directions before testing begins.** No other materials are to be removed from the school building except under special conditions described in this manual.
- Each District Test Coordinator, Building Test Coordinator, Test Administrator, and Test Proctor will be required to sign and date an appropriate security form, as described below.

District Level Test Security Form

A District Level Test Security Form is sent with the District Test Coordinator Kit (see Appendix D). This form must be signed and dated by the District Test Coordinator and the district superintendent. If you have not met the criteria on this form, attach an explanation on official letterhead. The letter must describe the problem(s) and the attempt(s) undertaken to eliminate the problem(s). The Test Security Form must be returned with the scorable test materials or in the preaddressed envelope provided in the Test Coordinator Kit.

Building Level Test Security Form

A Building Level Test Security Form is provided in the Building Test Coordinator Kit (see Appendix E) to every Building Test Coordinator. Each Building Test Coordinator and building principal must sign and date this form and return it to the District Test Coordinator with the testing materials after testing is completed. If you have not met the criteria on this form, contact the SDE and attach an explanation on official letterhead. The letter must describe the problem(s) and the attempt(s) undertaken to eliminate the problem(s). These forms must be returned with the scorable test materials or in the preaddressed envelope provided in the Test Coordinator Kit.

Test Administrator/Proctor Test Security Form

The Test Administrator/Proctor Test Security forms are provided in the Building Test Coordinator Kit (see Appendix F) to the Building Test Coordinator. The Building Test Coordinator will reproduce sufficient copies for all Test Administrators and Test Proctors. Each Building Test Coordinator must have each Test Administrator and his or her Test Proctors sign one form. In addition to signing the form, Test Proctors must indicate the day(s) on which they were proctors. These forms must be returned to the District Test Coordinator with the testing materials after testing is completed. The District Test Coordinator must return these forms with the scorable test materials or in the preaddressed envelope provided in the Test Coordinator Kit.

Nondisclosure Form for Test Administrators and Test Proctors

Test Administrators who read test items to students as an accommodation according to an IEP, Section 504 Plan*, or ELL testing accommodation are required to sign a Nondisclosure Form (see Appendix G). TAs should fill out, sign this form, have the Test Proctor sign and date, and return it to the BTC with the testing materials after testing is completed. The DTC must return this form with the scorable test materials or in the preaddressed envelope provided in the Test Coordinator Kit.

*Section 504 plan applies to OCCT students only.

GENERAL GUIDANCE

Test Time Schedule

IMPORTANT: The charts on the following pages list estimated times it takes to complete each sequence of the administration. These estimations are to be used solely for scheduling purposes. Administer each test as a separate session. Ideally, each test should be administered on a separate day. If more than one test is administered on the same day, students should be given a rest break between test sessions. **All sections MUST be administered in sequential order.**

The tests are not timed. Students should be given additional time, if needed. Some studies have shown that more than one hour of additional time can contribute to a decrease in students' scores. The additional time is available as an immediate extension of the testing session; it is not available as a separate session at another time.

Under no circumstances should you begin a test unless there is enough time to complete it.

The estimated testing times, including testing directions, for the content areas are on the following pages.

OCCT Grades 3–8

The Grade 5 and 8 Writing tests will be administered as paper/pencil tests. The Grade 6 Mathematics and Reading, Grade 7 Mathematics, Reading and Geography, and Grade 8 Mathematics and Reading tests will be taken online with paper/pencil accommodations available. The remaining multiple choice tests for Grades 3–8 will be administered as paper/pencil tests.

Grades 5 & 8 Writing (Paper/Pencil)	
Directions	Approximately 20 minutes
Writing Prompt 1	Approximately 70 minutes
Directions	Approximately 20 minutes
Writing Prompt 2	Approximately 70 minutes
Total	Approximately 180 minutes

Grades 3, 4, 5 Mathematics (Paper/Pencil)	
Directions	Approximately 20 minutes
Section 1—Multiple-Choice	Approximately 30–40 minutes
Directions	Approximately 5 minutes
Section 2—Multiple-Choice	Approximately 30–40 minutes
Total	Approximately 85–105 minutes

Calculators are only allowed as an accommodation.

Grades 3, 4, 5 Reading (Paper/Pencil)	
Directions	Approximately 20 minutes
Section 1—Multiple-Choice	Approximately 50–60 minutes
Directions	Approximately 5 minutes
Section 2—Multiple-Choice	Approximately 45–55 minutes
Total	Approximately 120–140 minutes

Grades 5 Science or Social Studies (Paper/Pencil)	
Directions	Approximately 20 minutes
Section 1—Multiple-Choice	Approximately 30–40 minutes
Directions	Approximately 5 minutes
Section 2—Multiple-Choice	Approximately 30–40 minutes
Total	Approximately 85–105 minutes

Grades 6, 7, and 8 Mathematics (Online)	
Section 1—Directions	Approximately 25 minutes
Section 2—Multiple-Choice	Approximately 60–80 minutes
Total	Approximately 85–105 minutes

Calculators are only allowed as an accommodation.

Grades 6, 7, and 8 Reading (Online)	
Section 1—Directions	Approximately 25 minutes
Section 2—Multiple-Choice	Approximately 90–105 minutes
Total	Approximately 115–130 minutes

Grade 7 Geography (Online)	
Section 1—Directions	Approximately 25 minutes
Section 2—Multiple-Choice	Approximately 65 minutes
Total	Approximately 90 minutes

GENERAL GUIDANCE

Grade 8 Science or U.S. History, Constitution, and Government (Paper/Pencil)	
Directions	Approximately 20 minutes
Multiple-Choice	Approximately 60–80 minutes
Total	Approximately 80–100 minutes

OMAAP 3–8

The Grades 3–8 OMAAP tests will be administered as paper/pencil tests.

Grades 3–8 Reading and Mathematics (Paper/Pencil)	
Directions	Approximately 20 minutes
Multiple-Choice	Approximately 60–90 minutes
Total	Approximately 80–110 minutes

Grades 5 and 8 Science (Paper/Pencil)	
Directions	Approximately 20 minutes
Multiple-Choice	Approximately 60–80 minutes
Total	Approximately 80–100 minutes

INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL

CTB OK Web Portal

The CTB Oklahoma Web Portal (www.CTB.com/OK) is the point of access for managing the Oklahoma Grades 3–8 assessments. Information on all students is managed through the CTB OK Web Portal. The main assessment management activities you will perform through the CTB OK Web Portal include managing classes/groups and users, managing student data, scheduling shipments and ordering additional materials, assigning students to tests, managing online test sessions, and viewing reports.

All users, including District Test Coordinators, Building Test Coordinators, and Test Administrators, are encouraged to review this section. The main activities listed above are discussed in relation to their purpose in the assessment, and the tasks involved in completing these main activities are described in detail.

Users are also encouraged to check the CTB OK Web Portal for the most current and complete information about their test administration.

Oklahoma School Testing Program (OSTP)

Welcome to Oklahoma Core Curriculum Tests & Oklahoma Modified Alternate Assessment Program

Welcome to the Oklahoma School Testing Program (OSTP) Web site. CTB oversees the development, testing, scoring, and reporting for the following assessments:

- The Oklahoma Core Curriculum Tests (OCCT) for Grades 3-8 and End-of-Instruction (EOI) and
- The Oklahoma Modified Alternate Assessment Program (OMAAP) for Grades 3-8 and EOI.

The OCCT and OMAAP EOIs are administered in Winter/Trimester, Spring, and Summer. Districts may use all windows to test and retest students. The OCCT and OMAAP Grades 3-8 tests are administered during the Spring testing window.

This site provides helpful resources such as manuals, user guides, and templates. You can also find answers to frequently asked questions. Access the Online Demo Web site to practice using the administrative tool for managing test sessions. Access the Online Practice Test to experience the Student Testing Application.

Navigation buttons:

- Access your CTB Single Sign-On (SSO) Account
- About the Tests OCCT, OMAAP, Benchmark
- Test Coordinator Support Materials
- Technology Coordinator Support Materials
- Experience Online Testing (Student)
- Demo - Test Admin Web site (Test Coordinator)
- News
- Help Desk

The McGraw-Hill Companies

What do I use the CTB OK Web Portal for?

The main activities you will be using the CTB OK Web Portal to complete are described below.

Manage Student Information

Student demographic information for those coded as online testers in the Wave will be uploaded to the Online Assessment System (OAS). Students testing online can be manually entered into OAS if they were not included in the Wave precode file.

After preliminary reports are provided, there will be an additional student data correction window before final reporting. This correction will occur via the Wave.

IMPORTANT NOTE: Demographic information for paper/pencil testers will not be loaded into the Online Assessment System and will not be available to view and update until the Record Editing window.

Manage Test Assignments

To reduce the number of tasks that must be performed prior to testing, CTB/McGraw-Hill will automatically create test sessions for all online testers submitted in the Wave file. Based on information provided in the Wave file, CTB will place students for each subject in one large session for that content area. The District or Building Test Coordinator can use the large session created by CTB/McGraw-Hill or move students into sessions they create. Students who are manually added to OAS must be assigned to a test session by the District or Building Test Coordinator. Test assignments should be created for each test a student must take.

If there is a change for any reason, the old assignment should be removed and a new test assignment for the student should be added.

The CTB Online Assessment System

Creating Test Sessions

If you need to create new or additional test sessions, you may do so in the CTB Online Assessment System. A test session must be created before administering an online assessment. Test sessions must be created prior to the testing day or before the testing session starts. A test session is a group of students testing the same subject. The location and date the test is given can be the same or different for each student testing. Test sessions are subject specific. Only one testing subject is allowed per session. Students can be placed into a session individually or by their class. An audio accommodation can be assigned per class or for an individual student either at the time of creating the session or anytime before the session is started.

Manage Online Test Sessions

The Online Assessment System, or OAS, is the application used for monitoring online test sessions. After a test session is created, additional tasks must be completed before the test is administered, such as proctor caching, printing Student Test Tickets, and printing Access Codes. These tasks can be completed at any time and in any order. Students are only allowed to test during the scheduled window. Student Test Tickets and Access Codes are secure materials and need to be kept in a secure location until the time of testing.

An administrator can monitor the status of each student in the test session. If a student is placed in a test session and will not be testing, an administrator can indicate one of the reasons for not testing.

View Reports

Forty-eight-hour reports, preliminary summary reports, and final district and school summaries will be posted on the CTB OK Web Portal.

Adding Students to Class Rosters

In order for class reports to include the correct students, you must assign all students taking the online tests to the appropriate Mathematics, Reading, and Geography classes in the Online Assessment System. Detailed instructions about how to add students to class rosters are available on the CTB OK Web Portal under the Test Coordinator Support Materials button.

CTB Single Sign-On

How do I access CTB Single Sign-On applications?

User Account

User IDs do not change and will remain the same throughout each test administration and from one school year to the next. If you are a new administrator, contact your District Test Coordinator for an account. If you are a new District Test Coordinator, contact CTB/McGraw-Hill for an account.

Passwords should be kept in a secure location. If you forget your password, click on the *reset your password* link on the sign in page.

Access the Online Assessment System (OAS)

Go to www.CTB.COM/OK. From the Home tab click *Access Your CTB Single Sign-On (SSO) Account* and enter your user ID and password. Note that after signing in for the first time, you will be prompted to change your password.

Access the Demo-Test Admin Web site

The OSTP Demo-Test Admin Web site allows district and school administrators to practice using OAS without affecting live data. To protect the security of the student demographic and testing data, the Demo-Test Admin Web site requires a user ID different than the user ID used to access the Online Assessment System.

Go to <https://OAS.CTB.com> and sign in. Note that after signing in for the first time, you may be prompted to change your password.

Where can I find help?

Go to the CTB OK Web Portal and click on the support button appropriate to your role. Support resources include frequently asked questions, tutorials, templates, and manuals.

You can contact the CTB Oklahoma Help Desk by calling 888-282-2010 between 7:30 a.m. and 4:30 p.m. CST or by sending an e-mail to OK_HelpDesk@ctb.com. Note: during testing, Help Desk hours are extended from 7 a.m. to 7 p.m. CST.

Tasks To Be Completed

Before testing

1. Login to the Test Administration System and select the Groups tab. Verify the accuracy of class names within your hierarchy, and ensure that students have been properly assigned.
2. Verify shipping information
3. Manage user accounts
4. Add a new student
5. Order additional materials and schedule pickups
6. Manage online tests, student data, registration, classes, and tests in the Online Assessment System
 - a. Edit a registered student's record
 - b. Create classes, class assignments, and teacher names
 - c. Edit assigned tests
8. Create and view test sessions (online tests only)
 - a. Create a new test session
 - b. View test sessions for a selected test administration
9. Set up proctor caching
10. Print Student Test Tickets and Access Codes (online tests only)

During testing (online tests only)

1. Distribute student Test Tickets
2. Provide Access Codes
3. Monitor a test session

After testing

1. Verify student demographics during the Record Editing Window
2. View published reports

INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL

Online Testing Resources

The following resources for online testing may be found at the CTB OK Web Portal.

Resource	Description	Location
SUPPORT TAB > RESOURCES		
Downloads		
Downloads	Downloads Links to download all necessary software for online testing (e.g., Test Delivery Client, Testing Content for caching)	www.ctb.com/ok. Login to CTB Single Sign-On. Click the OAS Link Name to navigate to the software download section.
Important Dates		
Administrative Dates	Administrative dates (e.g., additional order window, pickup dates) and training dates relative to the testing administration	www.ctb.com/ok Click on the Test Coordinator Support Materials button
OSTP Testing Dates	Testing dates	
Manuals and Documents		
Manuals	Test Administrator Manuals and the Test Preparation Manual. Test Administrators can access this section to print replacement/additional copies, as needed.	www.ctb.com/ok Click on the Test Coordinator Support Materials button
Documents	Additional tools to assist users throughout testing administrations (e.g., Record of Tests Missed and Made-Up, Nondisclosure Form)	
Memos		
Memos	Memos sent to the districts	www.ctb.com/ok Click on the Test Coordinator Support Materials button
Reference Guides		
Technical Manuals	Technical Manuals Documentation about setting up online testing environment and using online testing and test management tools. Here, you can find such documents as the OK Online Testing Quick Start Guide, Test Delivery Client documentation and training materials and answers to the commonly-asked questions encountered during testing.	www.ctb.com/ok Click on the Tech Coordinator Support Materials button
Quick Start Guides	Quick Start Guides for setting up and managing the online testing environment	
Tips and Troubleshooting Documents	Answers to technical and policy questions that may arise during online testing	
Templates		
Templates	Downloadable templates for the Student Data Upload file and layouts	www.ctb.com/ok Click on the Test Coordinator Support Materials button
Training		
CTB Training Materials	These documents are used during the training sessions to explain how CTB applications are used by the Oklahoma Test Administrators to perform certain tasks.	www.ctb.com/ok Click on the Test Coordinator or Tech Coordinator Support Materials button
SUPPORT TAB > FAQ		
FAQ	Assistance for frequently asked questions	www.ctb.com/ok Click on the Test Coordinator or Tech Coordinator Support Materials button
TRAINING CENTER TAB		
Demo Training Site (Administrator Experience)	The Demo Training Site - training site can be used to practice using OAS in a "safe" mode. Changes to the data do not have implications on the live data associated with student records and testing data.	www.ctb.com/ok Click on the Demo - Test Admin Web site (Test Coordinator) button
Experience Online Testing (Student Experience)		
Experience Online Testing (Student Experience)	This tab provides access to sample online testing items.	www.ctb.com/ok Click on the Experience Online Testing (Student) button

District Test Coordinator (DTC)

The District Test Coordinator is the Oklahoma State Department of Education’s contact for all testing activities. In general, the District Test Coordinator is responsible for making all arrangements for testing; handling and maintaining the secure distribution and collection of test materials; and training Building Test Coordinators, Test Administrators, Test Proctors, and other key staff. The District Test Coordinator serves as the point of contact for CTB/McGraw-Hill, the SDE, and as the liaison between the Building Test Coordinators and CTB/McGraw-Hill.

