

# Oklahoma School Testing Program

## 2013–2014 Test Preparation Manual

Oklahoma State Department of Education

Oklahoma Core Curriculum Tests (OCCT)  
Grades 3–8 and End-of-Instruction (EOI)

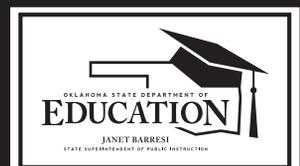
Oklahoma Modified Alternate Assessment Program (OMAAP)  
End-of-Instruction (EOI)



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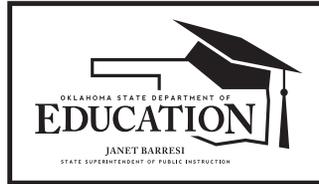
### Important Note:

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](http://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](mailto:OK_Helpdesk@ctb.com)

Phone: (888) 282-2010

Fax: (866) 855-1420

**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 School Testing Program (OSTP), Oklahoma Core Curriculum Tests (OCCT) for Grades 3–8 and End-of-Instruction, and the Oklahoma Modified Alternate Assessment Program (OMAAP) for EOI.

## 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 EOI and the OMAAP EOI 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 OSTP is to assess students in their mastery of the Oklahoma Academic 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.
  - 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 and OAAP for Mathematics and Reading are accountability tests required by the 2001 Federal Legislation.

# GENERAL GUIDANCE

## OCCT Grades 3–8

- Administered to students once a year: Spring.
- Assesses student proficiency relative to Oklahoma Academic Standards.
- A Multiple-Choice assessment is administered for the following subjects:
  - Grades 3 and 4–Mathematics and Reading
  - Grade 5–Mathematics, Reading, Science, and Social Studies
  - Grade 6–Mathematics and Reading
  - Grade 7–Mathematics, Reading, and Geography
  - Grade 8–Mathematics, Reading, Science, and U.S. History
- A separate Writing administration for Grades 5 and 8 is conducted in February.
- 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 Grades 6–8 Mathematics and Reading tests.

## OCCT EOI

- Administered to students three times a year: Winter/Trimester, Spring, and Summer.
- Assesses student proficiency relative to Oklahoma Academic Standards.
- A Multiple-Choice assessment is administered to students at the end of course for the following subjects:
  - ACE Algebra I
  - ACE Algebra II
  - ACE Geometry
  - ACE English II
  - ACE English III
  - ACE Biology I
  - ACE U.S. History
- A Writing assessment is administered as part of the overall test for ACE English II and ACE English III.
- A student taking ACE EOI assessments, other than Writing, is required by law to test online unless he or she qualifies for a paper/pencil test through an IEP, 504 Plan, or ELL accommodation.
- **Students retaking an ACE EOI English II or English III online test in the optional retest window will complete the Writing portion of the test online.** All students testing in the regular Winter/Trimester or Spring windows will complete Writing as a paper/pencil test.
- Online practice tests are available for students throughout the year for students to prepare for the online ACE EOI tests.

## Optional Retest Window

Senate Bill 1799 amends the OSTP testing window dates for those students who are retaking an ACE EOI online test. The amended law allows for students retaking an ACE EOI online test to be administered the retest two weeks prior to the State Board of Education approved testing window. OCCT and OMAAP 2<sup>nd</sup> Time Testers taking an accommodated paper/pencil test **MUST** test during the regular Winter/Trimester or Spring windows.

### OMAAP EOI

- The OMAAP EOI is for retake purposes only in order to meet a graduation requirement, or to apply a Modified Proficiency Score.
- **Students must be 2nd Time Testers with a previous score, be on an Individualized Education Program (IEP) and qualify for this assessment using the Criteria Checklist for Students with Disabilities.** (Students on a 504 Plan may not participate in this assessment.)
- Administered to students three times a year: Winter/Trimester, Spring, and Summer.
- Assesses student proficiency relative to Oklahoma Academic Standards based on modified achievement standards.
- A Multiple-Choice assessment is administered to students at the end of course for the following subjects:
  - Algebra I
  - English II
  - Biology I
  - U.S. History
- A Writing assessment is administered as part of the overall test for English II.
- 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 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 or has completed instruction for the EOI to be accounted for during testing.

For accountability, Federal/State law requires that no less than 95% of students enrolled must be tested.

## GENERAL GUIDANCE

### 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 Academic 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 ACE English II/III). 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.

### ACE End-of-Instruction Law

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and careers that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, the Oklahoma Academic Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma Academic Standards. Tests have been developed by national test publishers that specifically measure the standards and objectives of the Oklahoma Academic Standards at the end-of-instruction levels. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

In contrast to a norm-referenced testing program, the Oklahoma Core Curriculum Tests compare student performance with performance standards established by the State Board of Education. The performance standards are based upon recommendations from groups of Oklahoma educators who evaluated the test and recommended the performance standards for the different levels of performance for each test. The Oklahoma Performance Index, or OPI, is a scaled score earned by a student that places the student into one of the four performance levels (Advanced, Proficient, Limited Knowledge, Unsatisfactory).

**The state statute reads as follows:** “Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma.”

All students shall take the tests prior to graduation, unless otherwise exempt by law.

Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History.

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criteria. Students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation or intervention and the opportunity to retake the test until at least a proficient score is attained on the tests of Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History, or may demonstrate mastery of the state academic content standards by alternative methods as approved by the State Board of Education.

Students who do not meet these requirements may graduate from a public high school with a standard diploma by demonstrating mastery of state academic content standards by alternative methods as approved by the State Board of Education.

Students who score ten percent (10%) above the cut scores approved by the State Board of Education for the ACT, SAT, ACT PLAN, or PSAT alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History.

Students who have a score that is equal to or above the cut scores approved by the State Board of Education for the Advanced Placement course exams, ACT WorkKeys™, College-Level Examination Program (CLEP), or International Baccalaureate (IB) alternate tests shall be deemed to have satisfactorily demonstrated mastery of the state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the EOI tests in the subject areas of Algebra II, English III, Geometry, or U.S. History. The State Board of Education shall adopt rules providing for implementation of the use of these alternate tests.

This guide provides an opportunity for parents, students, and teachers to become familiar with this test. It presents general test-taking tips, lists the Oklahoma Academic Standards objectives that could be assessed in a statewide testing program, and provides practice multiple-choice questions and a practice writing task.

## GENERAL GUIDANCE

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### Interpretation and Guidance:

- Students who completed instruction prior to the year of implementation are exempt from testing.
- All students, including special education students and English language learners who have completed instruction over the specified competencies, regardless of the name of the course, will participate in the end-of-instruction tests.
- It is recognized that some Individualized Education Program (IEP) students receiving instruction over the specified competencies will not complete instruction in one year. In this case, they will test when they have completed instruction or at the last available testing date prior to graduation, whichever comes first.
- Special education students may be given an OAAP as determined by their IEP. Contact the Special Education Office for more information at (405) 521-3351.
- Completion of instruction is not defined by whether the course is passed or failed. Completion of instruction means the student was enrolled for the entire length of the course up to the time of the test. Completion of instruction can be accomplished in any number of instructional settings, such as the regular classroom, special education classroom, alternative education classroom, or distance learning. Completion of instruction may also be accomplished by passing a proficiency test for proficiency-based promotion.
- All students completing instruction in the Oklahoma Academic Standards competencies of the courses specified in the statute (see previous page) will test at the end of the first year they complete the competencies, even if they are planning to take the test at another time prior to graduation.
- Students who are absent during the districtwide test administration should be administered the tests upon their return to school. **Please try to give every absent student an opportunity to take the tests within the state's testing window.** Federal/State law requires that no less than 95% of students enrolled must be tested.
- **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 has completed instruction for the course competency to be accounted for during testing.

Please call the Office of Accountability and Assessments at (405) 521-3341 with any questions.

## 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 EOI online tests as well as the OCCT Grade 6 Mathematics and Reading, Grade 7 Mathematics, Reading, and Geography, 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 EOI 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. Please ensure that student labels are placed on the scorable answer document.**

*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.

# GENERAL GUIDANCE

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## 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 1<sup>st</sup> or 2<sup>nd</sup> 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 Modified assessments were developed for students with disabilities who could make significant progress but might not have reached 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 were intended for those students for whom both the OAAP and the general OCCT assessments were inappropriate.

The Modified assessments are no longer available as an option for students testing in 2013–2014 for accountability purposes. Students with disabilities who were previously eligible for alternate assessments based on modified academic achievement standards will be included in either the OCCT or OAAP as determined by the IEP team using the Criteria Checklist. Students who were previously administered the OMAAP EOIs during 2012–2013 or earlier and were unsuccessful in obtaining a Satisfactory performance level will have the opportunity to retake an OMAAP EOI in the same subject area in order to show proficiency or to apply a Modified Proficiency Score. This option will remain in place through the 2015–2016 school year for every student who participated in the OMAAP for the first time prior to the start of the 2013–2014 school year.

\*See Appendix B.

