

Oklahoma School Testing Program

Updates: pages 14, 25, 32, 38, 49, 57

2014–2015 Test Preparation Manual

Oklahoma State Department of Education

Oklahoma Core Curriculum Tests (OCCT) and Oklahoma
Modified Alternate Assessment Program (OMAAP)
End-of-Instruction (EOI)



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 Assessments.



Oklahoma State Department of Education

www.sde.ok.gov

Office of 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 Measured Progress Oklahoma Service Desk.



Measured Progress Oklahoma Service Desk

oktechsupport@measuredprogress.org

Phone: (866) 629-0220

Help & Support Site:

<https://www.measuredprogress.org/web/occt1>

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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**Testing Dates
2014-2015 School Year**

Optional Retest

December 1-December 5, 2014

Winter Testing (Paper)

December 8-December 19, 2014

Winter Testing (Online)

December 8, 2014-January 9, 2015

Trimester Testing (Paper)

January 19-February 6, 2015

Trimester Testing (Online)

January 19-February 13, 2015

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Introduction

Measured Progress is pleased to serve as the vendor for the Oklahoma School Testing Program (OSTP), Oklahoma Core Curriculum Tests (OCCT) and the Oklahoma Modified Alternate Assessment Program (OMAAP) for End-of-Instruction (EOI).

Contents and Organization of the Test Preparation Manual

The *Test Preparation Manual* (TPM) is designed to provide an overview of the OCCT and the OMAAPEOI 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 Measured Progress 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 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 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. Please see the *IEP/504 OSTP Accommodations Manual* for guidance.
- **Students taking or 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.**
- Online practice tests are available for students throughout the year for students to prepare for the online ACE EOI tests.

OMAAP EOI

- The OMAAP EOIs are available for 2nd Time Testers with a previous score in order to show proficiency or to show improvement from the initial test attempt in order to apply a Modified Proficiency Score.
- 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.

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 2nd Time Testers taking an accommodated paper/pencil test MUST test during the regular Winter/Trimester or Spring windows.

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 Measured Progress. This will allow every student who 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 (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 Single Sign-on Testing Status Application. 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 Assessments. Enter the student information on the SDE Single Sign-on Testing Status Application.

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.

GENERAL GUIDANCE

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

Interpretation and Guidance:

- 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 Measured Progress.** This will allow every student who has completed instruction for the course competency to be accounted for during testing.

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

Alternate Formats (See Guidance in Appendix B)

Alternate formats, Large-Print or Braille, are available for students on an IEP or 504 Plan. This applies to both Paper-Based Tests and Computer-Based Tests. The district must have on file a copy of the student's IEP that indicates an alternate format is required for accessing the test.

Large-Print and Braille

Schools will receive large-print and Braille test materials in large-print kits and Braille kits. These large-print and Braille kits are shipped to the district, packaged by school.

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 Measured Progress. **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 Measured Progress. 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 Measured Progress. 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

IEP and Section 504 Students

The right of a student with a disability to receive allowable accommodations on OSTP tests is protected by both federal and state laws. 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.

The *OSTP Accommodations for Students with an Individualized Education Program (IEP) or Section 504 Plan* makes an important distinction between standard and nonstandard accommodations. A **standard accommodation** is defined as a change in the routine conditions under which students take OSTP tests that does not alter what the test is intended to measure. Standard accommodations are grouped into the following four categories: setting, timing or scheduling, presentation, and response.

A **nonstandard accommodation** is defined as an accommodation that is needed for the student to access the assessment but not included on the allowable list of accommodations and requires OSDE consideration for use on OSTP tests. Nonstandard accommodations include the ELA/Reading Test *Read-Aloud* and *Unique* accommodations.

For further guidance and requirements, please see the *IEP/504 OSTP Accommodations Manual*.

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. For further guidance and requirements, please see the *ELL OSTP Accommodations Manual*.

ELL 1st or 2nd Year Proficient

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

Purpose of the Oklahoma Modified Alternate Assessment Program (OMAAP)

The 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 as of 2012–2013 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.

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 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 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 residence. 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

- 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 EOI online testing, the Building Test Coordinator at the site or residence submits students during precode. For 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 login ticket and delivers the student test login ticket 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. 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 Test Proctor is responsible for all secure test materials received and for returning all secure test materials. Be sure to read all of the regulations on Test Security and Validity. (See Section 210:10-13-4 of the Oklahoma Administrative Code, found in Appendix A.) Violation of regulations may result in revocation of a person's teaching, counseling, administrative, and/or other certificates.