District Test Coordinator Responsibilities

Before Testing:

- ❑ Determine the testing dates within the testing window for all building sites within the district.
- ❑ Attend the SDE Test Preparation in-service and training for CTB McGraw-Hill testing systems and ensure that all BTCs are also in attendance.
- ❑ Ensure that all personnel assigned to testing are adequately trained in proper test administration and test security (paper/pencil tests and online tests). All manuals (i.e., *Online Test Administration Manual*, *Test Administration Manual*, and *Parent, Student, and Teacher Guide*) need to be distributed to Test Administrators.
- ❑ Ensure that all testing personnel have completed the necessary training and are comfortable with how to manage test sessions. This information can be accessed in the *Oklahoma OAS OK Online Testing Quick Start Guide*.
- ❑ Ensure the BTCs and Test Administrators are aware of the documentation required to administer the test (i.e., *Oklahoma OAS OK Online Testing Quick Start Guide*, Student Test Tickets, and Access Codes) and how to obtain it.
- ❑ Work with the BTCs to ensure proper computer space is available.
- ❑ Work with the Technical Coordinators to ensure proper downloads have been completed and systems are properly setup.
- ❑ Serve as the contact for CTB/McGraw-Hill and the SDE.
- ❑ Serve as the contact for all BTCs and the liaison between BTCs and CTB/McGraw-Hill.

DISTRICT TEST COORDINATOR

- Work with the BTCs to ensure that their students are loaded and test sessions are set up.
- Check District and Building Test Coordinator Kits against the packing list **upon receipt**; distribute Building Test Coordinator Kits to BTCs.
- Check test materials against the packing list **upon receipt**.
- Check the security bar codes, printed on the test books and Writing answer documents, against the Security Checklist **upon receipt**. If there are discrepancies, fax the Security Checklist immediately to CTB/McGraw-Hill at (888) 282-0266 listing those discrepancies.
- Place orders with CTB/McGraw-Hill on the CTB OK Web Portal for all additional materials requested by building sites.
- Distribute testing materials to each building site that is testing.

During Testing:

- Ensure that all test security is maintained throughout the test administration (paper/pencil tests and online tests).
- Contact the SDE at (405) 521-3341 for permission to invalidate tests and to request Equivalent tests.
- Report unforeseen emergencies and unexpected circumstances to the SDE.
- Use the SDE's Testing Status Application to request Exemptions, Invalidations, and Other Placement status that require SDE approval.

After Testing:

- Collect Building Level Test Security Forms. The BTC and the building principal will sign this form. Return these to CTB/McGraw-Hill with the scorable test materials or in the preaddressed envelope provided in the Test Coordinator kit.
- Ensure all Writing testing material has been received from the BTCs at the conclusion of the Writing test window.
- Ensure all remaining scorable and non-scorable secure test materials from building sites have been received immediately after testing is complete; verify that all materials have been accounted for and assembled correctly after completion of testing per CTB/McGraw-Hill's requirements.
- Complete and sign the District Level Test Security Form. The DTC and superintendent sign this form.
- Collect all security forms, make copies for district documentation and return originals with the scorable test materials to CTB/McGraw-Hill or in the preaddressed envelope provided in the Test Coordinator kit.

DISTRICT TEST COORDINATOR

- ❑ Pack all test materials and store in a secure, locked area until they are picked up. Schedule material pickups via the CTB OK Web Portal. Additional information regarding self-scheduling procedures may be found on page 34.
- ❑ Notify CTB/McGraw-Hill immediately if freight carrier fails to pick up the return shipment on the date scheduled.
- ❑ Review demo info and provide any needed updates during the record-editing window.

Registration/Precode

The District Test Coordinator is responsible for ensuring that all students are registered. Registration occurs when student data from the Wave is submitted to CTB's Online Assessment System (OAS), or when a student is manually registered by the DTC for a test.

Student labels will be based on the student information from the Wave. All districts are required to verify this information in the Wave. The information in the clean file submitted by the Wave will determine the amount of test materials received. Test materials are packaged by school and shipped to the district.

Student Roster

This is a sample of the student roster that will be sent following successful student data upload (SDU) during the Registration/Precode window.

DISTRICT TEST COORDINATOR

PAGE 1

OKLAHOMA 3-8 PRECODE-BARCODE

DATE: XX-XX-XXXX
 DISTRICT: 051006 ANYDISTRICT
 SCHOOL: 610 ANYSCHOOL

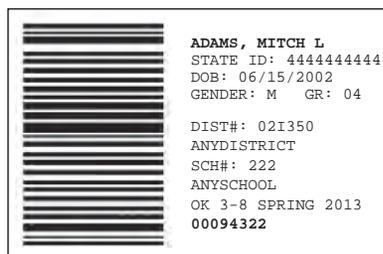
STUDENT ROSTER – GRADE 04 (OMAAP INCLUDED)

LAST	FIRST	MI	STATE ID	LOCAL ID	D O B	D D O B	M I	R A C E	E L L	B R A	M T A	D O O	BAR CODE
ADAMS	MITCH	B	0001111111	1122334455	11	25	2003	M N W	1	1	0	0	00000513
BLAIR	BRANDY	C	0002222222	1122334466	10	01	2003	F N W	2	1	1	1	00000515
CARSON	KAY	A	0003333333		03	11	2003	F N B	0	0	0	0	00000517
EASTWOOD	LAURA	F	0004444444	1122334488	02	14	2003	F N A	0	0	1	0	00000523
HAWKINS	JASON		0005555555	1122334499	12	01	2003	M N I	0	0	0	0	00000527
MILLER	MITZI	B	0006666666	1122334100	11	01	2003	F N P	2	1	0	1	00000625
SMITH	WILL	O	0007777777	1122334101	05	06	2003	M H I	0	0	0	0	00000587
WEBB	JOAN		0008888888	1122334102	05	10	2003	F N W	0	0	0	1	00000543

Legend: ETHNIC = Ethnicity (H = Hispanic, N = Not Hispanic), RACE (1 = American Indian/Alaska Native, A = Asian, B = Black or African American, P = Pacific Islander, W = White), ELL1OR2 = English Language Learner 1st or 2nd Year Proficient (0 = none, 1 = 1st year proficient, 2 = 2nd year proficient), ELL = English Language Learner (0 = not ELL, 1 = ELL), 504 (0 = not 504, 1 = 504), IEP (0 = not IEP, 1 = IEP), BRAILLE = Braille (N = No, Y = Yes), LP = Large Print (N = No, Y = Yes), ALT ED = Alt. Ed. Academy (0 = No, 1 = Yes), MIGRANT = Migrant (N = No, Y = Yes), TITLE X = Title X (N = No, Y = Yes), FRLNCH = Free/Reduced Lunch (N = No, Y = Yes), DISLEARN = Distance Learning (0 = No, 1 = Yes), OMAAP RD = OMAAP READING (N = No, Y = Yes), OMAAP MH = OMAAP MATH (N = No, Y = Yes), OMAAP SC = OMAAP SCIENCE (N = No, Y = Yes).

Using Student Labels

Every district that has successfully certified its student information in the Wave by the designated date will receive student labels for its Writing assessments and paper/pencil tests. These labels will contain data provided by the Wave. For online testers, student information will be loaded into the Online Assessment System. For paper/pencil tests, students will receive labels for the number of tests given at the grade level. The student labels should be placed in the area provided for the student label on the scorable answer documents/test books.



Not all student information will be present on the student labels. The data, however, have been captured in the database and will be applied to the student's record as the data go through processing at CTB/McGraw-Hill. Your district will receive a student roster that will list the information from the student data upload that was submitted to CTB/McGraw-Hill from the Wave. This student roster will be provided for paper/pencil students only. Online student lists can be exported for online students via the Online Assessment System.

IMPORTANT NOTE: If any of the student demographic details on the student label or the student roster are incorrect, do NOT use the label. The demographic details listed on the student label are Student Name, Grade, State Testing ID, Date of Birth, Gender, District and School Number, District and School Name, and Test Administration. Ethnicity/Race information may be found on the student roster. If one or more of these details is incorrect, do not apply the label. Instead, grid the student demographic page completely using a No. 2 lead pencil. Using a student label and also gridding changes on the student demographic page will result in the changes NOT being made in the student data file.

No Student Label

For any students who do not have a student label, grid the student demographic page completely using a No. 2 lead pencil. This will include Student Name, Birth Date, Ethnicity/Race, Gender, and State Testing ID, as well as all other student demographic information on the back of the book.

DISTRICT TEST COORDINATOR

Viewing and Updating a Student's Online Demographic Information for Online Testers

Demographic information is associated to a student in OAS by student level. To view student level demographic information go to the CTB OK Web Portal and sign in to OAS using your CTB Single Sign-On.

- Select the Groups tab
- Choose Manage Students
- Choose Student List

In the left-hand navigation menu, click on and expand the district or school of your choice, and locate the intended student. Double-click on the student record and select the Additional Student Information panel. Make any necessary changes.

Receiving and Distributing Materials

District Test Coordinator (DTC) and Building Test Coordinator (BTC) Kits

Upon receipt, check the kits for the following items:

DTC Kit:

- District Level Test Security Form
- Group Information Sheets
- Preaddressed envelope for Test Security Forms
- Scorable Orange Return Labels
- Nonscorable Yellow Return Labels
- Return Materials Poster
- Overage of forms provided to Building Test Coordinator

BTC Kit:

- Student Labels
- Student Precode Roster
- Test Administrator/Proctor Security Forms
- Building Level Test Security Form
- Group Information Sheets
- School/Group Lists
- Nondisclosure Form for Test Administrators and Test Proctors
- Record of Tests Missed and Made-Up
- Classroom Security Form
- Paper Bands and Stack Cards
- Return Materials Poster
- Scorable Orange Return Labels
- Nonscorable Yellow Return Labels

Once the DTC has verified the BTC kits are complete, distribute the kits to the BTC(s).

Test Materials

1. **Immediately** open Box 1 to obtain the Packing List and the Security Checklist. The Packing List is arranged so that the items are listed in the order in which they have been packaged.
2. **Immediately** check the total shipment received against the items shown on the Packing List. Check the security bar codes printed on the test books and Writing answer documents against the Security Checklist. If you notice any missing materials or discrepancies, fax CTB McGraw-Hill at (888) 282-0266 listing those discrepancies.
3. **Immediately** compare the quantity of each item received with the quantity required to complete testing in your district. The overage included in each district's materials will facilitate distribution and accommodate enrollment changes.
4. If additional materials are needed, determine the quantity of each item you need. Additional orders may be placed by the DTC through the Test Materials Adjustment link on the CTB OK Web Portal.
5. **Keep all shipping boxes in which testing materials were received.** These boxes, if undamaged, should be used for returning all documents after testing.
6. The *Parent, Student, and Teacher Guides* should be distributed to each building at least two weeks before testing begins.
7. Test books and Writing answer documents may not be distributed to buildings more than one week prior to the testing.

Test Books with Defective Pages

Very rarely, a few test books may have manufacturing issues, such as loose or missing pages. If this happens for 20 or more test books, complete the "Special Handling Form" and place it on top of the affected books. Rubber-band the form and the books together before returning them to CTB/McGraw-Hill. For any amount fewer than 20 test books, transcribe all student responses to test books with no issues. The Special Handling Form with instructions is located on the CTB OK Web Portal behind the Test Coordinator Support Materials button.

Collecting and Returning Materials

It is essential that the Building Test Coordinators return all of their paper/pencil test materials to the District Test Coordinator immediately after paper/pencil testing is completed. District Test Coordinators must return individual school materials to CTB McGraw-Hill as soon as possible to help facilitate CTB McGraw-Hill posting preliminary summary reports for the correction window, as well as the two-week rosters for online tests. Students who took the Writing test as a make-up test after other Writing tests were returned for scoring must return their answer documents at the same time as all other school testing materials. All paper/pencil test materials must be packaged, sealed, and promptly scheduled for pickup immediately following the last day of testing in the district and in time to adhere to the date for the receipt of materials at CTB McGraw-Hill. Failure to return tests according to the designated schedule may result in extra costs to the district and/or invalidation of the test scores.

All materials should be returned to a central location, following procedures established by the district. The Writing answer documents should be scheduled through the CTB OK Web Portal for

DISTRICT TEST COORDINATOR

pickup prior to any Multiple-Choice answer documents used for paper/pencil accommodations or Equivalent Tests. The Writing answer documents must be ready for pickup immediately after the Writing test window in order to meet the scheduled reporting dates. For all other test materials, districts must schedule a pickup to ensure materials are returned on time.

Preparing Materials for Return

Scorable Test Materials: Test materials in this category are processed through CTB McGraw-Hill's scoring system.

Scorable documents include:

- OCCT Grade 3 test books
- OCCT Grades 4–8 used answer documents
- OMAAP Grades 3–8 used test books
- All test books or answer documents transcribed from large-print or Braille

Sort scorable test materials by:

- OCCT Grades 3–8
- OMAAP Grades 3–8

Assemble materials according to the directions below before shipping them to CTB McGraw-Hill for scanning.

1. As completed scorable test materials are received from each building:
 - Verify that the quantities of bar codes on the School Security Checklist match the bar codes assigned to the used scorable test books and used scorable Writing answer documents.
 - Verify that a Group Information Sheet (GIS) has been placed on top of each group's scorable answer documents/test books. An example of the assembled scorable answer documents/test books is shown in the Return Materials Poster provided in the Test Coordinator Kit. In the example shown, a GIS has been completed for each class and each subject area.
 - Check that paper bands have been used to secure stacks of scorable test materials in groups of 25 or fewer.
 - Check that the number of students marked on the GIS is accurate. If there are any discrepancies, resolve them with the Building Test Coordinator.
 - Check the assembly of all GISs according to the example shown on the Return Materials Poster that was provided in the Test Coordinator Kit.
 - Verify that a School Group List is present for each school in your district.