## 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 fewer 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*.

## GENERAL GUIDANCE

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The Test Administrator must ensure that:

- a) Tests are administered in the presence of an approved TP;
  - 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, TP, Building Test Coordinator, and the building principal at the site of instruction.
- 5) For Grades 6–8 online testing, student demographic information from the WAVE will be uploaded to the Online Assessment System. For EOI online testing, the Building Test Coordinator at the site or residence submits students during precode. For Grades 6–8 and EOI online testing, the Building Test Coordinator may manually register 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.**

## Test Security

Each District Test Coordinator, Building Test Coordinator, Test Administrator, and TP 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, English II, and English III 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. (District personnel needing to verify system functionality may do so by creating students and student test sessions in the Online Assessment System Practice Test environment.)
- 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 TP will be required to sign and date an appropriate security form, as described below.
- Electronic copies of lost or misplaced District and Building Test Security Forms may be obtained by contacting the CTB Oklahoma Help Desk.

## GENERAL GUIDANCE

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### District Level Test Security Form

A District Level Test Security Form is sent with the shipment of test materials (see Appendix E). 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. Envelopes are provided for sites that will continue to test online after all paper-pencil testing has concluded. Only one Test Security Form is required for all testing periods within an administration window (i.e., one form will meet security documentation requirements for Winter Retest and Winter/Trimester, or Spring Retest and Spring).

### Building Level Test Security Form

The District Test Coordinator will provide a copy of this form (see Appendix F) 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. Envelopes are provided for sites that will continue to test online after all paper-pencil testing has concluded. Only one Test Security Form is required for all testing periods within an administration window (i.e., one form will meet security documentation requirements for Winter Retest and Winter/Trimester, or Spring Retest and Spring).

### Test Administrator/Proctor Test Security Form

The District Test Coordinator will provide a copy of this form (see Appendix G) to the Building Test Coordinator. The Building Test Coordinator will reproduce sufficient copies for all Test Administrators and TPs. Each Building Test Coordinator must have each Test Administrator and his or her TPs sign one form. In addition to signing the form, TPs 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. Envelopes are provided for sites that will continue to test online after all paper-pencil testing has concluded.

### 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 H). TAs should fill out, sign this form, have the TP 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.

**IMPORTANT NOTE:** District and Building Test Coordinators are required to retain local copies of all applicable Test Security Forms in order to comply with audits or other test security inquiries.

## 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.** Students who are absent during testing must still test in sequential order during a make-up session upon their return.

The tests are not currently 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 Grades 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.

<b>Grades 5 &amp; 8 Writing (Paper/Pencil)</b>	
Directions	Approximately 20 minutes
Writing Prompt 1	Approximately 70 minutes
<b>Total</b>	<b>Approximately 90 minutes</b>

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

Calculators are only allowed as an accommodation.

## GENERAL GUIDANCE

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

<b>Grades 5 Science or Social Studies (Paper/Pencil)</b>	
Directions	Approximately 20 minutes
Section 1—Multiple-Choice	Approximately 40–50 minutes
Directions	Approximately 5 minutes
Section 2—Multiple-Choice	Approximately 40–50 minutes
<b>Total</b>	<b>Approximately 105–125 minutes</b>

<b>Grades 6, 7, and 8 Mathematics (Online)</b>	
Section 1—Directions	Approximately 20 minutes
Section 2—Multiple-Choice	Approximately 60–80 minutes
<b>Total</b>	<b>Approximately 80–100 minutes</b>

Calculators are only allowed as an accommodation.

<b>Grades 6, 7, and 8 Reading (Online)</b>	
Section 1—Directions	Approximately 20 minutes
Section 2—Multiple-Choice	Approximately 90–105 minutes
<b>Total</b>	<b>Approximately 110–125 minutes</b>

<b>Grade 7 Geography (Online)</b>	
Section 1—Directions	Approximately 20 minutes
Section 2—Multiple-Choice	Approximately 70–90 minutes
<b>Total</b>	<b>Approximately 90–110 minutes</b>

<b>Grade 8 Science or U.S. History(Paper/Pencil)</b>	
Directions	Approximately 20 minutes
Multiple-Choice	Approximately 70–90 minutes
<b>Total</b>	<b>Approximately 90–110 minutes</b>

## GENERAL GUIDANCE

### OCCT EOI

The ACE Algebra I, ACE Algebra II, ACE Geometry, ACE Biology I, and ACE U.S. History EOI tests will be taken online and may be administered in one or two sessions.

<b>ACE Algebra I, ACE Algebra II, ACE Geometry, ACE Biology I, or ACE U.S. History (Online)</b>	
Directions	Approximately 20 minutes
Section 1—Multiple-Choice	Approximately 60 minutes
Section 2—Multiple-Choice	Approximately 60 minutes
<b>Total</b>	<b>Approximately 140 minutes each</b>

The ACE English II and ACE English III Writing tests will contain one writing prompt and will be administered online during the Optional Retest window, and as paper/pencil tests during the regular window. Sections 2 and 3 contain only multiple-choice items and will be taken online. Note: Paper/pencil accommodations for the EOI OCCT Multiple-Choice tests will follow the same time estimates. The ACE English II and ACE English III Writing tests must be administered on the designated statewide Writing date(s). Sections 2 and 3 Multiple-Choice may be administered on any day or consecutive days within the testing window.

Students who are absent on the statewide date(s) of the Writing Administration must make up the Writing test during the remainder of the paper-pencil test window. The ACE English II and ACE English III scores include Writing.

<b>ACE English II</b>	
Writing Directions	Approximately 20 minutes
Section 1—Writing Prompt	Approximately 55 minutes
Multiple-Choice Directions	Approximately 20 minutes
Section 2—Multiple-Choice	Approximately 60 minutes
Section 3—Multiple-Choice	Approximately 60 minutes
<b>Total</b>	<b>Approximately 215 minutes</b>

<b>ACE English III</b>	
Writing Directions	Approximately 20 minutes
Section 1—Writing Prompt	Approximately 80 minutes
Multiple-Choice Directions	Approximately 20 minutes
Section 2—Multiple-Choice	Approximately 80 minutes
Section 3—Multiple-Choice	Approximately 80 minutes
<b>Total</b>	<b>Approximately 280 minutes</b>

## OMAAP EOI

The OMAAP EOI tests will be administered as paper/pencil tests, for 2nd Time Testers with a previous score only.

<b>Algebra I, Biology I, or U.S. History (Paper/Pencil)</b>	
Directions	Approximately 20 minutes
Multiple-Choice	Approximately 60 minutes
<b>Total</b>	<b>Approximately 80 minutes</b>

<b>English II (Paper/Pencil)</b>	
Writing Directions	Approximately 20 minutes
Writing Prompt	Approximately 60 minutes
<b>Total</b>	<b>Approximately 80 minutes</b>
Multiple-Choice Directions	Approximately 20 minutes
Multiple-Choice	Approximately 60 minutes
<b>Total</b>	<b>Approximately 80 minutes</b>

# INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL

## CTB OK Web Portal

The CTB Oklahoma Web Portal ([www.ctb.com/ok](http://www.ctb.com/ok)) is the primary point of access for managing the Oklahoma Grades 3–8 and End-of-Instruction 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. A news ticker at the top of the page will display urgent messages for coordinators and Test Administrators.**



## Oklahoma School Testing Program (OSTP)

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### 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 EOI 2nd Time Testers with a previous score

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 Grades 3-8 tests are administered during the Spring testing window (Grades 5 and 8 Writing is administered in February).

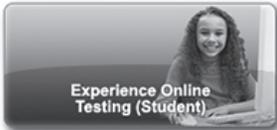
This site provides helpful resources such as manuals, user guides, and templates. You can also find answers to frequently asked questions. Access the Online Demo Web site to practice using the administrative tool for managing test sessions. Access the Online Practice Test to experience the Student Testing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















News



Help Desk

# INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL

## Online System Health

By clicking on the “News” button on the main CTB OK Web Portal landing page, users may review color-coded indicators and system messages relating to the overall health of the Online Assessment System.

System	Status	Messages	Recommended Action
Test Delivery (Student client access)		No messages	No actions
Test Administration (Educator/Admin site access)		No messages	No actions
No additional messages			

Customer Service Tel: 800.282.1132 | Email: [CTBTechnicalSupport@ctb.com](mailto:CTBTechnicalSupport@ctb.com) for further technical information.

Test Delivery and Test Administration system indicators allow users to monitor the status of CTB/McGraw-Hill applications supporting Oklahoma online testing.

**Test Delivery**—Indicates that students are able to access the Test Delivery Client and connect to CTB/McGraw-Hill servers.

**Test Administration**—Indicates that coordinators and/or administrators are able to access the Test Administration System in order to manage student profiles.

Green, yellow, and red status flag indicators will let users know that systems are functioning normally, or otherwise communicate possible interruptions.

### Green Flag

All systems are functioning normally. Users experiencing connectivity issues or interruptions should contact the CTB Oklahoma Help Desk to troubleshoot possible local network connectivity or configuration issues.

### Yellow Flag

A possible issue has been detected, or systems have been taken offline for scheduled maintenance. Please refer to the listed message and recommended actions in order to determine the nature of the issue, and whether additional steps are required.

### Red Flag

A system interruption has been detected affecting access to student testing or administrator applications. Please refer to the message and recommended actions for next steps.

# INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL

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## How do I use the CTB OK Web Portal?