- The tests, and all of the materials associated with these tests, are secure materials. It is important not to provide an opportunity for any student to have access to the tests and thus have an advantage over other students before the administration of the tests. Prior exposure to the tests would invalidate scores.
- The materials associated with these tests may not be photocopied or reproduced in any other fashion, including paraphrasing. To do so is in violation of copyright law.
- The materials may not be provided to any person except those conducting the testing process and those being tested.
- Test questions may not be taught in part or in whole before, during, or after testing. The answers to questions may not be provided to students verbally, in writing, or in any other fashion. Answers may not be erased or altered by anyone except the student during the course of taking the test.
- Test documents (books or English 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.)**
- 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 from the Help & Support site at <https://www.measuredprogress.org/web/occt1>.

GENERAL GUIDANCE

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 in the preaddressed envelope marked "For the Return of Test Security Forms" provided in the District Test Materials Shipment. Additional envelopes are provided in the School Test Materials Shipment 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 to your District Test Coordinator with the scorable test materials in the envelope marked "For the Return of Test Security Forms" provided in the School Test Materials Shipment. Additional envelopes are provided in the School Test Materials Shipment for sites that will continue to test online after all paper-pencil testing has concluded. These preaddressed envelopes must be sent to the District Test Coordinator upon completion of online testing. 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 provide read aloud, sign language interpretation, and /or scribing tests 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.

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.

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

The ACE English II and ACE English III tests contain three sections. Section one contains the writing prompt and Sections 2 and 3 contain only multiple-choice items. The entire test, including writing, will be taken online. Note: Paper/pencil accommodations for the EOI OCCT tests will follow the same time estimates. The ACE English II and ACE English III tests must be administered during the Writing window. Sections 2 and 3 Multiple-Choice may be administered on any day or consecutive days within the testing window.

Students who are absent must make up the Writing test during the remainder of the Writing window. The ACE English II and ACE English III scores include Writing.

ACE English II	
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
Total	Approximately 215 minutes

GENERAL GUIDANCE

ACE English III	
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
Total	Approximately 280 minutes

OMAAP EOI

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

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

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

OCCT PORTAL

OCCT Portal

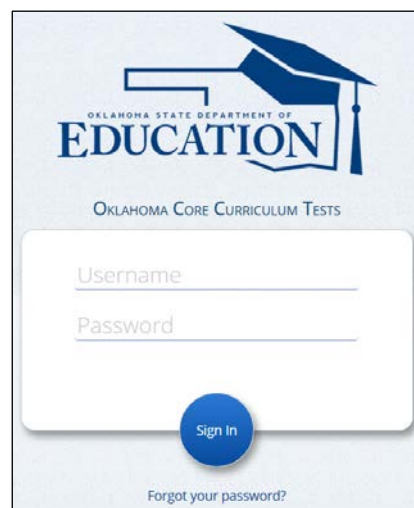
The OCCT Portal is the primary point of access used for managing the Oklahoma End-of-Instruction assessments. Information on all students is managed through the OCCT Portal. The portal provides school, district, and state administrators access to multiple components, or websites, using a single URL and username/password. The portal is used to manage student information for testing, organize classes, schedule test sessions, print student test login tickets, monitor student testing progress, and view reports. It is also the source for materials management including shipment tracking, ordering additional materials, and scheduling a UPS pickup after testing is complete.

DTCs should meet with district and school personnel prior to test preparation to determine the tasks each user will be assigned. Portal access limitations are different for each user role. Detailed instructions for portal tasks can be found in the *Oklahoma Core Curriculum Test (OCCT) Portal User Guide*. The DTC and BTC should review the guide and become familiar with the different components of the portal they will use before, during, and after testing.

Login Page

Go to the OCCT Portal URL, <https://oklahoma.measuredprogress.org> and enter your unique username and password. If you have forgotten your password, click on “Forgot your password?” or refer to the portal user guide.