NOTE: For paper/pencil testing, all students enrolled must have applied a precode label or completed the student demographic pages to be returned for scanning.

2. Check that the scorable test materials from each building are separated by test and sorted by grade and content. For example Grade 4 Reading tests should be under a separate GIS than Grade 5 Reading.

DISTRICT TEST COORDINATOR

3. Do not use paper clips, rubber bands, or any other fasteners that might damage the edges of the scorable answer documents/test books. If any sticky notes have been placed on the scorable answer documents/test books, please make sure they have been removed. This is extremely important since any damage will interfere with proper machine scanning. Use paper bands to secure scorable documents by class.
4. Complete and sign the District Level Test Security Form.
5. Place all District, Building, and Test Administrator/Proctor Test Security forms on top of contents in Box 1. If online testing is not complete and you are not prepared to return your Test Security Forms, they may be returned separately in the preaddressed envelope provided in the District Test Coordinator Kit. If any boxes are not completely filled, add paper to keep the stacks of scorable test materials from shifting during shipment, as this could damage the documents.
6. Paper/pencil scorable test materials should not be held until the end of online testing. These materials should be returned to your District Test Coordinator as soon as paper/pencil testing is complete.
7. Tape the boxes containing scorable test materials securely and place the orange scorable return label in the designated area on the side of each box. Be sure boxes are securely taped, as lost scorable answer documents/test books are usually the result of poor packaging.

Nonscorable Test Materials: Test materials in this category must also be returned to CTB McGraw-Hill. OCCT and OMAAP nonscorable test materials may be packed and returned together. Ensure that no scorable answer documents/test books are included in this stack. Failure to do so may result in a delay of your reports or incorrect reports. All nonscorable test materials within a school should be returned together.

Nonscorable test materials include:

- OCCT Grade 3 unused test books
- OCCT Grades 4–8 used and unused test books
- OCCT Grades 4–8 unused answer documents
- OMAAP Grades 3–8 unused test books
- OCCT and OMAAP used and unused large-print and Braille books

Nonscorable test materials should be sorted by:

- OCCT Grades 3–8
 - OMAAP Grades 3–8
1. For all of the nonscorable test materials, verify that the quantities of bar codes on the Security Checklist match the bar codes assigned.
 2. Securely tape the boxes containing nonscorable test materials and place the **nonscorable return label** on the top of each box. Be sure boxes are securely taped, as lost test materials are usually the result of poor packaging.
 3. Keep all District, School, and Class Security Checklists for your records. Do not return the Security Checklists to CTB McGraw-Hill.

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Returning All Materials

1. Count the total number of boxes for each shipment separately (scorable and nonscorable) to be returned and complete the appropriate return label for each box. Two sets of return labels (scorable and nonscorable) are provided in the District Test Coordinator Kit. The CTB McGraw-Hill return labels have been preprinted with your district name, county-district number, and district address.
2. If any of the preprinted information is incorrect, please make necessary changes to the labels. In the "Box of " line below your return address, fill in the sequence of boxes being returned. If sending only one box, it should be numbered "Box 1 of 1." If sending more than one box, boxes should be numbered sequentially (e.g., "Box 1 of 4," "Box 2 of 4," "Box 3 of 4," and "Box 4 of 4").
3. Keep all boxes in a locked, secure location until the scheduled pick up.
4. When all the test materials are appropriately packaged and ready to be returned to CTB/McGraw-Hill for scoring, you will need to schedule the pickup of the test materials. Below you will find specific steps to schedule your transportation. Please make sure that you do not begin the transportation process until you have the accurate box count.
 - a. Go to the CTB OK Web Portal and click on the CTB single sign-on button.

<http://www.ctb.com/ok>
 - b. Log-in using your single sign-on credentials.
 - c. If this is your first time entering into the My Programs/Navigator™ system, you may be prompted to change your password.
 - d. On the My Programs page, click on the Oklahoma Materials Pick-up link.
 - e. Review your contact information and update any information that is not correct.
 - f. You will be required to enter your email address. An email confirming your scheduled pick-up will be sent to you.
 - g. Enter the number of boxes in the fields provided. It is important that you know your **exact** box count when you schedule your pickup.
 - h. You may enter any comments about the shipment and/or pickup instructions in the "Comments" section.
 - i. Click on "Submit."

Building Test Coordinator (BTC)

The Building Test Coordinator (BTC) is responsible for making all arrangements for testing; handling and maintaining the secure distribution and collection of test materials at the building site; and ensuring that tests are administered only by an education-certified professional employee of the district, monitored by an adult other than the Test Administrator (TA), who has been approved by the Building Principal. The Building Test Coordinator is the liaison between the District Test Coordinator (DTC) and all Test Administrators and Test Proctors.

Building Test Coordinator Responsibilities

Before Testing:

- Attend the SDE Test Preparation in-service and training for CTB McGraw-Hill's testing systems.
- Conduct Test Preparation in-services for Test Administrators (TAs).
- Conduct training for Test Proctors.
- Check test materials received and inform DTC of any discrepancies.
- If additional materials are needed, contact the District Test Coordinator.
- Check the security bar codes on the test books and Writing answer documents against the School Security Checklist upon receipt. Document and inform the DTC of any discrepancies.
- Store all materials in a secure, locked location before and after testing.
- Post a sign over each copy machine that reads: The Federal Copyright Law prohibits the photocopying of any part of the student test book. This includes the lined Writing pages, the Writing prompt, and the student's written response. This portion of the set of test documents is considered protected under the copyright guidelines [as is the Writing prompt].
- Serve as the contact for the DTC and for all TAs and Test Proctors and as liaison between the TAs and the DTC.
- Provide Test Administrators with a list of students approved for accommodations in their test group and specify the accommodation(s) each is to receive.
- Ensure and maintain test security.
- Distribute the *Parent, Student, and Teacher Guides* and the *Test Administration Manual* to TAs at least two weeks prior to testing.
- Schedule test sessions for paper/pencil tests and accommodations.
- Distribute test books (using the School Security Checklist provided) and Group Information Sheets to the TA on the day of testing. Provide the School Security Checklist and copies of the Classroom Security Checklist to the TA to track the bar-coded test books and Writing answer documents to their students.

BUILDING TEST COORDINATOR

- Access the practice tests on the CTB OK Web Portal at www.ctb.com/ok at least two weeks prior to testing. Practice tests may be accessed via the Single Sign-On button for classroom or lab practice sessions, or via the Experience Online Testing button for students, parents and teachers wishing to use them at home.
- Review *OK Online Testing Quick Start Guide* for directions on Student Data Management and creating test sessions.
- Validate required test sessions have been created.
- Ensure the Test Administrators (TAs) have printed out the necessary documentation for testing (i.e., *OK Online Testing Quick Start Guide*, Student Test Tickets, and Access Codes). Ensure they are stored in a secure, locked location before and after testing.
- Confirm Test Proctor's presence before testing begins.

During Testing:

- Ensure that all test security is maintained throughout the test administration (paper/pencil tests; online tests).
- Contact the DTC with any test-related issues or questions.
- Report unforeseen emergencies and unexpected circumstances to the SDE.
- Arrange for students who were absent on the day of testing to take the missed test.
- Contact your DTC with tests that need to be invalidated and requests for Equivalent Tests.

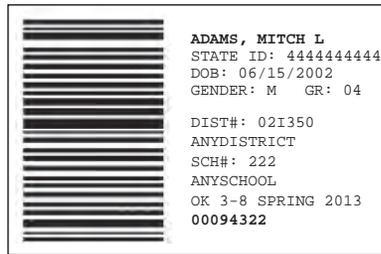
After Testing:

- Collect all secure materials from the Test Administrators immediately following a test session.
- Ensure all test session tickets for online tests have been received from Test Administrators and securely destroyed.
- Ensure all security checklists are received from Test Administrators matching students' names with test book and Writing answer document bar codes.
- Check student demographic pages to verify all information is completed or a precode label is applied.
- Check and/or complete the Group Information Sheets and School/Group Lists.
- BTC and Principal sign the Building Level Test Security Form.
- Assemble and pack all test materials according to CTB McGraw-Hill's requirements and return them to the DTC immediately after testing is complete.

BUILDING TEST COORDINATOR

Using Student Labels

Every district that has successfully certified its student information in the Wave by the designated date will receive student labels for its Writing assessments and paper/pencil tests. These labels will contain data provided by the Wave. For online testers, student information will be loaded into the Online Assessment System. For paper/pencil tests, students will receive labels for the number of tests given at the grade level. The student labels should be placed in the area provided for the student label on the scorable answer documents/test books.



Not all student information will be present on the student labels. The data, however, have been captured in the database and will be applied to the student's record as the data go through processing at CTB McGraw-Hill. Your district will receive a precode roster that will list the information from the student precode file that was submitted to CTB McGraw-Hill from the Wave. This precode roster will be provided for paper/pencil students. Online student rosters can also be reviewed and modified for online students via the Online Assessment System.

IMPORTANT NOTE: If any of the student demographic details on the student label or student roster are incorrect, do NOT use the label. The demographic details listed on the student label are Student Name, Grade, State Testing ID, Date of Birth, Gender, District and School Number, District and School Name and Test Administration. Ethnicity/Race information may be found on the student roster. If one or more of these details is incorrect, do not apply the label. Instead, grid the student demographic page completely using a No. 2 lead pencil. Using a student label and also gridding changes on the student demographic page will result in the changes NOT being made in the student data file.

No Student Label

For any students who do not have a student label, grid the student demographic page completely using a No. 2 lead pencil. This will include Student Name, Birth Date, Ethnicity/Race, Gender, and State Testing ID, as well as all other student demographic information on the back of the book.

Viewing and Updating a Student's Online Demographic Information

To view student level demographic information in OAS go to the CTB OK Web Portal and sign in to OAS using your CTB Single Sign-On.

- Select Groups
- Choose Manage Students
- Choose Student List

In the left-hand navigation menu, click on and expand the district or school of your choice, and locate the intended student. Double-click on the student record and select the Additional Student Information panel. Make any necessary changes.

BUILDING TEST COORDINATOR

Instructions for Completing Student Demographic Information

Use the descriptions in the following table to ensure the student demographic information is entered accurately.

When you check this . . .	look for this:	and bubble in this box
<p>Non-Full Academic Year (NFAY) NFAY in School School/District School/District/State (Mark one)</p>	<p>A student receives Non-Full Academic Year (NFAY) status if that student was not enrolled within the first ten days of the school year or has experienced an enrollment lapse of ten or more consecutive school days.</p> <p>Select the appropriate code if the student has not been continuously enrolled beginning within the first ten days of the school year. If a student's enrollment is briefly interrupted by an action of the school (for example, a short-term suspension of less than 10 days), that student is still considered to be enrolled for the full academic year. The school still uses the enrollment date prior to the interruption to determine the full academic year classification. See chart below.</p> <pre> graph TD Start([Student Taking Assessment]) --> Q1{Enrolled within the first ten days of school?} Q1 -- No --> NFAY1[NFAY] NFAY1 --> SelectNFAY1((Select NFAY)) Q1 -- YES --> Q2{Enrollment lapse for 10 or more consecutive school days?} Q2 -- No --> FAY[FAY] Q2 -- YES --> NFAY2[NFAY] NFAY2 --> SelectNFAY2((Select NFAY)) </pre>	<p>M</p>
<p>IEP</p>	<p>This applies to any student for whom there is verification on file of an Individual Education Program prior to testing. (See Appendix B for a list of allowable accommodations.)</p>	
<p>504 Plan</p>	<p>This applies to any student for whom there is verification on file of a Section 504 Plan prior to testing. The accommodation(s) must be specified in the plan on file. (See Appendix B for a list of allowable accommodations.)</p>	<p>N</p>
<p>IEP or 504 Accommodation (Mark all that apply)</p>	<p>If student used an accommodation, indicate type of accommodation(s) for each applicable subject. The accommodation(s) must be specified in the plan on file. (See Appendix B for a list of allowable accommodations.)</p>	<p>O</p>

BUILDING TEST COORDINATOR

When you check this . . .	look for this:	and bubble in this box
ELL	An English Language Learner (ELL) is a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language assessment instrument. A student is required to pass an assessment as “proficient” to exit ELL status.	P
ELL Accommodation (Mark all that apply)	If student used an accommodation, indicate type of accommodation(s) for each applicable subject. (See Appendix C for a list of allowable accommodations.)	Q
ELL 1st and 2nd Year Proficient	This indicates an ELL student that has attained proficiency and has exited the program within the last one or two years. (These scores are used for accountability purposes in the ELL category.)	R
Alt Ed Academy	This applies only to regular students who participate in the Alternative Education Academies funded through State Incentive Grants. These academies are those that meet the seventeen criteria in law, including the following: class must meet a minimum of 4 hours per day and provide academic courses aligned with the state academic content standards. Not all programs within a school district referred to as “alternative programs” fit the above definition.	
Migrant	This applies to any student whose family has crossed school district lines in search of temporary agricultural work within the preceding 36 months. In addition, a student is required to have been identified as migrant with the National Certificate of Eligibility.	
Title X, Part C (McKinney-Vento)	This applies to homeless children and youth who are sharing the housing or other persons due to loss of housing, economic hardships, or a similar reason; are living in motels, hotels, trailer parks (not a permanent residence), or campgrounds due to lack of alternate adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting short-term foster care placement. All public schools are required by the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (42 U.S.C. 11431 et seq., amended) to serve this population, unencumbered by regulations or practices that may act as a barrier to their enrollment, attendance, or equal access to education.	S

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When you check this . . .	look for this:	and bubble in this box
Free/Reduced Lunch	This applies to students who receive free or reduced price lunches. The names of these students may be obtained from the Child Nutrition Program in your school. According to federal law, the Child Nutrition Program may supply these names to school personnel involved in the state testing program for the purpose of federal reporting requirements.	
Distance Learning	This applies to students who received instruction over the competencies being tested by "Distance Learning." Both of the following definitions qualify as "Distance Learning": (1) Web-based instruction, which is the use of the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction, may be synchronous (real-time) or asynchronous; (2) Two-way interactive video means synchronous interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal.	S
Absent	This applies to students who are absent on the day of testing and are not able to take the test prior to the end of the testing window. These students must have completed demographic information. The school should make every effort to provide make-up days for these students within the state testing window. Note: Federal law requires that no less than 95% of students enrolled in each subgroup be tested.	
No Longer Enrolled	This applies to students who are no longer enrolled on the day of testing. These students must have completed demographic information. Note: Federal law requires that no less than 95% of students enrolled in each subgroup be tested.	T
State Alternate Testing (OAAP)	This applies to students who are participating in State Alternate Testing (OAAP). The OAAP Portfolio is an assessment developed for a small population of students with significant cognitive disabilities for whom the Individualized Education Program (IEP) team has determined to be unable to participate in the general or modified assessment, even with accommodations.	