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

### Online Precode/Pre-ID

Precoding is the process of reviewing and submitting student data via an online system or precode file. By completing the precode process, students are registered for a particular test administration, assigned to classes, and assigned to one or more tests. The information provided during the precode process will be used for the production of precode labels and to determine the amount of test materials to be shipped to each school. The Grades 3–8 and End-of-Instruction assessments each follow a separate process for collecting precode information.

### Grades 6–8

Student demographic information for those students coded as online testers in the Oklahoma WAVE system will be uploaded to CTB/McGraw-Hill's Online Assessment System. Online testers who arrive after the WAVE data certification date must be manually entered into the Online Assessment System.

Student data should be as accurate as possible at the time of precode submission. Following the provision of spring preliminary reports, a student data correction window will be provided via the WAVE.

### EOI

Students participating in EOI online testing must have their information submitted in a precode file via CTB/McGraw-Hill's precode utility. The file must be provided in a predetermined format, and submitted by the specified deadline prior to each test window. The precode utility and precode file layout are available on the CTB OK Web Portal.

Following the provision of preliminary reports in each testing window, a student data correction window will be provided via CTB/McGraw-Hill's Record Editing System and/or the WAVE. Instructions for updating or correcting student data will be provided at the end of each testing window.

**IMPORTANT NOTE:** Demographic information for Grades 3–8 and EOI paper/pencil testers will not be loaded into the Online Assessment System and will not be available to view and update until the data correction window. Please review the accuracy of the precode label or hand-bubbled information.

### Manage Student Information

Student demographic information is viewable after the initial submission of student data and the Test Administration System is available. A student's information can also be updated manually in the Online Assessment System for students testing online. Student demographic information can be updated anytime through the end of the test window. Student demographics are the key component in matching paper documents to the correct online student. It is essential to verify that student demographics are correct in the Online Assessment System throughout the student's test window.

# **INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL**

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During the data correction window, a flag to indicate an unmatched record will be present for EOI English exams that have multiple-choice and Writing records that have not successfully matched due to non-matching demographic information.

## **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 transmitted via the WAVE for Grades 6–8, or included in the EOI precode file. CTB will place students for each subject in one large session for that content area. Students who are manually added to the Online Assessment System 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.

# INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL

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## The CTB Online Assessment System

The Online Assessment System is used to manage student data at the time of testing for online students testing in Grades 6–8 and EOI. Other student data management activities (precode, record editing) are performed in separate systems within the CTB OK Web Portal.

### 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 in 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 is the application used for managing online test sessions. After a test session is created, additional tasks must be completed before the test is administered, such as pre-positioning content, 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. Some tests are administered over the course of two days. After day one the students will exit out of the Test Delivery Client (TDC) and the administrator will see the students in a “Student Stop” status. 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, two-week reports, preliminary summary reports, and final district and school summaries will be posted on the CTB OK Web Portal. Users may log in to a secure file sharing area where results will be posted by test administration.

### Adding Students to Class Rosters (Grades 6–8 only)

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 for adding 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 remain the same throughout each test administration and from one school year to the next. If you are a new Building Test Coordinator or administrator requiring access, contact your District Test Coordinator for an account. If you are a new District Test Coordinator, contact the CTB Oklahoma Help Desk to have a new account created. Please ensure that your name is on file with the Oklahoma State Department of Education as the District Test Coordinator of record for your district.

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 under the *Access Your CTB Single Sign-On (SSO) Account* button.

#### Access the Online Assessment System

Go to [www.ctb.com/ok](http://www.ctb.com/ok). 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 the Online Assessment System 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 that is different from the user ID used to access the Online Assessment System.

Go to <https://OnlineAssessmentSystem.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 email to [OK\\_HelpDesk@ctb.com](mailto:OK_HelpDesk@ctb.com). Note: during testing, Help Desk hours are extended from 7 a.m. to 7 p.m. CST.

# INTRODUCTION TO THE CTB OKLAHOMA WEB PORTAL

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## Tasks To Be Completed

### Before testing

1. Log in 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. Log in to the Test Coordinator Update tool and verify shipping information
3. Review and request new user accounts
4. Submit precode file (EOI), review and certify student data in the WAVE (3–8), or add new students
5. Order additional materials and schedule pickups
6. Manage student data, registration, classes, and tests in the Online Assessment System
  - a. Edit a registered student’s record
  - b. Add or remove class assignments
  - c. Edit assigned tests
8. Create and view test sessions
  - a. Create a new test session
  - b. View test sessions for a selected test administration
9. Install the Test Delivery Client (TDC) and pre-position content files
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 test sessions

### After testing

1. View published reports

**IMPORTANT NOTE:** Students testing in a paper/pencil format are not managed in the Online Assessment System. Please review all precode labels and hand-gridded information for accuracy prior to returning materials to CTB/McGraw-Hill. Paper/pencil student records will be available for demographic updates during the data correction window.

# 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
<b>SUPPORT TAB &gt; RESOURCES</b>		
<b>Downloads</b>		
Downloads	Downloads Links to download all necessary software for online testing (e.g., Test Delivery Client, Testing Content for caching)	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> . Login to CTB Single Sign-On. Click the OAS Link. Select Services tab, then Workstation Setup.
<b>Important Dates</b>		
Administrative Dates	Administrative dates (e.g., additional order window, pickup dates) and training dates relative to the testing administration	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> . Click on the Test Coordinator Support Materials button
OSTP Testing Dates	Testing dates	
<b>Manuals and Documents</b>		
Manuals	Test Administrators can access this section to print replacement/ additional copies of Test Administrator Manuals and the Test Preparation Manual, as needed.	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> 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)	
<b>Memos</b>		
Memos	Memos sent to the districts	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> Click on the Test Coordinator Support Materials button
<b>Reference Guides</b>		
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 Online OK Online Testing Quick Start Guide, Test Delivery Client documentation and training materials and answers to the commonly-asked questions encountered during testing.	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> 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	
<b>Templates</b>		
Templates	Downloadable templates for the Student Data Upload file and layouts	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> Click on the Test Coordinator Support Materials button
<b>Training</b>		
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.	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> Click on the Test Coordinator or Tech Coordinator Support Materials button
<b>SUPPORT TAB &gt; FAQ</b>		
FAQ	Assistance for frequently asked questions	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> Click on the Test Coordinator or Tech Coordinator Support Materials button
<b>TRAINING CENTER TAB</b>		
Demo Training Site (Administrator Experience)	A training site that 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.	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> Click on the Demo - Test Admin Web site (Test Coordinator) button
<b>Experience Online Testing (Student Experience)</b>		
Experience Online Testing (Student Experience)	This tab provides access to sample online testing items.	<a href="http://www.ctb.com/ok">www.ctb.com/ok</a> Click on the Experience Online Testing (Student) button

# DISTRICT TEST COORDINATOR

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## 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, TPs, and other key staff. The District Test Coordinator serves as the point of contact for CTB/McGraw-Hill and 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 *OK Online Testing Quick Start Guide*.
- ❑ Ensure the BTCs and Test Administrators are aware of the documentation required to administer the test (i.e., *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.
- ❑ Visit the CTB OK Web Portal for information about completing student registration. Student labels and testing material quantities will be based on this information.

# DISTRICT TEST COORDINATOR

- ❑ Work with the BTCs to ensure that their online 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 (866) 855-1420 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 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 to CTB/McGraw-Hill with the scorable test materials or in the preaddressed envelope provided in the Test Coordinator kit.

# DISTRICT TEST COORDINATOR

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- ❑ 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 38.
- ❑ Notify CTB/McGraw-Hill immediately if the freight carrier fails to pick up the return shipment on the date scheduled.
- ❑ Review demographic information and provide any needed updates during the record editing window.

## Registration/Precode

Precode is an enrollment process that either places a student into the Online Assessment System for a specified test, or produces precode labels and testing materials for paper-pencil testers. The District Test Coordinator is responsible for ensuring that all students are submitted via precode. Precode occurs when student data is certified in the WAVE by the designated deadline (Grades 3–8) or provided in a precode file (EOI) via the Precode Utility.

Student labels will be based on the student information provided to CTB/McGraw-Hill via the WAVE (Grades 3–8) or the precode file (EOI). All districts are required to verify this information, which will determine the initial amount of test materials to be provided to each location. Testing materials for paper-pencil tests are packaged by school and shipped to the district.

### Grades 3–8

Reviewing and certifying student demographic data via the WAVE by the established deadline will allow for the transfer of student records to CTB for fulfillment and shipment activities. If you have questions regarding the WAVE, please contact the Oklahoma State Department of Education for additional information and guidance.

### EOI

All students are submitted in a single precode file. Submitting a precode file will register online students into a class and assign them to the identified tests. Paper-pencil students will receive precode labels and test materials based on this information. When the file is submitted, a processing step will validate the records and check for errors. Instructions on how to complete the student upload layout and submit the student data are described in the Oklahoma EOI Precode User Guide, which may be found on the CTB OK Web Portal prior to each test administration.

Student demographics for online testers can be viewed and updated any time through the last day of the test administration. Every district that successfully submits a clean precode file during the designated window will receive a student roster and student labels (see samples on the pages that follow). These labels will include information from the precode file that was submitted to CTB/McGraw-Hill. **NOTE: A clean precode file needs to be received by CTB/McGraw-Hill by the designated cutoff date.**

Manual registration is available for those students entering a school district after the precode window has closed. Individual students may be entered into the Online Assessment System and assigned to a testing subject and class.