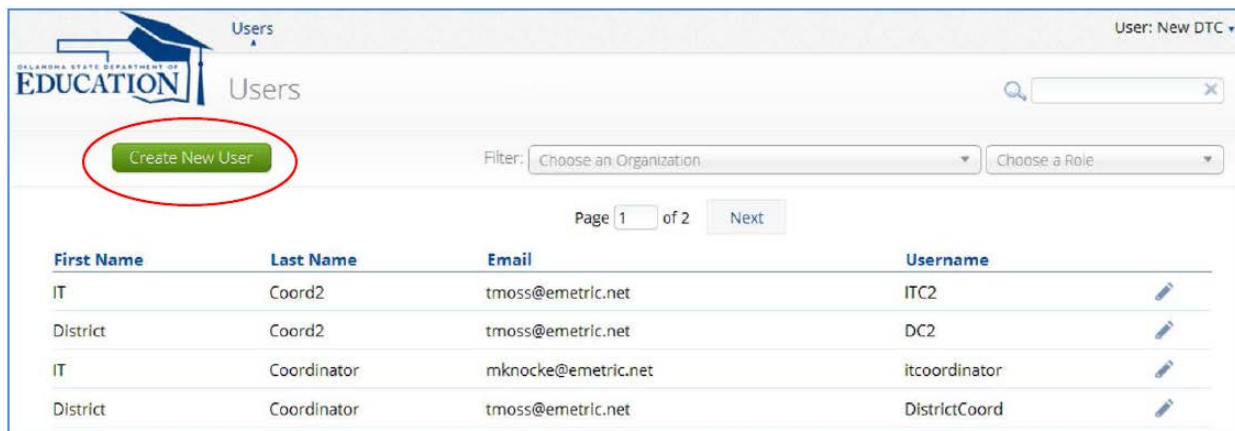
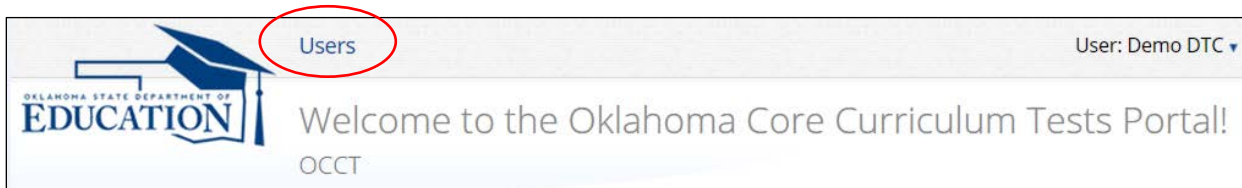
To log out at any time, click the username displayed in the top right corner of the screen and select Log out.



Adding New Users to the Portal

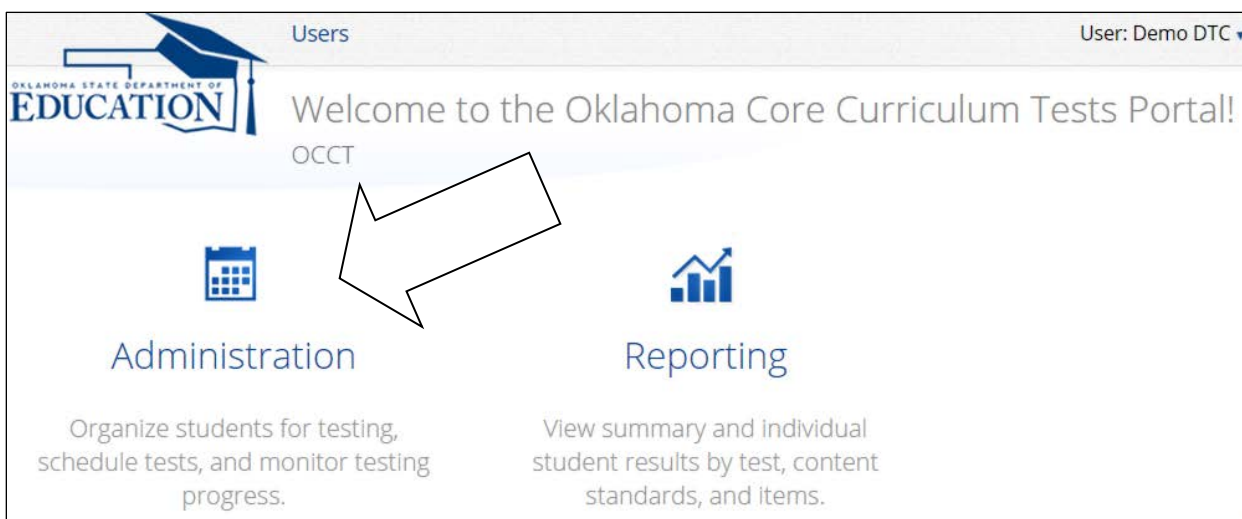
District and Building Test Coordinators can add users to the portal. All DTC accounts were pre-generated by Measured Progress, but BTC accounts must be created by the DTC.

User management is accessible via the **Users** link in the portal menu. Click this link to be redirected to a list of current users. To add a new user, click “Create New User” and enter the new user’s information. For further instructions on adding new users or editing existing users, refer to the portal user guide.



Administration

The Administration component of the portal provides a web interface for users to organize students for testing, create classes, schedule test sessions, and monitor student progress. To access the Administration component, click **Administration** on the OCCT Portal home page.