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When you check this . . .	look for this:	and bubble in this box
Grade Level Repeat Tester	This applies if the student has been retained in the current grade and is retaking the test.	U
Local Student I.D. Number (Optional)	Enter the student’s local Student I.D. Number in the field provided. This field is optional.	V
SDE Approval Required (Go to the Testing Status Application located on the SDE District Reporting Site.)		
ELL 1st Year in U.S. Exempt (English II and English III tests only)	This applies to students with the option of taking the state assessments in Reading/Language Arts who recently enrolled in a school district during their first year of living in the United States. They will be required to take all other content area tests that apply to their grade level or subject area.	W
Emergency Exempt	This designation covers situations where an unforeseen medical emergency absolutely prevents the student from being available for testing during the state’s testing window.	
Other Placement (court ordered)	This applies if a student has been placed by state or court order in a facility within your district. These students will receive an Individual Parent/Student Report of their scores and will appear on class/school lists. However, their scores will not be summarized and reported with the class, school, or district. Instead they will be placed within a “virtual district” at the state level and the state will be accountable.	
Invalidated	Student’s test will not be scored. Some students may be eligible for an Equivalent Test.	

BUILDING TEST COORDINATOR

BUILDING TEST COORDINATOR

Receiving and Distributing Materials

A BTC must be designated for each school site by the district superintendent. The BTC is responsible for the following:

1. checking in and accounting for test materials and informing the DTC of discrepancies;
2. implementing the testing program at the building site;
3. training Test Administrators;
4. checking materials out to Test Administrators using the Security Checklist;
5. verifying that prescribed administrative procedures are followed;
6. maintaining test security;
7. obtaining and training Test Proctors for each testing session as well as confirming the Test Proctor's presence before testing starts; and
8. identifying students needing special accommodations or alternate tests and making sure there are enough of the same test forms for students with read-aloud accommodations.

BTCs will be responsible for directing the entire testing procedure at the specified building. This includes make-up test sessions. The BTC should ensure that the tests are administered only by an education-certified professional person employed by the school district and monitored by an adult, other than the Test Administrator, who has been approved by the building principal and trained.

Distribution of Test Materials to Test Administrators:

Although it is permissible for the BTCs to receive test books one week prior to testing, **the distribution of test books to Test Administrators is prohibited prior to the first day of testing.**

The DTC will provide BTCs with the appropriate quantities of the *Parent, Student, and Teacher Guides* and *Test Administration Manuals*. At least two weeks before testing, distribute the *Parent, Student, and Teacher Guides* to your Test Administrators to use with their students and to send home to parents. At the same time, distribute the *Test Administration Manuals* to your Test Administrators.

Training of Test Administrators and Test Proctors:

Training sessions conducted by the Building or District Test Coordinator for Test Administrators and Test Proctors should include the following:

1. the purpose of and rationale of testing;
2. the proper procedures included in the OSTP (completing Group Information Sheets, providing make-up tests, and following security procedures); and
3. techniques for student preparation.

Training session sign-in sheets should be kept on file by the District or Building Test Coordinator.

BUILDING TEST COORDINATOR

Security Checklist/Inventory Procedures for the Building Test Coordinator

A School Security Checklist (see Appendix J) and a School Packing List (see Appendix L) will be included with the shipment of test materials. Security bar codes have been printed on the student test books and Writing answer documents* for all content areas. All test books must be returned to the DTC for inventory purposes and must be accounted for with 100% accuracy. There will be one copy of the Security Checklist for the school. You are allowed to make copies of the checklist. After testing, return all copies but one to the DTC.

The scoring center has a record of the number of test books and Writing answer documents that have been sent to the district. Packing Lists and Security Checklists will be included with the shipment of test materials. The number of test books and Writing answer documents is printed on the Packing List, and security bar codes are printed on the Security Checklist. Check the security bar codes, printed on the test books*, against the Security Checklist. If there are discrepancies, please fax to CTB/McGraw-Hill at (888) 282-0266 listing any discrepancies.

Before Testing: The BTC must track the bar code range assigned to each school, for each content area by using the School Security Checklists, which are broken down by school (building site). The BTC should place a check mark on the Security Checklist (“REC’D”) to indicate a book was received and assigned to each student. BTCs will need to provide copies of the Classroom Security Checklists to aid the Test Administrators with tracking the bar-coded Writing answer documents and test books.

The BTC should initial the “returned” column when the TA returns the secure materials. The School Security Checklist should be used to verify receipt and return of all new secure materials assigned to the school.



***This is a security bar code number.**

This security bar code number will appear on the front of the test books and Writing answer documents.

Standard Online Practice Test: This online test will take you through the necessary steps to administer the practice online assessment to a class.

1. Access the CTB OK Web Portal and sign in using your Single Sign-on access credentials.
2. Select the Online Assessment link.
3. Find the practice test session that you plan to administer.
4. Highlight the practice test session and choose Print Test Tickets. Then print the test tickets and the access code.
5. Provide the student test tickets and access code to the TA.

BUILDING TEST COORDINATOR

Preparing for the Online Administration

Online Testing Hours

NOTE: The online testing hours are 7 a.m. to 7 p.m. Central Time.

Online Testing Center for the Oklahoma School Testing Program

Go to the CTB OK Web Portal at www.ctb.com/ok and sign in using your Single Sign-on account.

Set Up and Material Needed Prior to Testing

Before testing, the Building Test Coordinator will need to verify that all test sessions have been created and that Test Administrators have all necessary materials needed for testing.

Student Test Tickets. Prior to testing, verify that each student in the Summary Test Ticket has been assigned a Student Test Ticket. Since these are considered secure documents, it is important to pay careful attention to ensure that the correct Student Test Ticket is distributed to the correct student. Each ticket is printed on an individual page or multiple-student tickets may be printed on a single page and will provide the student's name, log-in ID, and test code.

In the event a Student Test Ticket is distributed to the wrong student, call the DTC to request an invalidation from the Office of Accountability and Assessments.

At the end of each testing session, Student Test Tickets need to be picked up and accounted for from each student. Complete instructions on how to access the Student Test Tickets can be found in the *OK Online Testing Quick Start Guide*.

Access Codes. Prior to testing, verify preparation of the Access Code list. Each test session has a unique Access Code that all students will use. The Test Administrator should only display the Access Code for the session that is being tested. It may be displayed on a board or overhead so it is visible to the entire class or it can be written on individual Student Test Tickets.

Summary Test Ticket. Verify required test sessions have been created by reviewing the Summary Test Ticket. This will show a record of all students who will be testing in a particular session. The online testing system will be available to set up test sessions approximately three weeks prior to testing. The test sessions should be set up at least one week prior to testing to allow time for any necessary changes. This information will be accessed via the Online Assessment System.

Manuals. Verify that the *Online Test Administration Manual* has been reviewed and the *OK Online Testing Quick Start Guide* has been printed and that both manuals are available for testing.

BUILDING TEST COORDINATOR

Test Security

The OCCTs are highly secure materials and must be treated as such. This means test materials and Student Test Tickets should be handled only by qualified personnel. Students should only be able to view the information on their Student Test Ticket at the time of testing. These materials need to be tracked closely and should never be left in an open or unattended area.

At the conclusion of testing, all test materials must be collected by the Building Test Coordinator and returned to your District Test Coordinator.

Listed below are guidelines to assist people in determining what actions may compromise test security.

1. Students must never be exposed to test items or answers prior to or following a test administration. Using test items in any form (including rewording of such test items) is strictly prohibited.
2. The tests must be administered strictly in accordance with the instructions outlined in the *Online Test Administration Manual*. Directions that are to be read to the students must be read by the Test Administrator verbatim (exactly the words shown).
3. No test item that will be scored to obtain student test results may be used as a sample or practice item for learning how to mark responses. Sample items are included to familiarize students with the format of the items and the procedures for marking their answers.
4. Taking notes about the items included on the exam is **STRICTLY PROHIBITED**.
5. All persons are prohibited from attempting to formally or informally record answers and manually score the exam.
6. All persons are prohibited from providing students with the answer to any item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (e.g. including chalkboards, charts, and bulletin boards).
7. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during or after test administration or by correcting wrong answers during test administration.
8. All persons are prohibited from falsely logging into the Test Delivery Client (TDC) application as a student, actual or fabricated, to view any tests. Only a student whose name appears on the Student Test Ticket is permitted to log in.
9. All known violations of test security procedures should be reported in writing and signed by the person making the report.
10. All test materials, including Access Code lists, Student Test Tickets, and scratch paper must be collected at the end of testing by the BTC to destroy.

BUILDING TEST COORDINATOR

Collecting and Returning Materials

All paper/pencil materials—used and unused—must be returned to the Building Test Coordinator and accounted for. Following are step-by-step instructions for checking and assembling the test materials for return to the District Test Coordinator.

Preparing Materials for Return

Scorable Test Materials: Test materials in this category are processed through CTB/McGraw-Hill’s scoring system.

1. Collect the scorable documents.

Scorable documents include:

- OCCT Grade 3 test books
- OCCT Grades 4–8 used answer documents
- OMAAP Grades 3–8 used test books
- All test books or answer documents transcribed from large-print or Braille

Sort scorable test materials by:

- OCCT Grades 3–8
 - OMAAP Grades 3–8
2. Check the physical condition and verify that a precode label has been applied or the student demographic data are complete on the student demographic pages of the scorable answer documents/test books. Also, verify that No. 2 pencils were used to mark the scorable answer documents/test books. **Ink or colored pencils are NOT to be used.** If the student label has not been applied because it listed incorrect student information, grid the student demographic pages completely using a No. 2 lead pencil.
 3. Place the Group Information Sheet (GIS) on top of each group’s scorable answer documents/test books. An example of the assembled scorable answer documents/test books is shown in the Return Materials Poster provided in the Test Coordinator Kit. In the example shown, a GIS has been completed for each class and for each subject area. Different subject test books may not be placed under a single GIS. Check that the number of students marked on the GIS is accurate. If there are any discrepancies, resolve them with the Test Administrator. Use paper bands to secure stacks of scorable test materials in groups of 25 or fewer.
 4. **IMPORTANT NEW INSTRUCTIONS:** Locate the School/Group List provided in your Test Coordinator Kit. The School/Group List is CTB/McGraw-Hill’s way of double-checking that all scorable test books are received.
 - Verify that the precoded district and building information is correct.
 - Write the name, email address, and telephone number of the contact person in the spaces provided.

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In this area ...

do this:

<p>1 District Name</p>	<p>Check that the district name has been precoded.</p>
<p>2 Site Name</p>	<p>Check that the building name has been precoded.</p>
<p>3 District Code</p>	<p>Check that the district code has been precoded.</p>
<p>4 Site Code</p>	<p>Check that the building code has been precoded.</p>
<p>5 Contact Person, Email Address, Phone Number</p>	<p>Provide a contact person's name, email address, and phone number. The contact person is usually the BTC.</p>
<p>6 Group Name, Number of Scorable Books</p>	<p>List the following information:</p> <ul style="list-style-type: none"> • each teacher or testing group's name exactly as it appears in the "Teacher Name" field on each GIS. If they are not identical, score reports will be affected. • total number of scorable books being returned, in the Number of Scorable Books column.

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5. Collect from each Test Administrator the signed Test Administrator/Proctor Test Security Form and Nondisclosure Forms (Nondisclosure Forms are used for allowable accommodations only).
6. Complete and sign the Building Level Test Security Form and place with all security forms and Nondisclosure Forms on top in Box 1.

Nonscorable Test Materials: Test materials in this category are processed through CTB/McGraw-Hill's security inventory system. OCCT and OMAAP nonscorable test materials may be packed and returned together. Ensure that no scorable answer documents/test books are included in this stack. Failure to do so may result in a delay of your reports or incorrect reports.

1. All nonscorable test materials within a school should be returned together.

Nonscorable test materials include:

- OCCT Grade 3 unused test books
- OCCT Grades 4–8 used and unused test books
- OCCT Grades 4–8 unused answer documents
- OMAAP Grades 3–8 unused test books
- OCCT and OMAAP used and unused large-print and Braille books

Sort nonscorable test materials by:

- OCCT Grades 3–8
 - OMAAP Grades 3–8
2. Be sure each Test Administrator returns the School Security Checklist and Classroom Security Checklist that match the bar codes assigned. The Building Test Coordinator will keep a copy of the completed School Security Checklist and keep the original Classroom Security Checklist for their own records. Place the original School Security Checklist in Box 1 on top of the nonscorable test materials.
 3. Place all nonscorable test materials into the boxes provided. For each box write the number (e.g., "1 of 3") on the boxes. Do not seal the boxes.

Return all materials to your District Test Coordinator according to procedures established in your district. **ALL TEST MATERIALS MUST BE RETURNED. HOWEVER, THE PARENT, STUDENT, AND TEACHER GUIDE AND THE TEST ADMINISTRATION MANUAL MAY BE DESTROYED.**

BUILDING TEST COORDINATOR

Checking the Student Documents

Physical Condition

There are some conditions that interfere with the electronic scoring process. Please check scorable answer documents/test books that are to be machine-scored for the following:

If you find this . . .	do this:
Rubber bands Scratch paper Tape of any kind Sticky notes Staples Pins Paper clips	Remove them.
Light marks Incomplete erasures Stray marks NOTE: For scorable answer documents, this applies to the entire document. For scorable test book, this applies to the inside of the question boxes only.	Erase marks or make them heavier as needed.
Inked bubbles	Darken all inked bubbles with a No. 2 lead pencil.

Student Demographic Information

Check the Student Demographic Pages for each student. If the student label is applied, there should be no gridded information on the front page of the Student Demographic Pages. If the label lists incorrect information for any of these details—Student Name, Birth Date, Ethnicity/Race, Gender, or State Testing ID—the label should not be applied and instead the Student Demographic Page should be gridded completely using a No. 2 lead pencil. All marks should be solid and dark. **Incorrect or incomplete information will result in inaccurate student data and will have a negative impact on the final reports.**

Online student demographic information needs to be checked before closing of the test administration.

Test Administrator (TA)

The Test Administrator (TA) is an education-certified professional employed by the school district who is responsible for administering the OSTP tests. The Test Administrator must be able to carry out standard test administration procedures. The Test Administrator should be thoroughly familiar with the procedures in this manual and in the *Test Administration Manual* before administering the tests. The Test Administrator coordinates with the Building Test Coordinator (BTC) for all details regarding the test administration.