## 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.

DATE: XX-XX-XXXX  
 DIST# 01C56 ANYDISTRICT  
 SCH# 0013 ANYSCHOOL

OK EOI STUDENT ROSTER WINTER/TRIMESTER 2013-2014  
 PAPER/PENCIL TESTERS ONLY

PAGE 1

OCCT Algebra I

GR	LAST NAME	FIRST	MI	Teacher	STATE ID	LOCAL ID	DOB	GEN D E R H	E L L L L O R O E R 2 4	RACE	E I 5 I O E 4 P R Y D H	N F A E C R N T	A L T N L A T T	F R S T L A T T	D I S G R A T T	BARCODE
10	MARLEY	ROBERT	A	BRAHM	1111111119	2345678901	06/07/1999	M N	I A B P W	1 0 0 N	N N N Y	N N N Y	Y	00000018		
10	RODRIGUEZ	JOSH	B	BRAHM	2222222222	3456789012	03/25/1999	M H		2 1 2 N	N Y N N	N N N	N	00000026		
10	STEWART	BARB	M	HAMILTON	3333333333	6665544332	01/22/1999	F N	W	0 0 1 N	2 N Y N	N N N	N	00000029		

Legend: GR = Grade, DOB MM/DD/YYYY = date of birth, ETH = Ethnicity (H = Hispanic, N = Not Hispanic), RACE (I = American Indian/Alaska Native, A = Asian, B = Black or African American, P = Pacific Islander, W = White), ELL1OR2 = ELL 1<sup>st</sup> or 2<sup>nd</sup> Year Proficient (blank or 0 = none, 1 = 1<sup>st</sup> year proficient, 2 = 2<sup>nd</sup> year proficient), 504 (blank or 0 = not 504 (blank or 0 = not 504 without accommodations), 2 = 504 with accommodations), IEP (blank or 0 = not IEP, 1 = IEP with accommodations, 2 = IEP without accommodations), BR = IEP Braille, NFAY = Non-Full Academic Year (0 or blank = FAY, 1 = NFAY in school, 2 = NFAY in school and district, and 3 = NFAY in school, district, and state), ALTED = Alt. Ed. Academy, FRLNCH = Free/Reduced Lunch, DISTLRN = Distance learning, Migrant (Y = Yes, N = No), 2TT = Second Time Tester (blank or N = No, Y = Yes)

# DISTRICT TEST COORDINATOR

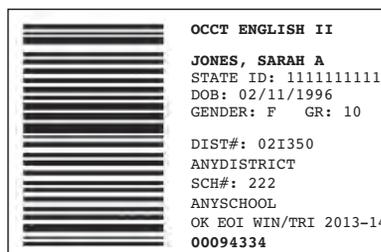
## Using Student Labels

### Grades 3–8

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.

### EOI

Every district that successfully submits a clean precode file by the designated date will receive student labels for its Writing assessments and paper/pencil tests. These labels will contain data provided by the district. For online testers, student information will be loaded into the Online Assessment System. **Students testing ACE English II, ACE English III, or OMAAP English II as a repeat tester will automatically receive separate student labels for the Writing portion of the test that is administered on paper only.** The first column of each page of student labels contains master labels that will specify the exam the student will be taking. These are for reference only. The student labels will follow and those should be placed in the area provided for the student label on the scorable answer documents/test books. Student labels are specific to each student and may only be used for the subject test indicated in the master label.



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 that was submitted to CTB/McGraw-Hill via the WAVE or the precode utility. This student roster will be provided for paper/pencil students only. Online student demographics 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 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 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 for Online Testers

To view student level demographic information go to the CTB OK Web Portal and sign in to the Online Assessment System 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 (header sheets)
- Preaddressed courtesy envelope for Test Security Forms
- Scorable Orange (3–8) and Blue (EOI) Return Labels
- Nonscorable Yellow Return Label
- Return Materials Poster
- Overage of forms provided to Building Test Coordinator

#### BTC Kit:

- Student Precode Labels
- Student Precode Roster
- Test Administrator/Proctor Security Form
- Building Level Test Security Form
- Group Information Sheets (header sheets)
- School/Group List
- Nondisclosure Form for Test Administrators and TPs
- Record of Tests Missed and Made-Up
- Classroom Security Form
- Paper Bands and Stack Cover Cards
- Return Materials Poster
- Scorable Orange (3–8) and Blue (EOI) Return Labels
- Nonscorable Yellow Return Labels

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

# DISTRICT TEST COORDINATOR

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## 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 (866) 855–1420 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. If boxes were damaged or are not suitable for returning your materials, place an additional order for the required number of shipping boxes. Please plan ahead to allow for adequate shipping time.
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. For defective groups of test books, please 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 small groups of test books, student responses should be transcribed to new test books/answer documents. The Special Handling Form with instructions is located on the CTB OK Web Portal behind the Test Coordinator Support Materials button. Please report instances of defective test books to the CTB Oklahoma Help Desk for further guidance.

## Collecting and Returning Materials

It is essential that the Building Test Coordinators return all of their 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’s posting of 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 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 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 used test books
- OCCT Grades 4–8 and EOI used answer documents
- OMAAP EOI used test books
- All test books or answer documents transcribed from large-print or Braille

Sort scorable test materials by:

- OCCT Grades 3–8 and EOI
- OMAAP EOI

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 of 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, since class-level reports will be generated. If class-level reporting is not required, all scorable answer documents for a single school/grade/content may be returned under a single GIS. For example, all EOI Algebra I docs may be returned under a Teacher Name such as **EOI ALGEBRA I**. 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 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.

**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.

# DISTRICT TEST COORDINATOR

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2. For Grades 3–8, check that the scorable test materials from each building are separated by test and sorted by grade level and content area. For example, Grade 4 Reading tests should be under a separate GIS than Grade 4 Math.

For EOI, check that the scorable test materials from each building are separated by test and sorted by class. For example, English II multiple-choice tests should be under a separate GIS than English II Writing or Algebra I. If class reports are desired, a separate GIS should be used for each Algebra I class and so on.

**NOTE:** CTB/McGraw-Hill provides a series of stack cover cards in each District and Building Test Coordinator Kit. Stack cover cards are designed to protect scorable paper/pencil documents during their return to CTB/McGraw-Hill. Stack cover cards should be placed on the top of each stack/group of documents to be banded together. These cards prevent the paper band adhesive from contacting and potentially damaging scorable test books when the bands are removed for document processing. A stack cover card may optionally be placed on the bottom of each document group for additional support and stability during shipping.

Each stack cover card contains space for identifying information to assist CTB/McGraw-Hill in the event that documents become dislodged during transit back to the processing facility. Completion of the information is highly encouraged, but optional.

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 remove them. 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. Ensure that a signature has been obtained from your district superintendent.
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 courtesy 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. Securely tape the boxes containing scorable test materials and place the **scorable return label** on the side of the box in the area marked “PLACE CTB/MCGRAW-HILL BARCODE LABEL HERE.” Do not place the label on top of the box, as this may result in it being covered by the carrier’s shipping label. Poor packaging may result in lost scorable answer documents/test books.

**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 and EOI used and unused test books
- OCCT Grades 4–8 and EOI unused answer documents
- OMAAP EOI 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 and EOI
  - OMAAP EOI
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 side of the box in the area marked “PLACE CTB/MCGRAW-HILL BARCODE LABEL HERE.” Do not place the label on top of the box, as this may result in it being covered by the carrier’s shipping label. Poor packaging may result in lost scorable answer documents/test books.
  3. Keep copies of all District, Building, and Class Security Checklists for your records. Do not return the Security Checklists to CTB/McGraw-Hill.

## 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.

# DISTRICT TEST COORDINATOR

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## Scheduling Pickups

Prior to each test administration, CTB/McGraw-Hill will publish a schedule of pick-up dates for districts to use when planning material returns. The schedule will outline the dates by which Writing and multiple-choice materials need to be returned in order to be processed on time. The schedule will also provide an optional early return date, which will allow for the inclusion of paper/pencil returns in 48-hour preliminary reporting.

To schedule the pickup of your test materials:

- a. Go to the CTB OK Web Portal (<http://www.ctb.com/ok>) and click on the CTB Single Sign-On button.
- b. Log in using your CTB 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.e., “My building does not have a loading dock.”).
- 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 TPs.

## 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 (TPs).
- ❑ 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 TPs 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

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- ❑ Access the practice tests on the CTB OK Web Portal at [www.ctb.com/ok](http://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. Please see the “Preparing for the Online Administration” section on p. 52.
- ❑ 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 TP’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

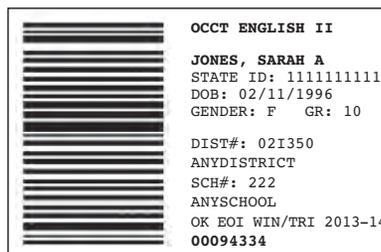
## Using Student Labels

### Grades 3–8

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.