Test Administrator Responsibilities

Before Testing:

- ❑ Attend the training provided by the BTC for proper testing procedures and test security. Review Test Security and Validity, Appendix A.
- ❑ Double-check which students require special accommodations. Small groups are five or fewer students. If a student requires a read-aloud accommodation, the Test Administrator must read over the student's shoulder, not from a separate test book. (This accommodation is not allowed for the Grades 3–8 Reading Multiple-Choice tests.)
- ❑ Prior to testing, review the *Parent, Student, and Teacher Guide* with the students and send the guides home with the students prior to testing.
- ❑ Access and administer online practice tests located at the CTB OK Web Portal at least two weeks prior to testing by obtaining student test tickets and other practice test administration materials from the BTC. Students may also access practice tests at home by going to the CTB OK Web Portal and clicking on Experience Online Testing.
- ❑ Preview the *Test Administration Manual* several days prior to testing.
- ❑ On the School Security Checklist provided, write each student's name next to the bar code number of the test book and Writing answer document he or she is using for testing. A Classroom Security Checklist will also be provided to you by the BTC to assist with tracking of the students.
- ❑ Check and complete the Student Demographic Page if a precode label has not been applied.
- ❑ For online testing, ensure all proper policies are followed for students who require special accommodations. These policies are outlined in the *Online Test Administration Manual*.

TEST ADMINISTRATOR

During Testing:

- Administer tests; ensure at least one Test Proctor is present in every test setting prior to administering any tests. For large groups, one Test Proctor is needed for every 25–35 students.
- Maintain and oversee security throughout the test administration (paper/pencil tests; online tests).
- Administer make-up tests to students absent on the designated testing day(s).
- Contact the BTC with any test-related issues or questions.
- Notify the BTC of any possible test invalidations or violations.

After Testing:

- Collect all test materials from students after each testing session.
- Separate scorable and nonscorable test materials.
- Check all scorable answer documents/test books to confirm that the appropriate student labels are affixed and hand-bubbled information is complete.
- In the presence of a Test Proctor, transcribe student responses from accommodated tests (includes typed responses for the Writing test) to standard scorable answer documents/test books. Place the original student response in the inside front cover of scorable answer document /test book.*

* For large-print and Braille, the student responses must also be transcribed into the standard scorable answer documents/test book provided in the large-print and Braille kits, but the original large print and Braille test documents should be returned with the nonscorable materials.

- Complete Group Information Sheet.
- Verify test books and Writing answer document bar codes against the School Security Checklist and the Classroom Security Checklist.
- Sign the Test Administrator and Test Proctor Test Security Form.
- Collect all Student Test Tickets for online testing.
- Return all test materials (i.e., scorable and nonscorable test books and answer documents, Student Test Tickets, Access Codes, and scratch paper), security checklists and signed test security forms to the BTC after each testing session.

Online Testing Hours

NOTE: The online testing hours are 7 a.m. to 7 p.m. Central Time.

Online Testing Center for the Oklahoma School Testing Program

Go to the CTB OK Web Portal at www.ctb.com/ok and sign in using your Single Sign-on account.

Standard Online Practice Test. This online test will take you through the necessary steps to administer the practice online assessment to a class.

1. Obtain student test tickets from the BTC.
2. Hand out the test tickets to students, provide the access code, and administer the test.

Arrangements for rooms and testing session seating should be announced in advance in order to eliminate confusion when testing begins. The room where students take the test should be as free from outside disturbance as possible. Testing in a familiar setting is recommended. Students should be seated so they have enough room and will not be tempted to look at another student's screen.

The use of dividers or testing carrels between computers is encouraged. Visual aids and clues should be removed or covered and remain hidden throughout the administration.

Test Preparations—Online Testing

The administration of tests is an important professional responsibility. It requires the same seriousness of purpose and quality of preparation as any other important instructional activity.

The Test Administrator must be an education-certified professional employed by the school district. The TA must have received an in-service training covering test security and validity, test administration, and procedures covered in the *Test Preparation Manual* and the *Test Administration Manuals*. To ensure accurate and reliable results, the examiner must be thoroughly familiar with the procedures provided in this manual before administering the test.

Beginning early in the school year, teachers should begin to prepare students emotionally to take the test. They should let them know the purpose of testing (i.e., to assess skill levels and to provide information for the design of instructional programs to meet students' skill needs) and the importance of exerting their best efforts. Teachers should put their students' minds at ease to lessen test anxiety.

Students should be prepared to maximize their performance during the entire testing situation. The following are some steps to help students prepare for testing.

- Teaching test-taking skills. (Do not wait until a week or two before testing to teach these skills.)
- Establishing an appropriate testing environment.
- Working with parents to encourage their children to adopt positive attitudes toward testing.
- Encouraging students to relax and do their best.
- Ensuring an atmosphere that is conducive to test taking.

The week before testing begins, a period should be scheduled for discussing the nature and purposes of the testing. Describe the tests briefly and explain how the results are used to help students.

TEST ADMINISTRATOR

Provide each student with a copy of the *Parent, Student, and Teacher Guide*. The Building Test Coordinator will provide the guides before testing begins. Students should be encouraged to discuss the contents of the guide and to ask questions about the nature and purposes of the tests. At the end of the discussion period, instruct students to take the guide home to their parents. Also, provide the students with the online practice test which will get them familiar with the tools and navigation of the online system. There are two ways to access online practice tests.

Experience Online Testing. This online test is accessible to students, teachers, and parents on their personal computers for practice purposes.

1. Access the CTB OK Web Portal and click on Experience Online Testing.
2. Credentials are not required; click Login to take the test.

Administering the Online Tests

Test Administrators are responsible for implementing the following important policies:

- Ensure that arrangements for IEP- or Section 504-required accommodations are made as stipulated in Appendix B.
- Ensure that any student who does not finish by the end of the recommended test administration time is given additional testing time. **Please note: Extended time must be provided as an immediate extension of the initial testing session; it may not be offered as a separate session at another time.**
- Verify test security at all times. (See Appendix A.)
- Return test security forms according to specified directions.

Important Procedures for Online Test Administration

1. Test Proctors are required for each test session, including any individualized test administrations offered as an approved accommodation. For large groups, one Test Proctor is needed for every 25–35 students. Never administer a test without a Test Proctor. **If the Test Proctor fails to show up, do not test until your Building Test Coordinator provides a Test Proctor.** Make sure that there is no talking between the Test Proctor and the Test Administrator or among the students and the Test Proctor during the test session. Be sure to instruct your Test Proctor of this necessity before testing begins. Test Proctors must be provided in-service training on testing procedures prior to testing and must follow the Instructions for Test Proctors provided in the Test Proctor section of this manual.
2. Make sure that each student assigned to the session has a Student Test Ticket which will provide them with their log-in information for the Test Delivery Client.
3. A standardized test must be administered according to the detailed directions. Please follow the instructions in the *Online Test Administration Manual* **EXACTLY**.

4. Every reasonable precaution should be taken at all times to protect the security of the tests. Under no circumstances should **anyone** have prior access to the tests, advance information about specific test items, or access to test content after testing. **The student is the only person allowed to view the contents of his/her online test.** (This is both a security and test validity issue that must be strictly observed.)
5. Test directions should be given in person—not over the intercommunication system. Giving directions to the students other than in person invalidates the test results.
6. Students may need scratch paper/unmarked grid paper and a pencil while taking an online test. It is recommended that the school provide the paper or check the paper the students bring in to the testing session. All scratch paper must be collected after testing and destroyed. Students may bring a library book to read after testing or may be dismissed upon the completion of the test to leave the room quietly.
7. After directions are completed, Test Administrators should make sure that students:
 - fully understand all directions;
 - understand the online tools available to them;
 - are knowledgeable of the suggested time period and the fact that they may have additional time if needed;
 - are clear on expected behavior (i.e., to refrain from talking, moving about the room, and other distracting behavior); and
 - know what to do if they complete the test before other students.
8. During administration of the test, students should never be allowed to receive assistance from any person. Be alert to the student who selects answers without reading the items, and log this.
9. Students leaving the room during a test session can disturb other students. Tell students that if they must leave the room (e.g., a physical emergency), to raise their hands, be acknowledged by the teacher, and leave as quietly and unobtrusively as possible. The students should return in the same manner. If at all possible, no student should leave the room during a test. Log any instances of a student leaving during a test. **If a student does not return within 20 minutes, they will be automatically logged out of their test. Contact your Building Test Coordinator for further guidance on the possible need to invalidate this test.**
10. If a student becomes ill during a test administration and cannot finish a test, notify your BTC who will make arrangements to have the test invalidated. If the invalidation involves a Grade 6, 7, or 8 Mathematics or Reading test, Equivalent Tests are available and should be administered upon the student's return to school within the testing window.
11. If a student is suspected of cheating, talk privately with the student about his or her behavior and note the behavior. Report the behavior to the BTC.

TEST ADMINISTRATOR

12. **Please note: Students who are absent during the test administration should be administered tests upon their return to school, but only within the state’s testing window.**

(Remember: According to *No Child Left Behind*, you have to test 95% of your enrolled students at the end-of-instruction level in Mathematics and Reading.)

13. Test materials must be kept secure at all times and should not be left in open or unattended areas. The *Online Test Administration Manual* should be distributed approximately two weeks before testing so that Test Administrators may become familiar with these directions before testing begins.

OSTP Log for Test Administrator

Student performance on tests can be affected in a variety of ways by a number of different conditions which surface during test administration. Incidents can occur during testing that will adversely affect scores—incidents that are easily forgotten between the time tests are administered and the time that teachers discuss the student results with parents.

It is recommended that all educators who administer standardized tests keep a log of unusual student behaviors or incidents which occur during testing that are likely to adversely affect test outcomes. It is helpful to log such incidents as illness, random marking of responses, marking answers without reading items, and suspected cheating. Furthermore, it is suggested that teachers have this log on hand while counseling a parent whose child has not performed as expected on the tests.

Test Invalidations

Reasons for possible test invalidations include, but are not limited to, the following:

- If a student cheats;
- If test security is violated;
- If improper test administration occurs;
- If a student is tested outside the state testing window; and
- If a student becomes ill during testing.

In order to request a test invalidation, the BTC must contact the DTC, who will in turn request the invalidation by using the State Department of Education’s (SDE) Testing Status Application. Be prepared to present documentation (such as TA monitor logs) when requesting a test invalidation.

If the SDE approves the invalidation, the student must be considered as a nonparticipant and will count against the school’s participation rate unless an Equivalent Test is administered. The SDE will notify CTB/McGraw-Hill of the tests that were approved for invalidations.

Administering the Writing and Paper/Pencil Tests

Test Preparations—Writing and Paper/Pencil Tests

The administration of tests is an important professional responsibility. It requires the same seriousness of purpose and quality of preparation as any other important instructional activity.

The Test Administrator (TA) must be an education-certified professional employed by the school district. The TA must have received an in-service training covering test security and validity, test administration, and procedures covered in the *Test Preparation Manual* and the *Test Administration Manuals*. To ensure accurate and reliable results, the examiner **must** be thoroughly familiar with the procedures provided in this manual before administering the test.

Beginning early in the school year, teachers should begin to prepare students emotionally to take the test. They should let them know the purpose of testing (i.e., to assess skill levels and provide information for the design of instructional programs to meet students' skill needs) and the importance of exerting their best efforts. Teachers should put their students' minds at ease to lessen test anxiety.

Students should be prepared to maximize their performance during the entire testing situation. Below are some steps to help students prepare for testing:

- Teaching test-taking skills. (Do not wait until a week or two before testing to teach these skills.)
- Establishing an appropriate testing environment.
- Working with parents to encourage their children to adopt positive attitudes toward testing.
- Encouraging students to relax and do their best.
- Ensuring an atmosphere that is conducive to test taking.

The week before testing begins, a period should be scheduled for discussing the nature and purposes of the testing. Describe the tests briefly and explain how the results are used to help students.

Provide each student with a copy of the *Parent, Student, and Teacher Guide*. The Building Test Coordinator will provide the guides before testing begins. Students should be encouraged to discuss the contents of the book and to ask questions about the nature and purposes of the tests. At the end of the discussion period, instruct students to take the book home to their parents.

Arrangements for rooms and testing session seating should be announced in advance in order to eliminate confusion when testing begins. The room where students take the test should be as free from outside disturbance as possible. Testing in the regular classroom is recommended. Writing surfaces should be large enough to accommodate an open test book. Students should be seated so they have enough room and will not be tempted to copy other students' answers. Visual aids and clues should be removed or covered and remain hidden throughout the administration.

TEST ADMINISTRATOR

Test Administrators are responsible for implementing the following important policies:

- Ensure that arrangements for IEP- or Section 504-required accommodations are as stipulated in Appendix B.
- Ensure that any student who does not finish by the end of the recommended test administration time is given additional testing time. (Note: Extended time must be provided as an immediate extension of the initial testing session; it may not be offered as a separate session at another time.)
- Ensure test security. (See Appendix A.)

Important Procedures for Test Administration

1. **Test Proctors** are required for each test session, including any individualized test administrations offered as an approved accommodation. For large groups, one Test Proctor is needed for every 25–35 students. **Never** administer a test without a Test Proctor. If the Test Proctor fails to show up, do not test until your Building Test Coordinator provides a Test Proctor. Make sure that there is no talking between the Test Proctor and the Test Administrator or among the students and the Test Proctor during the test session. Be sure to instruct your Test Proctor of this necessity before testing begins. Test Proctors must be provided in-service training on testing procedures prior to testing and must follow the Instructions for Test Proctors provided in the Test Proctor section of this manual.
2. Administrators are responsible for ensuring each security bar code number* on the School Security Checklist has the student’s name assigned to that book. **It is critical that each bar code be matched to a student’s name. If the book is unassigned, an explanation should be written where the student’s name would appear.** The Test Administrator (TA) should “initial” the issued column when receiving secure test materials. Assign test books and Writing answer documents to students using the Classroom Security Checklist (see sample in Appendix K). Make sure you have a complete list of students’ names matched to their test book and Writing answer document bar codes to return to the BTC. **Have students print their names on the front cover of the Writing test book.**
3. A standardized test must be administered according to the detailed directions. Please follow the instructions in the *Test Administration Manual* **EXACTLY**.
4. Every reasonable precaution should be taken at all times to protect the security of the tests. Under no circumstances should **anyone** have prior access to the tests, advance information about specific test items, or access to test content after testing. Test materials should be stored in a locked, secure place at all times when not being used. **The student is the only person allowed to open and/or view the contents of his/her test book or Writing answer document.** (This is both a security and test validity issue that must be strictly observed.)



*This is a security bar code number.

This security bar code number will appear on the back of the test books and Writing answer documents.

5. Test directions should be given in person—not over the intercommunication system. Giving directions to the students other than in person invalidates the test results.
6. Students should bring two sharpened soft-lead pencils (No. 2), an eraser, and a library book, but no other materials, to the testing session. The TA should have a supply of sharpened

No. 2 pencils on hand. Each student's desk should be clear of materials other than those mentioned above or any allowed due to an accommodation.

All pencil sharpening should be done prior to beginning each test. Having two No. 2 pencils sharpened and available to each student should alleviate the need to sharpen a pencil during a test.