### EOI

Every district that successfully submits a clean precode file by the designated date will receive student labels for its Writing assessments and paper/pencil tests. These labels will contain data provided by the district. For online testers, student information will be loaded into the Online Assessment System. **Students testing ACE English II, or ACE English III, or OMAAP English II as a repeat tester will automatically receive separate student labels for the Writing portion of the test that is administered on paper only.** The first column of each page of student labels contains master labels that will specify the exam the student will be taking. These are for reference only. The student labels will follow and those should be placed in the area provided for the student label on the scorable answer documents/test books. Student labels are specific to each student and may only be used for the subject test indicated in the master label.



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 that was submitted to CTB/McGraw-Hill via the WAVE or the precode utility. This student roster will be provided for paper/pencil students only. Online student demographics 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 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.

## Adding and Updating Student Online Profiles

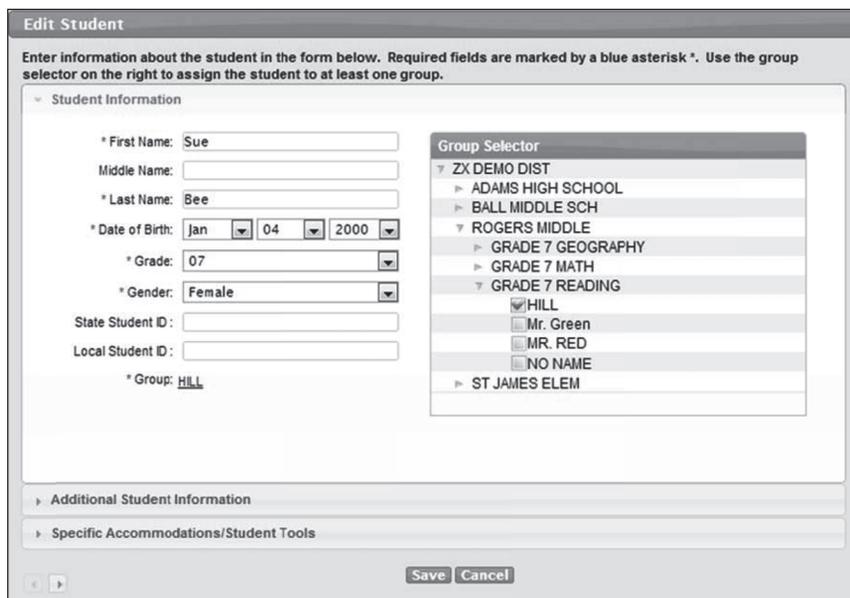
To view or edit student level demographic information in the Online Assessment System go to the CTB OK Web Portal and sign in to the Online Assessment System using your CTB Single Sign-On.

- Select *Groups*
- Choose *Manage Students*
- Choose *Student List*

In the Group Selector, click the arrow beside your group layer to “drill down” as necessary to reach the group (usually school or class) where the student you are adding will reside, and click the group name to select it.

If you need to add a student, go to the Student List table, click **Add Student** (the  icon) at the bottom.

On the **Add Student** page, type or select the necessary information in the Student Information section. Required fields are marked with an asterisk (\*). Most fields are self-explanatory.



You must assign the student to a class using the **Group Selector** on the right. The group name to use is the teacher’s name under which the student’s results should be reported.

Enter the official **State Student ID** for the student.

# BUILDING TEST COORDINATOR

## Additional Student Information

Click the “expand” arrows in the title bars as needed to display the **Grade/Subject Additional Student Information** sections and the **Specific Accommodations** section. Complete the appropriate changes for the student. Complete by reviewing the data for accuracy. Be sure to save changes.

The screenshot shows a web form titled "Add Student". At the top, it says "Enter information about the student in the form below. Required fields are marked by a blue asterisk \*. Use the group selector on the right to assign the student to at least one group." Below this is a section for "Additional Student Information" which is currently expanded. It contains several fields: "Pre-ID Ethnicity (Do NOT use when adding new students)" with a dropdown menu showing "Please Select"; "Ethnicity" with radio buttons for "Hispanic/Latino", "Not Hispanic/Latino", and "None" (which is selected); "Race" with checkboxes for "American Indian / Alaska Native", "Asian", "Black / African American", "Native Hawaiian / Other Pacific Islander", and "White"; "Science Accommodations" with a "Yes" checkbox; "Social Studies Accommodations" with a "Yes" checkbox; "Migrant" with a "Yes" checkbox; "Special Codes: R (Local Use Optional)" with a dropdown menu showing "Please Select"; and "Special Codes: S (Local Use Optional)" with a dropdown menu showing "Please Select". At the bottom of the form are "Save" and "Cancel" buttons.

# 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 this box:	
		Grades 3-8	EOI
<p><b>Non-Full Academic Year (NFAY)</b>  <b>NFAY in School</b>  <b>School/District</b>  <b>School/District/State</b>  <b>(Mark One)</b></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]) --&gt; Q1{Enrolled within the first ten days of school?}     Q1 -- No --&gt; NFAY1[NFAY]     NFAY1 --&gt; SelectNFAY1((Select NFAY))     Q1 -- YES --&gt; Q2{Enrollment lapse for 10 or more consecutive school days?}     Q2 -- No --&gt; FAY[FAY]     Q2 -- YES --&gt; NFAY2[NFAY]     NFAY2 --&gt; SelectNFAY2((Select NFAY))     </pre>	M	L
<b>IEP</b>	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.)	N	M
<b>504 Plan</b>	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.)		
<b>IEP or 504 Accommodation</b> <b>(Select all that apply)</b>	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.)	O	N

BUILDING TEST COORDINATOR

# BUILDING TEST COORDINATOR

When you check this . . .	look for this:	and bubble this box:	
		Grades 3–8	EOI
<b>ELL (Select only one)</b>	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	O
<b>ELL Accommodation (Select all that apply)</b>	If student used an accommodation, indicate type of accommodation(s) for each applicable subject. (See Appendix C for a list of allowable accommodations.)	Q	P
<b>ELL 1st and 2nd Year Proficient</b>	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	Q
<b>Alt Ed Academy</b>	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.		
<b>Migrant</b>	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.	S	R
<b>Title X, Part C (McKinney-Vento)</b>	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.		

# BUILDING TEST COORDINATOR

When you check this . . .	look for this:	and bubble this box:	
		Grades 3–8	EOI
<b>Free/Reduced Lunch</b>	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.		
<b>Distance Learning</b>	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	R
<b>Absent</b>	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.		
<b>No Longer Enrolled</b>	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	S
<b>State Alternate Testing (OAAP)</b>	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.		

BUILDING TEST COORDINATOR

# BUILDING TEST COORDINATOR

When you check this . . .	look for this:	and bubble this box: Grades 3-8      EOI	
<b>Grade Level Repeat Tester (Grades 3-8 only)</b>	This applies if the student has been retained in the current grade and is retaking the test.	U	Grades 3-8 Only
<b>2nd Time Test Opportunity (EOI Only)</b>	<p>This applies if the student has missed the opportunity to take the EOI test while enrolled in the course or if this is a retake.</p> <p>Use the following chart below to determine whether a student is a 2nd time tester.</p> <pre> graph TD     Start([Student Taking EOI Assessment]) --&gt; Q1{Currently receiving instruction for subject assessed?}     Q1 -- No --&gt; Box1[• Student is retaking assessment Or • Student was absent for assessment when initially taking the course]     Q1 -- Yes --&gt; Q2{Completed instruction previously?}     Q2 -- Yes --&gt; Box1     Q2 -- No --&gt; T1[1st time tester]     Box1 --&gt; Q3{ }     Q3 -- Yes --&gt; T2[2nd time tester]     Q3 -- No --&gt; T1     T2 --&gt; End((Select 2nd Time Test Opportunity))           </pre>	EOI Only	T
<b>Local Student I.D. Number (Optional)</b>	Enter the student's local Student I.D. Number in the field provided. This field is optional.	V	U

# BUILDING TEST COORDINATOR

When you check this . . .	look for this:	and bubble this box:	
		Grades 3–8	EOI
<b>SDE Approval Required</b> (Go to the Testing Status Application located on the SDE District Reporting Site.)			
<b>ELL 1st Year in U.S. Exempt (EOI OCCT English II and English III tests only)</b>	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	V
<b>Emergency Exempt</b>	This designation covers situations where an unforeseen medical emergency absolutely prevents the student from being available for testing during the state’s testing window.		
<b>Other Placement (court ordered)</b>	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.		
<b>Invalidated</b>	Student’s test will not be scored. Some students may be eligible for an Equivalent Test.		

BUILDING TEST COORDINATOR

# BUILDING TEST COORDINATOR

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## 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 TPs for each testing session as well as confirming the TP'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 TPs 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 K) and a School Packing List (see Appendix M) 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 (866) 855-1420 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.

# BUILDING TEST COORDINATOR

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## 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](http://www.ctb.com/ok) and sign in using your Single Sign-On account.