7. After directions are completed, Test Administrators should make sure that students:
 - fully understand all directions;
 - are knowledgeable of the suggested time period and the fact that they may have additional time if needed;
 - are clear on expected behavior (i.e., to refrain from talking, moving about the room, and other distracting behavior); and
 - know what to do if they complete the test before other students.
8. During administration of the test, students should never be allowed to receive assistance from any person. Be alert to the student who marks answers without reading the items, and log this.
9. Students leaving the room during a test session can disturb other students. Tell students that if they must leave the room (e.g., a physical emergency), to raise their hands, be acknowledged by the teacher, and leave as quietly and unobtrusively as possible. The students should return in the same manner. If at all possible, no student should leave the room during a test. Log any instances of a student leaving during a test. **If a student does not return within 20 minutes, they will be automatically logged out of their test. Contact your Building Test Coordinator for further guidance on the possible need to invalidate this test.**
10. Students who finish tests early often become a distraction to those who are still working. Instruct students to use extra time to read items that they were unsure about during the first reading of that test and to change answers if appropriate. In spite of such instructions, there are students who will never reread a test during their remaining time. For this reason, all students should have a library book in their desks to read if they finish a test early; however, obtaining the book should be done in a way that does not disturb others. Once students close their test book, they may not reopen it. **Test Administrators should collect Writing test books as students finish.**
11. If a student becomes ill during test administration and cannot finish a test, notify your BTC who will make arrangements to have the test invalidated. If the invalidation involves any EOIT test, Equivalent Tests are available and should be administered upon the student's return to school within the testing window.
12. If a student is suspected of cheating, talk privately with the student about his or her behavior and note the behavior. Report the behavior to the BTC.
13. **NOTE: Students who are absent during the test administration should be administered tests upon their return to school, by the close of the paper/pencil multiple-choice window.**

Use the Record of Tests Missed and Made-Up to track student make-up tests. A sample of this form is provided in Appendix H. List the names of students who missed one or more tests during the regular administration. As make-up tests are administered, use one of these forms to record dates of completion of the make-up tests. This form does not need to be returned to CTB/McGraw-Hill. Keep this form for your records.

TEST ADMINISTRATOR

14. Test materials should be kept secure at all times and should not be left in open or unattended areas. The *Test Administration Manual* should be distributed approximately two weeks before testing so that Test Administrators may become familiar with these directions before testing begins.

OSTP Log for Test Administrator

Student performance on tests can be affected in a variety of ways by a number of different conditions which surface during test administration. Incidents can occur during testing that will adversely affect scores—incidents that are easily forgotten between the time tests are administered and the time that teachers discuss the student results with parents.

It is recommended that all educators who administer standardized tests keep a log of unusual student behaviors or incidents which occur during testing that are likely to adversely affect test outcomes. It is helpful to log such incidents as illness, random marking of responses, marking answers without reading items, and suspected cheating. Furthermore, it is suggested that teachers have this log on hand while counseling a parent whose child has not performed as expected on the tests.

Test Invalidations

Reasons for possible test invalidations include, but are not limited to, the following:

- If a student cheats;
- If test security is violated;
- If improper test administration occurs;
- If a student is tested outside the state testing window; and
- If a student becomes ill during testing.

To request a test invalidation, contact the District Test Coordinator, who will in turn contact the Office of Accountability and Assessments at the State Department of Education (SDE) at (405) 521-3341 for permission to invalidate. Be prepared to present documentation (such as Test Administrator and Test Proctor logs) when requesting test invalidation. Once you have notified SDE, please follow the specific instructions given by SDE in order to ensure invalidation at the scoring center. SDE will notify CTB/McGraw-Hill of the tests that were approved for invalidation. If a test is marked invalidated, but SDE did not provide that information, the test will be scored.

If a student becomes ill on a test book, document the bar code number of the test book on the Security Checklist and then destroy the test book. Fax the Security Checklist to CTB/McGraw-Hill at (888) 282-0266 documenting the destroyed book.

Completing the Student Demographic Pages

The Student Demographic Page is located on the front cover of the scorable answer document/test book.

The paper/pencil Demographic Page must be completed for all students not having a student label and for any student whose student label lists incorrect information for Student Name, Birth Date, Ethnicity/Race, Gender, or State Testing ID. Use a No. 2 pencil. Ink or colored pencils are NOT allowed.

Apply the student label in the area indicated on the front cover of the scorable answer document/test book. **IMPORTANT NOTE: If any of the student demographic details on the student label are incorrect, do NOT use the student label.** The demographic details listed on the student label are Student Name, Birth Date, Ethnicity/Race, Gender, and State Testing ID. If one or more of these details is incorrect on the student label, do not apply the label. Instead, grid the student demographic page completely using a No. 2 lead pencil. Using a student label and also gridding changes on the student demographic page will result in the changes NOT being made in the student data file.

- Your Name (Student's Last Name, First Name, and Middle Initial) - Box G
- State Student I.D. number - Box H
- Ethnicity/Race - Box I
- Birth Date - Box K
- Gender - Box F

No Student Label

For any students who do not have a student label, grid the student demographic page completely using a No. 2 lead pencil. This will include Student Name, Birth Date, Ethnicity/Race, Gender, and State Testing ID.

Use the descriptions in the following table to ensure you grid the Student Demographic Page accurately.

TEST ADMINISTRATOR

When you check this . . .	look for this:	and bubble in this box
Teacher's Name School Name District Name County Name	Names must be printed in the appropriate spaces. All students must use the name of their official home school.	A–D
IEP Braille	Fill in the bubble for IEP Braille if student is taking Braille. Braille is an accommodation afforded some students. The Test Administrator must transcribe Braille responses to the standard scorable answer document/test book that was provided in the Braille kit and be sure to complete the student demographic information on the standard scorable answer document/test book.	E
Gender	Fill in the correct bubble to identify the gender of the student testing.	F
Student's Last Name First Name, Middle Initial	Letters must be printed, one per box, above the lettered bubbles. Under each box, the bubble with the same letter must be filled in.	G
State Student I.D. Number(Required)	Numbers must be printed, one per box, above the numbered bubbles. Under each box, the bubble with the same number must be filled in. This field is required.	H
Ethnicity/Race	Under Ethnicity, bubble Y for yes if the student is Hispanic/Latino or bubble N for no. Under Race, bubble all that apply regardless of ethnicity.	I
Grade	Fill in the correct bubble to identify the grade of the student.	J
Birth Date	Numbers must be printed, one per box, above the lettered bubbles. Under the box, bubbles corresponding to the date of birth must be filled in. (If the "day" is not a two-digit number, the number should be preceded by a zero.)	K
Form	Fill in the correct bubble to identify the form being administered to the student.	L

Collecting and Returning Materials

Test Administrators should return all test materials—used and unused—to the Building Test Coordinator (BTC) as soon as possible after completion of the last testing session. Following are step-by-step instructions for preparing and assembling the test materials for return. Test Proctors may assist the Test Administrator in these tasks.

1. Separate the testing materials into two groups for return to the BTC:

Scorable Test Materials: Test materials in this category are processed through CTB/McGraw-Hill's scoring system.

Scorable documents include:

- OCCT Grade 3 used test books
- OCCT Grades 4–8 used answer documents
- OMAAP Grades 3–8 used test books
- All test books or answer documents transcribed from large-print or Braille

Sort scorable test materials by:

- OCCT Grades 3–8
- OMAAP Grades 3–8

Nonscorable Test Materials: Test materials in this category are processed through CTB/McGraw-Hill's security inventory system. OCCT and OMAAP nonscorable test materials may be packed and returned together. Ensure that no scorable answer documents/test books are included in this stack. Failure to do so may result in a delay of your reports or incorrect reports.

Nonscorable test materials include:

- OCCT Grade 3 unused test books
- OCCT Grades 4–8 used and unused test books
- OCCT Grades 4–8 unused answer documents
- OMAAP Grades 3–8 unused test books
- OCCT and OMAAP used and unused large-print and Braille books

Sort nonscorable test materials by:

- OCCT Grades 3–8
- OMAAP Grades 3–8

2. Verify that there is a completed Demographic Page or precode label applied for each student enrolled.
3. In the presence of the Test Proctor, check each completed scorable answer document/test book:
 - for complete and accurate marking of student name, birth date, gender, and if appropriate, special coding;
 - for heavy and dark response marks that completely fill the bubbles;

TEST ADMINISTRATOR

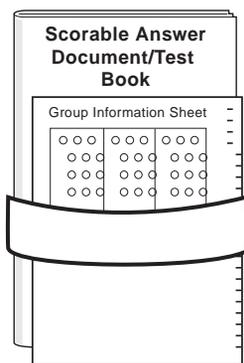
- for complete erasure of all rejected responses; and
 - to ensure stray marks have been erased completely so as not to interfere with scoring.
 - Collect large-print and Braille scorable documents from all students. In the presence of a test proctor, a Test Administrator must transcribe the student responses into the standard scorable answer document/test book that was provided in the large-print or Braille kit. Return the original large-print and Braille documents with the nonscorable test materials.
 - Collect any typed writing responses. In the presence of a Test Proctor, a Test Administrator must transcribe the student response into a standard scorable document. Place the original typed student response inside the front cover of the standard scorable document to be returned with the scorable test materials.
4. Stack completed scorable answer documents/test books so all documents face the same way with student names face up.
 5. Complete a Group Information Sheet (GIS) and place it on top of the completed scorable answer documents/test books. Instructions may be found on the pages that follow. Follow these instructions carefully to avoid a delay in receiving your reports.
 6. Place no more than 25 scorable documents in each stack. Scorable answer documents/test books will need to be secured with paper bands. **Do not use paper clips, rubber bands, or any other fasteners that might damage the edges of the scorable answer documents/test books.** This is extremely important since any damage will interfere with proper machine scanning.
 7. Place the signed Test Administrator/Proctor Test Security Form (and Nondisclosure Forms if applicable) on top of the scorable answer documents/test books for return to the BTC. These forms can be found in the DTC and BTC kits.
 8. Place the School Security Checklist and Classroom Security Checklist on top of the Test Security Forms. Keep a copy of the Classroom Security Checklist for your records.
 9. **NOTE:** The *Parent, Student, and Teacher Guide* and the *Test Administration Manual* can be destroyed. Give all other materials to your BTC. Keep the completed scorable answer documents/test books separate from the other materials being returned. **Do not seal the box since the DTC will conduct a review of the test materials.**

TEST ADMINISTRATOR

When you check this . . .	look for this:
1. Group Information	The district name, site name, and CDS (county, district, and site) code will be precoded. Check the information to ensure it is correct. The teacher name will need to be filled in.
2. Testing District	The county, district, and site code information and corresponding bubbles will be precoded. Check the information to ensure it is correct.
3. Number of Answer Documents Under This Header	The number of scorable answer documents/test books grouped with the GIS must be printed in the boxes and the matching bubbles filled in. Use leading zeros if needed. For example, to indicate 20 students, write and fill in 020.
4. Teacher Name	Print the teacher's last name in the boxes, followed by the first name or initial in order to obtain class level reports. Under each box, the bubble with the corresponding letter must be filled in.

After the appropriate Group Information Sheet (GIS) has been checked for accuracy, place it on top of the corresponding scorable answer documents/test books.

NOTE: The GIS is a scannable document and cannot be photocopied. If you need more copies of this document, please have your BTC contact the DTC. The DTC will submit an additional order to obtain additional copies.



Test Proctor

The Test Proctor is an adult other than the Test Administrator who monitors the test administration. This adult must be approved by the building principal and can be a member of the faculty or community but does not have to possess an Oklahoma Teaching Certificate. A Test Proctor is required for every testing session. For large groups, one Test Proctor is needed for every 25–35 students.

Test Proctor Responsibilities

Before Testing:

- Attend the training provided by the BTC for proper testing procedures and test security.
- Review 1) Test Security and Validity and 2) Instructions for Test Proctors found in the *Test Administration Manual* and on the following pages.

During Testing:

- Arrive fifteen minutes before the first test is administered.
- Help with distributing or retrieving test materials.
- Observe that the directions have been read from a script provided in the Test Administration Manual.
- Observe that all posters and visual aids have been covered or removed and nothing is taped or placed on the students' desks unless it is allowed as a testing accommodation.
- Monitor the test administration.
- Assist in maintaining the security of all test materials.

After Testing:

- Report any unusual circumstances or breaches of test security regulations to the Test Administrator and the Building Principal.
- Help Test Administrators check test books for random marks.
- Help organize test materials for return to the Building Test Coordinator.
- Sign the Test Administrator/Proctor Test Security Form.

TEST PROCTOR

Instructions for Test Proctors

All OSTP test administration sessions shall be monitored by an adult other than the Test Administrator (TA). This adult (a) must be approved by the building principal; (b) can be a member of the faculty or community; and (c) does not have to possess an Oklahoma Teaching Certificate. In addition, different Test Proctors may be used in the same test situation (or classroom setting) during the various days of testing. **The main job of the Test Proctor is to observe and report any irregularities in testing procedure.** It is the responsibility of DTCs, BTCs, and TAs to inform Test Proctors of their duties. These duties include the following:

1. Becoming Knowledgeable About Testing Procedures and Time Schedules

Prior to the first test session, the Test Proctor is to be informed of (a) the general test administration procedures, and (b) the schedule for administering each of the subject-area subtests. **General test administration procedures that they should observe include the following:**

- Distributing Individual Student Test Tickets.
- Reading directions for administering the test exactly as printed in the *Online Test Administration Manual*.
- Administering and checking sample test items as directed in the *Online Test Administration Manual*.
- Remaining alert to student behaviors regarding “random marking” of answers (for example: responding without reading test questions).
- Recording observations in a log.

Test Proctors should review the *Online Test Administration Manual* before assisting with test session, if possible. This book can be obtained from the DTC or BTC.

2. Being Present During Administration of All Tests

Test Proctors are to arrive at least 15 minutes before the first subtest is administered. In addition, the Test Proctor is to remain with his or her assigned TA throughout the administration of all subtests.

3. Assisting the Test Administrator During Test Sessions

The Test Proctor may assist **only** with the following duties:

- Verification of beginning and ending times on the various subtests.
- Finding solutions to observed testing irregularities.
- Maintaining test security.

The Test Proctor is to refrain from talking to the TA and/or students while students are reading and responding to test items. During this time, it is preferable that the Test Proctor sit quietly and observe as unobtrusively as possible.

Note: All test directions for each test are to be given at the **beginning** of the session for each test by the Test Administrator. Students are allowed to ask questions **after** directions are given and **before** the signal is given for students to begin the test. Such questions are allowed to ensure that clarification of test directions is accomplished.

Every attempt should be made to refrain from disturbing students during the time that they are reading and responding to test questions. If test “irregularities” occur, the Test Proctor should inform the TA as silently and unobtrusively as possible. In addition, the Test Proctor may assist the TA with finding solutions as needed. Such “irregularities” may include the following examples of student behaviors:

- Marking answers without reading test questions.
- Talking to another student (or other similarly disturbing behaviors).
- Becoming ill and having to leave the room.
- Looking at another student’s computer screen.

Both the TA and Test Proctor should remain in the testing room with students at all times.

4. Maintaining the Security of All Test Materials

All Test Proctors should read the OSTP Regulations and Instructions for Test Proctors prior to beginning the test session. These documents may be obtained from the DTC or BTC.

Test Proctors should assist in maintaining the security of all test materials. This includes the following:

- Being sure that **no person** reads or views the contents of a test at any time except the student taking the test at the time of testing.
- Verifying that test materials are locked in a storage area at all times when not in use for official test administration purposes.
- Reporting breaches of test security regulations to the TA and the Building Test Coordinator.

5. Signing the Test Security Form

Each Test Proctor must sign the appropriate OSTP Test Security Form after all responsibilities have been fulfilled. Signing this form verifies that all OSTP regulations were followed during the test sessions monitored.

APPENDIX A

TEST SECURITY AND VALIDITY

School administrators or their designees shall maintain security on tests administered under the auspices of the Oklahoma School Testing Program through following the procedures listed below:

- 1) School Superintendents shall designate both District and Building Test Coordinators before October 1 of each school year. Names and telephone numbers of District Test Coordinators shall be recorded on the OSTP Questionnaire conducted in the fall semester of each school year. This questionnaire is the order form provided by the testing vendors for all tests in the OSTP including Large-print and Braille test forms.
- 2) The State Department of Education shall provide student/parent pretest information materials to schools for designated grade levels before testing.
- 3) The State Department of Education shall require the contracting test publisher to place an embargo on the sale, sampling, and/or distribution of test materials utilized in the OSTP to any person or organization in Oklahoma (other than the official distribution of such materials purchased for the OSTP by the State Department of Education). This embargo is to be enforced from the first day of contract with the State Department of Education throughout use of this test for the OSTP and until the Department has given notice that the test series is no longer going to be used in the OSTP. The State Department of Education may enter into a Memorandum of Understanding with publicly funded schools to meet the requirements of federal programs. Violation of this agreement by a contracting test publisher can result in automatic and immediate forfeiture of the contract and reimbursement to the State Department of Education (by the contracting company) of any funds expended in the conduct of the OSTP.
- 4) No person nor organization—either private or public—shall obtain copies of any test materials utilized in the OSTP other than through the official distribution of test materials to public schools immediately prior to administration of the annual OSTP. Any person or organization attempting to order such materials from the contracting test publisher (or from other scoring companies handling OSTP or “off-grade” scoring and reporting) shall be reported by the contractor to the State Superintendent of Public Instruction.
- 5) All student test materials (i.e., test books, prompts for Writing assessment, and answer documents) shall be bound by the test publisher in packages of designated lot sizes. Test books shall be individually sealed, as practicable, to prohibit them from being opened. When seals are used, the following procedures shall be followed: they shall remain intact until tests are distributed to students at the beginning of the test administration session; each test book seal shall be broken only by the student who is administered the test, except where special education or Section 504 accommodations allow the opening of the test; and unused tests shall remain sealed. When seals are not used, the following procedures shall be followed: tests booklets shall remain closed until distributed to students at the beginning of the test administration session; each test book shall be opened only by the student who is administered the test, except where special education or Section 504 accommodations allow the opening of the book and turning of pages by someone other than the student. No test books shall be viewed by any person other than the student taking the test at the time of testing, except in the case of special education, Section 504, or ELL accommodations that allow a Test Administrator to assist a student being tested.
- 6) All test materials shall be inventoried upon receipt from the test publisher/contractor. Any discrepancies representing shortages in the quantity of materials supplied and the quantity needed for tests administered shall be reported immediately to the contracting company by the District Test Coordinator. Immediately upon receipt and inventory of materials, all tests and other materials shall be locked in a secure place by the District Test Coordinator or School Administrator. The site level distribution of test documents and materials may occur beginning one week prior to testing. Exceptions to the test materials distribution time limit needed by the largest districts in the state shall be registered with and approved by the Student Assessment Section of the State Department of Education at least four weeks prior to the first designated testing window of each year. During the days in which tests are being administered in each school district, all Test Administrators are responsible for locking all test materials in a secure place when the tests are not being utilized in the official test administration with students. This includes the time period between completion of

APPENDIX A

TEST SECURITY AND VALIDITY (CONTINUED)

the test administration and delivery of the answer documents and other test materials to the District Test Coordinator. Further, the Building Test Coordinator is responsible for ensuring that materials are properly locked in a secure place at the times specified above. Test books are not to leave school buildings at any time (i.e., students' test books are not to be taken home by an employee or the community member/test proctor before, during, or after test administration has been completed). Exceptions to test books leaving a school site shall be made at the discretion of the State Department of Education Student Assessment Section for the purpose of secure transport to a site of instruction for the purpose of test administration, upon a written request from a District Test Coordinator. These requests must be registered with and approved by the Student Assessment Section at least four weeks prior to the first designated testing window of each year.

- 7) An accounting is to be conducted on all test books. Unused test books are to remain in "shrink-wrap" (or otherwise packaged) when possible. All unused tests are to be returned to the test publisher. Failure to return test books to the appropriate companies (1) will result in a school or district being reported to the State Superintendent and (2) may result in invalidation of the school's and/or district's scores.
- 8) The contracting test publisher shall print electronically read identification codes on all documents containing secured test items prior to distribution of these materials to the public schools. Within all test program components of the OSTP, the contracting test publisher shall record the specific series of numbers (represented by the "bar codes") assigned to each school district and building site within a district. Inventory lists of test document bar codes by school site shall be provided for each District Test Coordinator.
- 9) The District Test Coordinator shall ship all answer documents and specified identification forms to the designated scoring/reporting company and all other test materials to the contracting test publisher in accordance with the schedule for return of materials provided in the *Test Preparation Manual*. If a district fails to return materials and answer documents in a timely fashion, the district may be penalized with additional costs, and the test scores for the individual school(s) and/or district in question may be declared invalid. If a district fails to complete or incorrectly completes answer documents and/or demographic pages or other required testing-related materials, the district may be penalized with additional costs and may also receive a deficiency on the district accreditation report.
- 10) The contracting test publisher shall submit an inventory of test materials to the State Department of Education each year. This inventory shall document the quantity of materials distributed to each school district and received from each school district—recorded by school site as indicated by the numbers represented by the "bar codes" printed on test materials. Quantities of writing assessment materials distributed to and retrieved from schools will be reported to the State Department of Education by the contracting test publisher.
- 11) School Superintendents from whom incomplete quantities of materials have been received shall be notified of this discrepancy and shall be provided a date by which the remaining materials must be returned to the test publisher. The test publisher shall notify the Department of Education of all school districts from which test materials have not been received after this date. Names of these school districts shall be reported to the State Superintendent and may also receive a deficiency on the district accreditation report.
- 12) Reproduction in any form of any copyrighted test materials—including test documents, teachers' test administration manuals, and student pretest materials—is strictly prohibited. Photocopying of these materials constitutes a violation of federal copyright laws. To ensure that all school employees and community members are aware of this regulation and the laws in support of same, the district or building test coordinator shall post a sign to this effect over each copy machine. The Federal Copyright Law—as it applies to the multiple-choice and/or Writing Assessment Component of the OSTP—prohibits the photocopying of any part of the student test book. This includes the lined Writing pages, the Writing prompt, and the student's written response. This portion of the set of test documents is considered protected under the copyright guidelines [as is the Writing prompt]. These items shall remain protected, and thus may not be copied, printed, or disseminated in any manner, until they are officially released by the OSDE.

APPENDIX A

TEST SECURITY AND VALIDITY (CONTINUED)

- 13) Every test administered within the OSTP shall be administered by an education-certified professional person employed by the school district.
- 14) No person shall teach test items to students (except in the case of an alternate special education assessment in which authentic performance tasks may be utilized), change students' answers, or in any manner provide answers to test questions for students before, during, or after test administration has been completed. Violation of this regulation may result in revocation of the person's teaching, counseling, administrative, and/or other certificate(s).
- 15) All of the following actions are prohibited in that such actions represent violations of test security:
 - a. Using secured test items as instructional tools or for student "practice"—either verbatim as written or in reworded form. Note: Secured test items are those provided to measure student knowledge and/or skills on OSTP tests. Said items are to be differentiated from sample test items that are provided at the beginning of each subtest and used, according to official test administration procedures, solely for the purpose of understanding directions and marking answers.
 - b. Reading secured test items orally to students at any time before, after, or during test administration unless it is an IEP, Section 504, or ELL accommodation, in which case an affidavit shall be signed, prior to reading items, by the Test Administrator/reader stating they shall not reveal any test items, writing prompts, or other secured information to any person.
 - c. Deviating from any instruction provided in the official *Test Administration Manual*.
 - d. Allowing students to view and/or read the Writing assessment prompts before test administration or discussing or exposing the theme or topic of the prompt.
 - e. Providing answers to secured test items. This includes provision of cues, clues, hints, and/or actual answers in any form—written, printed, verbal (oral), or nonverbal. In regard to the Writing assessment component of the OSTP, prohibited actions include the provision of "hints" or any form of clues in regard to the manner in which students respond to the prompt (e.g., "brainstorming" about the topic of the prompt; offering suggestions regarding how to respond; assisting the student or class in organizing the response; and all other such deviations from the printed instructions for administering the test).
 - f. Changing students' responses to secured test items and/or influencing or encouraging students to change their answers to test items at any time.
- 16) Test Security Forms provided by the State Department of Education's test contractor(s) shall be distributed by the District Test Coordinator with test materials to the persons designated on each form.
 - a. OSTP Test Security Forms shall be provided for the following:
 - i. Form 1: Superintendent and District Test Coordinator
 - ii. Form 2: Building principal and Building Test Coordinator
 - iii. Form 3: Test Administrators and Test Proctors
 - b. After completing the test administration, these forms shall be signed by the designated persons and returned to the District Test Coordinator. The District Test Coordinator shall return all signed forms to the respective scoring company. Failure to sign and return the appropriate forms may result in:
 - i. a school or district being reported to the State Superintendent; and
 - ii. invalidation of a school's and/or district's test scores.

APPENDIX A

TEST SECURITY AND VALIDITY (CONTINUED)

- 17) The contracting test companies shall provide the State Department of Education the signed OSTP Test Security Forms or a report of names of educators who signed SDE/OSTP Test Security Forms and an accounting of the number of tests and manuals:
 - a. distributed to and
 - b. returned from each school district.
- 18) All test administration sessions shall be conducted according to the standardized procedures described in the *Test Administration Manual*. This includes reading the directions to students verbatim; refraining from allowing students to read test items before test timing begins and/or beyond the completion specified for each section of each test; and assuring that only the materials designated for student test use are on the students' desk during test sessions. Any violation of security provisions in Section 210:10-13-4 constitutes invalidation of the test and test results. Such violations shall be reported to the State Superintendent and may result in a school's and/or school district's test scores being declared invalid.
- 19) All test administration sessions shall be monitored by an adult other than the Test Administrator. All Test Proctors shall be approved by the Superintendent or building principal. Superintendents and principals may designate school employees or non-certified members of the community to serve as Test Proctors. All test administration procedures including time specifications, State Board of Education Rules 210:10-13, and the Instructions for Test Proctors shall be distributed to Test Proctor(s) before test administration.

School administrators or their designee(s) shall assure that all test administration procedures replicate standardized testing conditions to preserve test validity. Such procedures are stated in the manuals for administering the test.

APPENDICES

APPENDIX B

TESTING ACCOMMODATIONS FOR STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) OR SECTION 504 PLAN*

Accommodations

WRITING/MULTIPLE-CHOICE ASSESSMENTS

According to the Oklahoma Administrative Code, OAC 210:10-13-2, testing accommodations for IEP and Section 504* students must be those normally **employed as part of classroom instruction on a regular basis, and must be specified in either an IEP or a Section 504 plan.** Given that stipulation, the following are the only accommodations approved by the Oklahoma State Department of Education for use by IEP and Section 504 students in the Oklahoma School Testing Program:

Setting

1. Test administration can be done individually, in small groups (of not more than five students), in a testing carrel, or in a separate location (*such as special resource classroom*) that will minimize student distractions
2. Provide special lighting
3. Provide adaptive or special furniture

Presentation

1. Large-print or contracted Braille (The Test Administrator must transcribe answers verbatim into the standard scorable answer document/test book that was provided in the large-print or Braille kit.)
2. Use of assistive devices/supports: magnifier, auditory amplification devices, such as hearing aids or noise buffers
3. Read or sign test items if test is not a reading test. (OCCT and OMAAP English II, ACE English II/III, and OMAAP English II Multiple-Choice tests may not be read aloud as an accommodation.)
 - A Test Administrator reading items must read over the student's shoulder, not from a separate test book.
 - **A read aloud is preferred as an individualized accommodation but should never be used in a group larger than 5 students.**
 - An online audio accommodation on the computer is available. Earphones must be used.
4. Color overlays to reduce glare
5. Simplification/repetition/signage of directions (*not test questions or answer choices*)
6. Student may ask for clarification of directions (*not test questions or answer choices*)
7. Braille students only may be provided with an abacus
8. Use a calculator on OCCT and OMAAP Mathematics section of the test
9. Provide cues (arrows, stop signs) on answer form
10. Use templates to reduce the amount of visible print
11. Secure paper to work area with tape or magnets
12. Reread directions for each page of questions
13. Masks or markers to maintain place
14. The Test Administrator assists the student in tracking and/or monitors the placement of student responses on the answer document.

Timing/Scheduling

1. Time of day when student is most responsive
2. Flexible schedule (except for the Writing prompt for OCCT ACE English II/III and OMAAP English II)

***Section 504 applies only to OCCT students.**

APPENDIX B

STUDENTS WITH AN IEP OR SECTION 504 PLAN (CONTINUED)

3. Administer subject area test over several sessions (except Sections 1 of ACE English II and ACE English III)
4. Allow frequent breaks during testing

Response

1. For OCCT tests, mark answers in test book and not on answer document, for later transfer by a Test Administrator to answer document
2. Slant board or wedge for positioning
3. Utilize assistive technology communication device
4. Braille
5. Pencil grip
6. Colored overlays
7. Abacus (*for students using Braille*)
8. Give oral or signed responses to be marked on Multiple-Choice scorable answer document/test book by Test Administrator
9. Dictate words to scribe (*Writing test only for OCCT ACE English II/III and OMAAP English II*). (The Test Administrator must transcribe words verbatim into a scorable answer document/test book.)
10. Utilize typewriter, word processor, or computer without the “help” features, such as spell check, an electronic dictionary, or a thesaurus. After student completes the OCCT ACE English II/III and OMAAP English II), it should be printed off for transcription. The response should be cleared from the computer and not saved in any manner. The Test Administrator must transcribe words verbatim into a scorable answer document/test book. Place the original typed student response inside the front cover of the scorable answer document/test book.
11. Student tapes response for verbatim transcription at a later time (*Writing test only for OCCT ACE English II/III and OMAAP English II*). Tapes need to be destroyed by District Test Coordinator.