### Online Practice Test (Simulated Test Experience)

Building Test Coordinators are strongly encouraged to have students participate in an online practice test. The online practice test will simulate the testing environment and allow students an opportunity to become familiar with the tools in the Online Assessment System. To set up and administer an online practice test:

1. Access the CTB OK Web Portal and sign in using your CTB Single Sign-On access credentials.
2. Select the Online Assessment link for Grades 6–8 or EOI. This will log you in to the Test Administration System (TAS).
3. In the TAS, find the practice test session that you plan to administer. In most cases, practice test sessions are pre-scheduled by CTB/McGraw-Hill as a courtesy. You may modify the existing session, or create new sessions as needed.
4. Highlight the practice test session and choose *Print Test Tickets*. You will print the test tickets and the access code.
5. When students are assembled for the practice test, provide the Student Test Tickets and access code to the Test Administrator.
6. Students will access the Online Assessment System icon on their desktops and enter the login/password information provided on the test tickets.

### Experience Online Testing (Web-based Version)

An additional Web-based version of the practice test content is available via the *Experience Online Testing* button on the CTB OK Web Portal. This allows the practice test content to be accessed via the Web at home by parents, teachers, and students. Please note that the Web-based version of the practice test does not replicate the functionality present in the simulated-version practice test, which is configured via the TAS (i.e., no calculator available, no immediate raw score).

### 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 may be printed on an individual page, or multiple-student tickets may be printed on a single page. The tickets will provide the student's name, log-in ID, and password.

In the event a Student Test Ticket is distributed to the wrong student, and the student has logged in to the test, please contact the Oklahoma State Department for additional guidance.

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. Access Codes are used to seal a completed section and unseal a new section. They prevent students from advancing to the next section before being instructed to do so. Each test session has a unique Access Code that all students in the section will use. The Test Administrator should only display the Access Code for the session that is being tested. They may be displayed on a board or overhead so they are visible to the entire class or they can be written on individual Student Test Tickets. **Do not display Access Codes before instructing the class to proceed to a new section as this violates the test security policy.** Students are required to take all test sections in sequential order.

**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.

## 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.

## **BUILDING TEST COORDINATOR**

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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 and destroyed at the end of testing by the BTC.

## Collecting and Returning Materials

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

Sort scorable test materials by:

- OCCT Grades 3–8 and EOI
- OMAAP EOI

2. Check the physical condition of the test books and verify that a precode label has been applied, or that 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, please be sure to 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. The GIS is your header sheet and is a critical component in ensuring the accurate processing of your paper/pencil materials. 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, assuming class-level reports will be generated.

If class-level reporting is not required, all scorable answer documents for a single school/grade/content may be returned under a single GIS. For example, all EOI Algebra I docs may be returned under a Teacher Name such as EOI ALGEBRA I. **Different Subject test books may not be placed under a single GIS.** **NOTE:** For EOI, a separate GIS must always be filled out for English Writing and English Multiple-Choice tests in order for them to be properly matched for scoring purposes.

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 and stack cards to secure stacks of scorable test materials in groups of 25 or fewer.

# BUILDING TEST COORDINATOR

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CTB/McGraw-Hill provides a series of stack cards in each Building Test Coordinator Kit. Stack cards are designed to protect scorable paper/pencil documents during their return to CTB/McGraw-Hill. Stack cards should be placed on the top of each stack/group of documents to be banded together. The stack cards prevent the paper band adhesive from contacting and potentially damaging scorable test books when the bands are removed for document processing. A stack card may optionally be placed on the bottom of each document group for additional support and stability during shipping.

Each stack card contains space for identifying information to assist CTB/McGraw-Hill in the event that documents become dislodged during transit back to the processing facility. Completion of the information is highly encouraged, but optional.

4. The School/Group List is required as an additional quality check when returning scorable documents. It is CTB/McGraw-Hill's way of double-checking that all scorable test books are received and accounted for at the materials processing center. To complete the School/Group List provided in your Test Coordinator Kit:
  - 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.
  - List each GIS testing group (each stack of documents with a unique GIS) in your building. The "TEACHER NAME" on the School/Group List must be identical to the "TEACHER NAME" on the GIS.
  - For each group, indicate the number of scorable books being returned.

# BUILDING TEST COORDINATOR

The School/Group List may be photocopied if additional space is required. Keep a copy of each School/Group List for your records. A sample School/Group List is shown below with instructions following on the next page.

## School/Group List

District Name: **SAMPLE DISTRICT** Site Name: **SAMPLE HIGH SCHOOL**  
 District Code: **77C88** Site Code: **999**  
 Site Test Coordinator: \_\_\_\_\_  
 Phone Number: (    ) \_\_\_\_\_  
 Email Address: \_\_\_\_\_

**GENERAL INSTRUCTIONS: Do not list more than one school on this form.**

The School/Group List is CTB/McGraw-Hill's way of double-checking that we have received all your groups of answer documents. Every Group Information Sheet (GIS) completed for your school should have an entry on the lines below.

CTB Use	A												B	C	CTB Use			Comments	
	Teacher Name (IDENTICAL TO GIS) PRINT ONLY ONE LETTER PER BOX												Grade	Number of Students Testing	Did not receive	Gross under case count	Gross over case count		
														UN					
														UN					
														UN					
														UN					
														UN					
														UN					
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Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at [privacyofficer@ctb.com](mailto:privacyofficer@ctb.com) or call 1-800-538-9547. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/privacy>.

**CTB USE ONLY**

Organization Number: **M012406** Operational Unit: \_\_\_\_\_ Structure Element: **02/0000501**  
 Organization Name: **OK EOI W/T 12-13** Element Name: **SAMPLE DISTRICT** SO Number: **60001**

**BUILDING TEST COORDINATOR**

# BUILDING TEST COORDINATOR

**In this area ...**

**do this:**

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

## BUILDING TEST COORDINATOR

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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 and EOI used and unused test books
  - OCCT Grades 3–8 and EOI unused answer documents
  - OMAAP EOI unused test books
  - OCCT and OMAAP used and unused large-print and Braille books
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 the completed School Security Checklist and the Classroom Security Checklist for his or her own records.
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:
<b>Rubber bands</b> <b>Scratch paper</b> <b>Tape of any kind</b> <b>Sticky notes</b> <b>Staples</b> <b>Pins</b> <b>Paper clips</b>	Remove them.
<b>Light marks</b> <b>Incomplete erasures</b> <b>Stray marks</b> <b>NOTE:</b> <b>For scorable answer documents,</b> <b>this applies to the entire document.</b> <b>For scorable test book, this applies</b> <b>to the inside of the question boxes only.</b>	Erase marks or make them heavier as needed.
<b>Inked bubbles</b>	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 may result in inaccurate student data and may 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 (be sure to fill out a sign-in sheet when attending training).
- ❑ 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 or the English II/III 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* button.
- ❑ 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

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## During Testing:

- Administer tests; ensure at least one TP is present in every test setting prior to administering any tests. For large groups, one TP is needed for every 25–35 students. **TAs and TPs must remain in a testing session at all times.**
- 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.
- Cell phones or other electronic devices must remain off unless contacting the BTC under emergency circumstances.

## 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 TP, 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. **NOTE:** The grouping of class-level reports is determined by the Group Information Sheet (GIS). If your building does not require class-level reports, you may place all answer documents for a single grade and content area under a single GIS. Please do not mix grades or content areas under a single GIS.
  - Verify test books and Writing answer document bar codes against the School Security Checklist and the Classroom Security Checklist.
  - Sign the Test Administrator and TP 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](http://www.ctb.com/ok) and sign in using your Single Sign-On account.

## Administering the Online Tests

### 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 (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 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.

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.

# TEST ADMINISTRATOR

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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.

## Standard Online Practice Test (Simulated Test Experience)

This online test will take you through the necessary steps to administer the online practice assessment to a class. The online practice test is designed to simulate the actual testing environment. To administer the practice test:

1. Obtain Student Test Tickets from the BTC. Students may be pre-scheduled or manually added to practice test sessions.
2. Hand out the test tickets to students, provide the access code, and administer the test.
3. Students will launch the Test Delivery Client and proceed through the practice items. Immediate score feedback is not provided during a practice test.

## Experience Online Testing (Web-based Version)

An additional Web-based version of the practice test content is available via the *Experience Online Testing* button on the CTB OK Web Portal. This allows the practice test content to be accessed via the Web at home by parents, teachers and students. Please note that the Web-based version of the practice test does not replicate the functionality present in the simulated-version practice test, which is configured via the TAS.

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.
- Approved calculators may be used by all students on both sections of the ACE Algebra I, ACE Algebra II, ACE Geometry, and ACE Biology I assessments. (This is available as a tool for the online test. For students taking a paper/pencil test, see Appendix D: EOI Calculator Policy.) Calculators may only be used as an accommodation in Grades 6–8.
- 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.**
- Verify test security at all times. (See Appendix A.)
- Return Test Security Forms according to specified directions.

## Important Procedures for Online Test Administration

1. TPs are required for each test session, including any individualized test administrations offered as an approved accommodation. Never administer a test without a TP. **If the TP fails to show up, do not test until your Building Test Coordinator provides a TP.** Make sure that there is no talking between the TP and the Test Administrator or among the students and the TP during the test session. Be sure to instruct your TP of this necessity before testing begins. TPs must be provided in-service training on testing procedures prior to testing and must follow the Instructions for TPs provided in the TP section of this manual.
2. Make sure that each student assigned to the session has a Student Test Ticket that provides the student with 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, he or she will be automatically logged out of their test. Contact your Building Test Coordinator for further guidance on the possible need to invalidate this test.**

# TEST ADMINISTRATOR

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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, or any EOI 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.
12. **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 Federal/State law, no less than 95% of enrolled students must be tested.)
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.