Note: A Test Proctor must be present for all administrations of the OSTP (including small-group administrations) and is required to sign the Test Administrator/Proctor Test Security Form.

APPENDICES

APPENDIX B STUDENTS WITH AN IEP OR SECTION 504 PLAN (CONTINUED)

CALCULATOR USE ACCOMMODATION for Grades 3–8

- Students may not share calculators.
- Students may use their own calculators or those provided by the school.
- Calculators that make noise must have the sound feature turned off.
- Calculators that have paper tape must have the tape removed.
- Calculators with power cords must have the cord removed.
- All calculators must have the memory cleared before and after the test session.
- Any programs or applications must be removed prior to the test session.

Prohibited Calculators

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones or other electronic communication devices
- Calculators with a typewriter keypad (QWERTY format)
- Calculators with built-in computer algebra systems (CAS), such as, but not limited to:
 - Casio: Algebra fx 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G
 - Texas Instruments: All model numbers that begin with TI-89, TI-92, or TI-Inspire
 - Hewlett-Packard: HP-48GII and all model numbers that begin with HP-40G or HP-49G
- Calculators with programs or applications that cannot be removed or disabled (e.g., Polynomial Root-Finder and Simultaneous Equation Solver on TI-86)

Test Security and Validity

- Using a calculator that does not meet the above requirements invalidates the test results and is a violation of test security and test validity. Any violation will be reported to the State Superintendent and may result in revocation of teaching and/or administrative certificates.

ALTERNATE ASSESSMENTS

Oklahoma has developed the Oklahoma Modified Alternate Assessment Program (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP) in order to broaden the inclusion of children with disabilities in the state assessment program. The Criteria Checklist is intended to assist IEP teams in determining whether a student should participate in the regular assessment, with or without accommodations, or in an alternate assessment (OMAAP or OAAP) and to address documentation requirements under IDEA. For further information on the OMAAP, contact the Accountability and Assessment Office at (405) 521-3341, and for additional information on the OAAP, contact the Special Education Office at (405) 521-3351.

APPENDIX C

TESTING ACCOMMODATIONS FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS (ELL)

Oklahoma defines a limited English language learner (ELL) as a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language assessment instrument. A student is required to pass an assessment as “proficient” to exit ELL status. This definition applies to both Title I and Title III.

All ELL students are required to be assessed annually for English language proficiency in the domains of listening, speaking, reading, and writing, using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) test.

Accommodations are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

According to the Oklahoma Administrative Code (OAC 210:10-13-2), students identified as ELL may be provided acceptable accommodations, for which the need is to be determined by the local school district. Accommodations must be those normally employed as part of classroom instruction on a regular basis. Given this stipulation, the following are the only accommodations approved by the SDE for use by students who are ELL in the OSTP:

1. ***Provide the assistance of a qualified translator to translate or clarify test instructions or test items that do not assess reading competency if a translator has been used in classroom instruction on a regular basis.**** A qualified translator is a person who has a high proficiency in both English and the child’s native language, and who also has some familiarity with the instructional and assessment context before working with the child and text. Translations must maintain as much fidelity to the original text as possible. Paraphrasing which modifies the concept or construct being tested, either by taking away or adding to the original text, will either unfairly disadvantage or advantage the student who is an ELL. ***Alternatively, audiotapes of instructions and test items made by a qualified translator may be used when a qualified translator cannot be physically present at the time of testing. The District Test Coordinator must destroy tapes.*** Some sources for locating qualified translators are: local community colleges and universities, private English-language schools for college-level foreign students, adult English-as-a-second-language programs, private translation services, hospitals, businesses dealing with non-English-speaking countries, etc.
2. ***The Test Administrator and/or translator must transcribe answers into a standard scorable answer document/test book. For the Writing test, a student’s response may NOT be transcribed from another language into English.***
3. ***Read aloud, simplify, repeat, and clarify test instructions in English. Also, test items may be read aloud and repeated in English if the test is not a Reading, OMAAP English II, ACE English II or ACE English III Multiple-Choice test. A read aloud should never be used in a group larger than 5 students.***
4. ***Provide small group (no more than five students) or individual testing opportunities.*** This may include changing the location of test administration and allowing a bilingual/ESL teacher to administer the test. A Test Proctor must be provided in all testing situations, including individual testing.
Allow students as much time as necessary to complete the test. Administer subject-area subtests over several sessions (except Sections 1 of the ACE English II and ACE English III tests). Without prior instruction in test-taking strategies, even this accommodation may be of limited value.
5. ***Provide word-to-word dictionaries*** (dictionaries that do not give word definitions).

In all cases, accommodations must maintain the validity of the test. Accommodations should be carefully selected for students who are ELL ***based on their individual needs and whether or not they have been introduced to the student and used prior to taking the test in an instructional setting.*** Too many accommodations introduced too late actually hamper student performance rather than “level the playing field” as desired.

This list specifically addresses accommodations for ELL students. However, it is possible that an ELL student may also be identified as a Special Education student and be on an Individual Education Program (IEP). These students must be afforded accommodations for IEP students. Please refer to the list of accommodations in Appendix B.

Note: A Test Proctor must be present for all administrations of the OSTP (including small-group administrations) and is required to sign the Test Administrator/Proctor Test Security Form.

APPENDICES

APPENDIX D DISTRICT LEVEL TEST SECURITY FORM



Oklahoma School Testing Program
(OSTP)



District Level Test Security Form
2012-2013

BARCODE GOES HERE

This form must be signed by the District Superintendent and the District Test Coordinator to certify that the security measures identified on this document have been maintained at the district level.

I hereby certify that:

- I have informed the District and Building Test Coordinators of the OSTP test administration procedures. I have directed the Building Test Coordinator or the building principals to provide Test Proctors for all OSTP testing sessions. I understand that the Test Proctors can be non-certified community members.
- To the best of my knowledge, all OSTP testing sessions in my school district were monitored by persons other than the Test Administrator throughout the duration of administration of the entire test battery.
- To the best of my knowledge, all Test Administrators and Test Proctors of the OSTP have been trained and are fully aware of the test administration procedures of the OSTP, including, but not limited to, the Testing Rules of the State Board of Education that pertain to maintaining test security, adhering to proper test administration, and the penalties for violations of testing procedures.
- To the best of my knowledge, no reproductions of the test books, online tests, or any materials related to the testing program have been made in my school district. All original test books, sample documents, and related test materials (both used and unused) have been packaged as prescribed in the District Test Coordinator's section of the *Test Preparation Manual* and returned to OSTP.
- I have read and understand the preceding statements. Further, I understand that violation of the OSTP rules can result in revocation of my teaching and/or administrative certificates.

PENCIL OR PEN CAN BE USED BELOW

_____ District Test Coordinator's Name (Printed)	_____ District Test Coordinator's Signature	_____ Date Signed
_____ District Superintendent Name (Printed)	_____ District Superintendent Signature	_____ Date Signed

If you cannot certify that all the above conditions have been met, please attach a letter on official letterhead describing the situation and the measures undertaken to resolve the situation.

KEEP A COPY FOR YOUR RECORDS: DO NOT STAPLE

APPENDIX E BUILDING LEVEL TEST SECURITY FORM



**Oklahoma School Testing Program
(OSTP)**



**Building Level Test Security Form
2012-2013**

BARCODE GOES HERE

This form is to be distributed to the appropriate school building in which the Oklahoma School Testing Program (OSTP) tests are to be administered.

- This form must be signed by the Building Test Coordinator and the building principal to certify that the security measures identified of this document have been maintained at the building level. This signed form must be returned to your District test Coordinator so it can be returned to CTB/McGraw-Hill. Failure to return this completed, signed form can result in invalidation of OSTP scoring for this building site.

I hereby certify that:

- I have trained all Test Administrators and Test Proctors in the test administration procedures of the OSTP, including but not limited to, the Testing Rules of the State Board of Education that pertain to maintaining test security, adhering to proper test administration, and penalties for violations of testing procedures.
- To the best of my knowledge, no reproductions of the test books, online tests, or any materials related to the testing program have been made in the school. All original test booklets, scorable documents, and related materials (both used and unused) have been packaged as per directions in the Building Test Coordinator's section of the *Test Preparation Manual* and returned to the District Test Coordinator.
- I have observed that teachers have covered or removed all posters and visual aids and nothing is taped or placed on the students' desk unless it is an allowable testing accommodation for English Language Learners (ELL) or students on an Individualized Educational Program (IEP) or 504 Plan. I certify that the administrations of the OSTP tests in my school building were monitored by trained personnel other than the Test Administrator throughout the duration of the testing sessions.
- I have read and understand the preceding statements. Further, I understand that violation of the OSTP rules can result in revocation of my teaching and/or administrative certificates.

PENCIL OR PEN CAN BE USED BELOW

Building Test Coordinator's Name (Printed)

Building Test Coordinator's Signature

Date Signed

School Principal Name (Printed)

School Principal Signature

Date Signed

If you cannot certify that all the above conditions have been met, please attach a letter on official letterhead describing the situation and the measures undertaken to resolve the situation.

KEEP A COPY FOR YOUR RECORDS: DO NOT STAPLE

APPENDICES

APPENDIX G NONDISCLOSURE FORM FOR TEST ADMINISTRATORS AND TEST PROCTORS



Oklahoma School Testing Program
(OSTP)



OCCT/OMAAP Nondisclosure Form For Test Administrators and Test Proctors

(Only for Test Administrators reading test items to students
as an allowable accommodation in an IEP, Section 504*, or ELL Plan)

I acknowledge that I will be reading or signing a student's online test/test booklet (except for the OCCT Reading Grades 3-8, OMAAP Reading Grades 3-8, OCCT ACE English II, ACE English III, and OMAAP English II Multiple-Choice tests) for the purpose of administering the test to student(s) who require test items read to them as part of an allowable accommodation in an IEP, Section 504*, or ELL Plan. I understand that these materials are highly secure, and it is my responsibility to protect their security as follows:

1. I will not divulge the contents of the test, generally or specifically to anyone.
2. I will not copy any part of the test or directions.
3. I will only read over a student's shot paper and not from a separate test booklet (unless interpreting sign language).

OCCT Reading Grades 3-8, OMAAP Reading Grades 3-8, OCCT ACE English II, ACE English III, and OMAAP English II Multiple-Choice tests may not be read to any student.

*Section 504 applies only to OCCT students.

Test Administrator _____

Test Proctor _____

Signature _____

Signature _____

Print Name _____

Print Name _____

Position _____

Date _____

District/Agency _____

Address _____

City/State _____

Date _____

Grade Level and Test Form _____

RETURN TO CTB/MCGRAW-HILL. KEEP A COPY FOR YOUR RECORDS. DO NOT STAPLE

APPENDICES

**APPENDIX I
DISTRICT SECURITY CHECKLIST**



Oklahoma School Testing Program
Grades 3-8 Spring 2013
DISTRICT SECURITY CHECKLIST

DISTRICT: XXX OKLAHOMA SCHOOL TESTING PROGRAM - PRIMARY ORGANIZATION PACKING LIST #: 000001
 SCHOOL: XXX OKLAHOMA SCHOOL TESTING PROGRAM - PRIMARY ORGANIZATION 2702318006 - GRADE 3 MATHEMATICS STUDENT TEST BOOK (PKG OF 10)

The following detailed list contains the security numbers of all secure test material in your district coverage area. This information is provided to help track secure test material from your district coverage shipment.

BEFORE THE ASSESSMENT
 To track the secure test material, write the name of the school receiving the secure test material and the date issued under the appropriate columns. If you did not distribute any coverage to schools, leave the columns blank.

AFTER THE ASSESSMENT
 For secure test materials that are being returned in your district coverage return shipment, place a check mark in the column labeled "Returned to District". If any secure test materials are not returned, document the reason in the space provided. If you require more space for your documentation, additional pages may be attached.

Keep all security checklists for your district. Do not return this form to CTB/McGraw-Hill.

SECURITY #	CARTON #	SCHOOL	DATE ISSUED	RETURNED TO DISTRICT	REASON IF ITEM IS NOT RETURNED
BR800001	1				
BR800002	1				
BR800003	1				
BR800004	1				
BR800005	1				
BR800006	1				

SAMPLE ONLY

APPENDIX J SCHOOL SECURITY CHECKLIST



**Oklahoma School Testing Program
Grades 3-8 Spring 2013
SCHOOL SECURITY CHECKLIST**

DISTRICT: XXX OKLAHOMA SCHOOL TESTING PROGRAM - PRIMARY ORGANIZATION PACKING LIST #: 000001
 SCHOOL: XXX OKLAHOMA SCHOOL TESTING PROGRAM - PRIMARY ORGANIZATION 2013-13006 - GRADE 3 MATHEMATICS STUDENT TEST BOOK (PKG OF 10)

The following detailed list contains the security numbers of all secure test material in your district overage shipment. This form is provided to help track secure test material from your district overage shipment.

BEFORE THE ASSESSMENT

To track the secure test material, write the name of the school receiving the secure test material and the date issued under the appropriate columns. If you did not distribute any overage to schools, leave the columns blank.

AFTER THE ASSESSMENT

For secure test materials that are being returned in your district overage return shipment, place a check mark in the column labeled "Returned by District". If any secure test materials are not returned, document the reason in the space provided. If you require more space for your documentation, additional pages may be attached.

Keep all security checklists for your district. Do not return this form to CTB/McGraw-Hill.

SECURITY #	CARTON #	STUDENT NAME	DATE ISSUED	RETURNED BY DISTRICT	TEST ADMINISTRATOR
BR800001	1				
BR800002	1				
BR800003	1				
BR800004	1				
BR800005	1				
BR800006	1				

SAMPLE ONLY

APPENDIX L SCHOOL PACKING LIST SAMPLE



EDUCATION
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
JANET BARRESI

Ship To:
 Oklahoma School Testing Program
 Grades 3-8 Spring 2013
 SCHOOL NAME
 STREET ADDRESS
 CITY, OK XXXXX
 BTC NAME
 PHONE: (XXX) XXX-XXXX

(Please keep a copy of this Packing List for your records)

School Packing List
 Packing List #: 005474

Part #	Description of Material	Type	Qty	Back Order Qty	Total	Beginning Serial Range	Ending Serial Range	Cl#	Customer Sign Off
2121700003	OCCT Grade 3 Mathematics (package of 10)	PKG	1	0	1			1-1	

Please save BOXES to return materials to CTB.

Cartons: 1
 Shipped Via: UPS GROUND
 Date Packed: 2/10/2009 4:24:12 PM