**NOTE: If an Equivalent Test is administered, all sections of that subject area test will need to be retaken using the Equivalent Test.**

## 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.
- Approved calculators may be used by all students on the ACE Algebra I, ACE Algebra II, ACE Geometry, ACE Biology I, OMAAP Algebra I, and OMAAP Biology I assessments. (See Appendix D.)
- 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. **TPs** are required for each test session, including any individualized test administrations offered as an approved accommodation. **Never** administer a test without a TP. If the TP fails to show up, do not test until your Building Test Coordinator provides a TP. Make sure that there is no talking between the TP and the Test Administrator or among the students and the TP during the test session. Be sure to instruct your TP of this necessity before testing begins. TPs must be provided in-service training on testing procedures prior to testing and must follow the Instructions for TPs provided in the TP 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 test book and Writing answer book or Writing answer document.** Please retain a copy of the checklist for your records.
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. Students taking a Mathematics test are allowed scratch paper/unmarked grid paper which should be collected after testing and turned in to the BTC to be destroyed. 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, he or she 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 books, they may not reopen them. **Test Administrators should collect 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 EOI 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.

# TEST ADMINISTRATOR

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13. **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 Federal/State law, no less than 95% of enrolled students must be tested.)

Use the Record of Tests Missed and Made-Up to track student make-up tests. A sample of this form is provided in Appendix I. 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.

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 TP logs) when requesting 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.** 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 (866) 855-1420 documenting the destroyed book. Please write "Destroyed Book" in the attention field.

**NOTE: If an Equivalent Test is administered, all sections of that subject area test will need to be retaken using the Equivalent Test.**

## Completing the Student Demographic Pages

The Student Demographic Page is located on the front cover of the scorable answer document/test book. Use the explanations on the following pages to check all data.

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 (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

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.

## 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
<b>Teacher's Name</b> <b>School Name</b> <b>District Name</b> <b>County Name</b>	Names must be printed in the appropriate spaces. All students must use the name of their official home school.	A–D
<b>IEP Braille</b>	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
<b>Gender</b>	Fill in the correct bubble to identify the gender of the student testing.	F
<b>Student's Last Name</b> <b>First Name,</b> <b>Middle Initial</b>	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
<b>State Student I.D. Number(Required)</b>	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
<b>Ethnicity/Race</b>	Under Ethnicity, bubble Y for yes if you are Hispanic/Latino or bubble N for no. Under Race, bubble all that apply regardless of ethnicity.	I
<b>Grade</b>	Fill in the correct bubble to identify the grade of the student.	J
<b>Birth Date</b>	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
<b>Form (Grades 3–8 only)</b>	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. TPs 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 and EOI used answer documents
- OMAAP EOI used test books
- All test books or answer documents transcribed from large-print or Braille

Sort scorable test materials by:

- OCCT Grades 3–8 and EOI
- OMAAP EOI

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

2. Verify that there is a completed Demographic Page or precode label applied for each student enrolled.
3. In the presence of the TP, 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;
  - for complete erasure of all rejected responses; and
  - to ensure stray marks have been erased completely so as not to interfere with scoring.

# TEST ADMINISTRATOR

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- Collect large-print and Braille scorable documents from all students. In the presence of a TP, a TA 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 TP, a TA must transcribe the student response into a standard scorable document. Please 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. Scorable answer documents/test books will need to be secured with paper bands. Band the scorable documents under each GIS in stacks of no more than 25. A teacher group may have multiple banded stacks. **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.

**NOTE:** CTB/McGraw-Hill provides a series of stack cover cards in each Building Test Coordinator Kit. Stack cover cards are designed to protect scorable paper/pencil documents during their return to CTB/McGraw-Hill. Stack cover cards should be placed on the top of each stack/group of documents to be banded together. These cards prevent the paper band adhesive from contacting and potentially damaging scorable test books when the bands are removed for document processing. A stack cover card may optionally be placed on the bottom of each document group for additional support and stability during shipping.

Each stack cover card contains space for identifying information to assist CTB/McGraw-Hill in the event that documents become dislodged during transit back to the processing facility. Completion of the information is highly encouraged, but optional.

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. Return the Classroom Security Checklist and School Security Checklist to the Building Test Coordinator. Please keep a copy of the forms 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.** Remember to notify the BTC of any test books that must be destroyed as a result of student illness and fax the Security Checklist to CTB/McGraw-Hill.

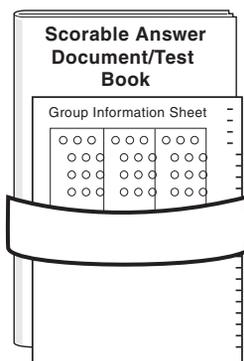


# TEST ADMINISTRATOR

When you check this . . .	look for this:
1. <b>Group Information</b>	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. <b>Testing District</b>	The county, district, and site code information and corresponding bubbles will be precoded. Check the information to ensure it is correct.
3. <b>Number of Answer Documents Under This Header</b>	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. <b>Teacher Name</b>	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 TP is required for every testing session. For large groups, one TP is needed for every 25–35 students.

**TAs and TPs must remain in a testing session at all times.**

## Test Proctor Responsibilities

### Before Testing:

- Attend the training provided by the BTC for proper testing procedures and test security (be sure to fill out a sign-in sheet when attending training).
- Review 1) Test Security and Validity and 2) Instructions for TPs 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*.
- Observes 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.
- Cell phones or other electronic devices must remain off during testing.

### 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

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## 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 TPs may be used in the same test situation (or classroom setting) during the various days of testing. **The main job of the TP is to observe and report any irregularities in testing procedure.** It is the responsibility of DTCs, BTCs, and TAs to inform TPs of their duties. These duties include the following:

### 1. Becoming Knowledgeable About Testing Procedures and Time Schedules

Prior to the first test session, the TP 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 *Test Administration Manual*.
- Administering and checking sample test items as directed in the *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.

Tps should read the *Test Administration Manual* before assisting with test sessions. This book can be obtained from the DTC or BTC.

### 2. Being Present During Administration of All Tests

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

### 3. Assisting the Test Administrator During Test Sessions

The TP 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 TP 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 TP sit quietly and observe as unobtrusively as possible. Cell phones or other electronic devices must remain off during testing.

**NOTE:** All test directions for each test are to be given at the **beginning** of the session for each test. 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 TP should inform the TA as silently and unobtrusively as possible. In addition, the TP 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 TP should remain in the testing room with students at all times.**

#### 4. Maintaining the Security of All Test Materials

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

TPs 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 TP 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 which 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/TP 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 book. 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 TPs
  - 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 TPs 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 TPs. All test administration procedures including time specifications, State Board of Education Rules 210:10-13, and the Instructions for TPs shall be distributed to TP(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 Grades 3–8 Reading, OCCT ACE English II, ACE English 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 Grades 3–8 Mathematics test (see Grades 3–8 Calculator Use Accommodations in Appendix B)
9. Audio calculator for site impaired students
10. Provide cues (arrows, stop signs) on answer form
11. Use templates to reduce the amount of visible print
12. Secure paper to work area with tape or magnets
13. Reread directions for each page of questions
14. Masks or markers to maintain place
15. 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 Grades 5 and 8, 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 Writing tests)
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 Grades 5 and 8, 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 writing response for OCCT Grades 5 and 8, 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 Grades 5 and 8, OCCT ACE English II/III and OMAAP English II*). Tapes need to be destroyed by District Test Coordinator.

**Note: A TP 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-Nspire (CAS)
  - 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 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 and to address documentation requirements under IDEA. 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 Grades 3–8 Reading, ACE English II or ACE English III, or OMAAP English II 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 TP 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 Grades 5 and 8, ACE English II, ACE English III, OMAAP English II Writing 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 TP 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

### OKLAHOMA SCHOOL TESTING PROGRAM

### OKLAHOMA CORE CURRICULUM TESTS

### END-OF-INSTRUCTION (EOI) CALCULATOR POLICY

Revised 8/27/09

#### Purpose

- The items on the Algebra I, Geometry, Algebra II, and Biology I assessments are designed so that calculators are not required to solve any of the problems. All tasks can be solved without the use of a calculator. However, certain tasks are much more difficult if a calculator is not available.
- Before the first day of the test, students using a calculator for any EOI mathematics or science assessment should be familiar with the use of the specific calculator that will be utilized. Students must be instructed in the use of calculators or this tool can actually hinder students' performance on the assessment. The appropriate calculator will be available for the online version of the EOI mathematics and science tests.

#### Subject-specific Requirements

- Algebra I, Geometry, and Biology I:
  - Scientific Calculators meeting general requirements may be used on all/specified sections.
- Algebra II:
  - Graphing Calculators meeting general requirements may be used on all/specified sections.

#### General Requirements

- Calculators are permitted but are not required.
- Calculator capabilities described for a specific subject give the *maximum* capabilities allowed; calculators with less capability are acceptable.
- 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 programs or applications that cannot be removed or disabled (e.g., Polynomial Root-Finder and Simultaneous Equation Solver on TI-86)**
- Calculators with built-in computer algebra systems, 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-Nspire (CAS)
  - Hewlett-Packard: HP-48GII and all model numbers that begin with HP-40G or HP-49G

#### 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.

## APPENDIX E DISTRICT LEVEL TEST SECURITY FORM



**Oklahoma School Testing Program  
(OSTP)**



CTB

### District Level Test Security Form

**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 Coordinators to inform 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, accessible documents, and related test materials (both used and unused) have been packaged as per directions in the District Test Coordinator's section of the *Test Preparation Manual* and returned to CTB.
- 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**

# APPENDICES

## APPENDIX F BUILDING LEVEL TEST SECURITY FORM



Oklahoma School Testing Program  
(OSTP)



CTB

### Building Level Test Security Form

#### 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 on 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 scores 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, according 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 test 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 students' desks 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 persons 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**

## APPENDIX G

### TEST ADMINISTRATOR/PROCTOR TEST SECURITY FORM



**Oklahoma School Testing Program  
(OSTP)  
Test Administrator/Proctor Test Security Form**



**CTB**

PLEASE PRINT

\_\_\_\_\_  
District Name

\_\_\_\_\_  
School Name

This form will be provided to the Building Test Coordinator for distribution to each Test Administrator in the building.

This form must be signed by the Test Administrator (front) and by the Test Proctor(s) (back) to ensure measures identified on this document have been maintained at the administration level.

This signed form must be returned to your Building Test Coordinator so that it can be forwarded to the District Test Coordinator to return to CTB/McGraw-Hill.

Failure to return this completed signed form can result in invalidation of the Oklahoma School Testing Program (OSTP) scores for this building site.

**I hereby certify that:**

- I have been trained and am 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 violation of testing procedures.
- I have covered or removed all test aids/posters in the classroom and on students' desks.
- I have not taught students test items, or given information to students regarding answers to test items.
- I have not changed any students' answers to test questions on the scorable documents.
- I have administered the tests according to the directions in the *Test Administration Manuals*.
- All paper and online tests have been administered with proper testing procedures and security measures.
- I have not reproduced or kept copies of the tests or any materials related to the OSTP (i.e., scorable documents, *Test Administration Manuals*, other).
- The administration of the entire test was monitored by an adult other than myself (teacher, counselor, parent, or community member).

I have read and understand the above-mentioned statements. Further, I understand that violation of the OSTP rules can result in revocation of my teaching and/or administrative certificates.

**TEST ADMINISTRATOR'S NAME**

In the spaces below, print your name, the dates (beginning and ending dates) on which you were the test Administrator, and sign this form.

First Name	MI	Last Name
Signature	Date	through _____ Date

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.



# APPENDIX H

## NONDISCLOSURE FORM FOR TEST ADMINISTRATORS AND TEST PROCTORS



Oklahoma School Testing Program  
(OSTP)



CTB

### 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, 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, general 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 shoulder 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**

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Position \_\_\_\_\_

District/Agency \_\_\_\_\_

Address \_\_\_\_\_

City/State \_\_\_\_\_

Date \_\_\_\_\_

Grade Level and Test Subject \_\_\_\_\_

**Test Proctor**

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_

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



## APPENDIX J DISTRICT SECURITY CHECKLIST



**Oklahoma School Testing Program  
Fund of Instruction Winter 2013–14  
DISTRICT SECURITY CHECKLIST**

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

The following detailed list contains the security numbers of all secure test material in your district. This form 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 received 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 "Returned by District" column. 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 BY DISTRICT	REASON IF ITEM IS NOT RETURNED
BR800001	1				
BR800002	1				
BR800003	1				
BR800004	1				
BR800005	1				
BR800006	1				

SAMPLE ONLY

# APPENDICES

## APPENDIX K SCHOOL SECURITY CHECKLIST



Oklahoma School Testing Program  
End of Instruction Winter 2013-14  
SCHOOL SECURITY CHECKLIST

PACKING LIST #: 000001

DISTRICT: XXX OKLAHOMA SCHOOL TESTING PROGRAM - PRIMARY ORGANIZATION  
SCHOOL: XXX OKLAHOMA SCHOOL TESTING PROGRAM - PRIMARY ORGANIZATION  
2702318006 - K-5 EBR - STUDENT TEST BOOK (PKG OF 10)

The following detailed list contains the security numbers of all secure test material in your district. This form 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 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



# APPENDICES

## APPENDIX M SCHOOL PACKING LIST SAMPLE



**EDUCATION**  
OKLAHOMA STATE DEPARTMENT OF  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
JANET BARRESI

**Ship To:**  
 Oklahoma, Chrome Learning Program  
 End of Instruction on 7/1/12  
 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	Qty/Pkg	Back Order Qty	Totals	Beginning Serial Range	Ending Serial Range	Clm#	Customer Sign Off
2121700003	Algebra 1 (package of 10)	PKG	1	3	0	3			1-1	

Signature: \_\_\_\_\_  
 Date: 2/10/2009 1:24:12 PM  
 Via: AIR GROUND

SAMPLE ONLY

Please SAVE BOXES to return materials to CTB.

# APPENDIX N

## MATERIALS RETURN POSTER

### OCCT Grades 3-8 and OCCT/OMAAP EOI: Instructions for Returning Test Materials

#### Building Test Coordinator (BTC)

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

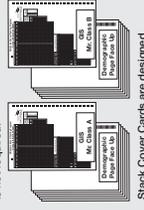
- OCCT Grades 3-8 and EOI scorable
- OMAAP EOI scorable test books
- All test books or answer documents transcribed from large-print or Braille

Sort Scorable Test Materials by:

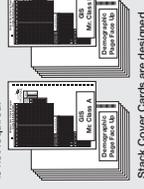
- OCCT Grades 3-8
- OCCT EOI
- OMAAP EOI

**Important Note:** Grades 3-8 and EOI materials must be packaged separately.

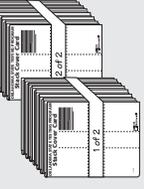
A separate Cover Information Sheet (GIS) is required for each grade/content combination. For EOI, all grades may be grouped together. Place the GIS on top of the scorable documents. The GIS must always be used, even when class level reporting is not required.



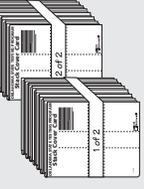
Stack Cover Cards are designed to protect your documents. Please use one on each stack of scorable documents.



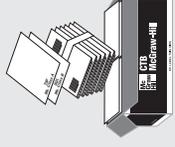
Use paper bands to secure stacks of scorable test materials in groups of 25 or fewer. Place additional stacks exceeding 25 students.



Complete the School Group List (SGL) found in the Test Preparation Manual.



Using original shipment boxes, place completed stacks into the box in sequential order from left to right. Place the School Group List Security Forms (TSF) on top in box 1.



Attach the colored scorable return labels to marked "PLACE CTB/MCGRAW-HILL BARCODE RETURN LABEL HERE."

- Orange scorable return labels for Grades 3-8
- Blue scorable return labels for EOI

For each school, write the box number in the space provided on the label (e.g., 1 of 3, 2 of 5, etc.).

Verify that only scorable materials are packaged in the boxes labeled as scorable materials.



Note: Do not seal boxes.

#### District Test Coordinator (DTC)

Verify that only scorable materials are packaged in the boxes labeled as scorable materials, and that there are no scorable materials in the non-scorable boxes.

Verify that the school information on the colored scorable return label matches the School Group List located in box 1.

If the school has not labeled or numbered its boxes, use the district average return labels to complete this task.

Place district test security forms on top in box 1. If online for your Test Security Forms, they may be returned separately in the preaddressed envelope provided in the District Test Coordinator Kit.



Note: Make sure all boxes are sealed.

#### Building Test Coordinator (BTC)

**Non-Scorable Test Materials**  
Test materials in this category are processed through CTB/McGraw-Hill's inventory system. Non-scorable materials may be packed and returned together.

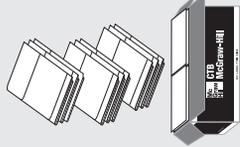
- OCCT Grades 4-8 and unused
- OCCT EOI unused answer documents
- OMAAP EOI unused test books and unused large-print and Braille books

Important Note: Grades 3-8 and EOI materials must be packaged separately.

Place test materials into boxes.

Sort Non-Scorable Test Materials by:

- OCCT Grades 3-8
- OCCT EOI
- OMAAP EOI



Attach the yellow non-scorable return label to the side of each box in the white space marked "PLACE CTB/MCGRAW-HILL BARCODE RETURN LABEL HERE." For each school, write the non-scorable box number in the spaces provided on the labels (e.g., 1 of 3, 2 of 5, etc.).

Verify that only non-scorable materials are packaged in the boxes labeled as non-scorable materials.



Note: Do not seal boxes.

#### District Test Coordinator (DTC)

Verify that there are no scorable materials packaged in the boxes labeled as non-scorable.

If the school has not labeled or numbered its non-scorable boxes, use the district average return labels to complete this task.



Note: Make sure all boxes are sealed.

Refer to the Grades 3-8 and EOI Test Preparation Manual for instructions on how to schedule pick up of materials.  
Contact CTB/McGraw-Hill at 1-888-282-2010 or via email at [OK\\_Helpdesk@ctb.com](mailto:OK_Helpdesk@ctb.com) with any questions.

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