OCCT PORTAL

The Administration home page will look different for each user role. Links at the district level view include the following:

- Site Setup
- Classes
- Students
- Test Sessions
- Materials Management

Site Setup

The **Site Setup** link provides users the ability to monitor progress toward site (building) certification. The level of detail presented is driven by user type. A list of buildings that have performed workstation readiness testing, the mode of testing (secure kiosk client or mobile app), the number of devices tested, and when/by whom the sites were certified is displayed on the Site Setup homepage.

Workstation Readiness Testing

DTCs must ensure that the IT Coordinators have completed the workstation readiness activity. It is crucial that workstation readiness be performed on every computer configuration that is to be used for testing. Refer to the portal user guide for more information.

Classes

The **Classes** link allows for management of classes, or groups of students testing. Here you can create/edit classes and assign students to those classes. The Classes page allows you to view the list of classes available and from there, you may click **View Detail** to view a list of students assigned to a class. Specific instructions for creating and editing classes and adding students to classes can be found in the portal user guide.

Students

The **Students** link allows for information management of the students scheduled to test. The Students page displays to the user the list of students currently enrolled to the selected building. From this page you can add a student or click on “View Classes” or “View/Edit” to access individual student information. Specific instructions for adding, editing, or unenrolling students can be found in the portal user guide.

Accommodations

Clicking **View/Edit** for a student on the Students page will provide access to the Accommodations tab. If an accommodation is required for a student, according to the student’s IEP or 504 plan, the accommodation must be ordered here. The following accommodations are available:

- Magnification
- Reverse Contrast and Color Contrast
- Read-Aloud (not available for English)

More detailed instructions for ordering accommodations can be found in the portal user guide.

Test Sessions

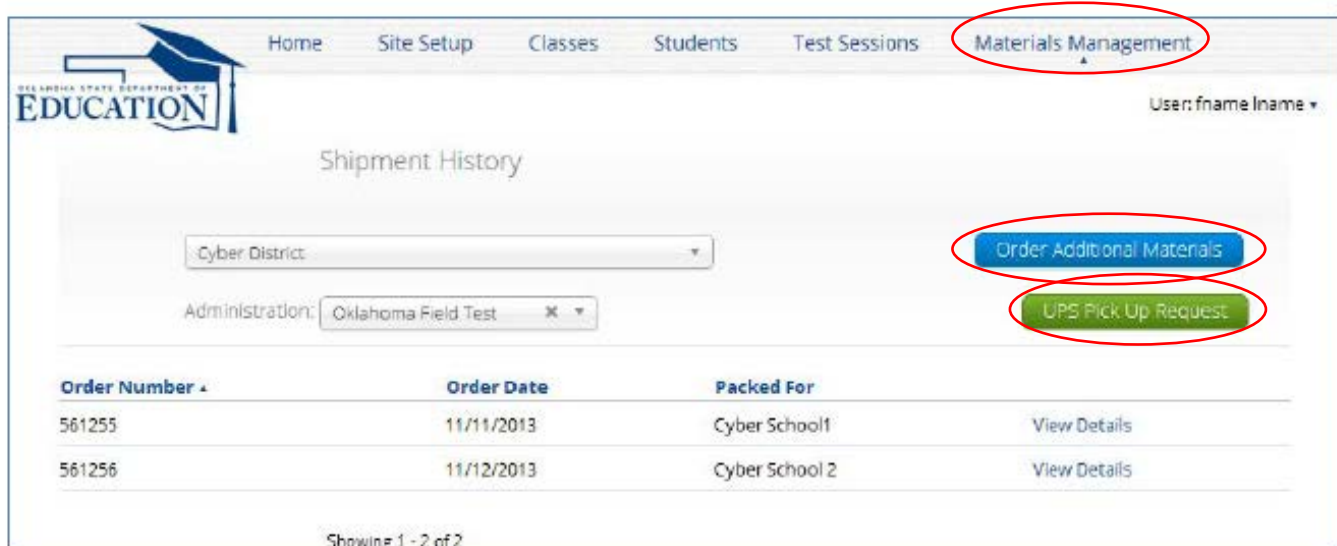
The **Test Sessions** link allows you to manage online test sessions. Here you will schedule the test sessions and view test session details. The Test Sessions page displays the list of scheduled test sessions, district, school, class, current status of the test session (Testing Status), and date the test session was created (Created Date). Specific instructions for scheduling test sessions can be found in the portal user guide.

Printing Student Test Login Tickets

Each student will need login credentials to access the assessment. The login tickets will be printed from the Test Sessions Details page by clicking **Print test logins (Avery label 5160)**. You may print the login information on Avery 5160 labels or on paper and cut out. Specific instructions for printing student test login tickets can be found in the portal user guide.

Materials Management

District Test Coordinators can click the **Materials Management** link for viewing shipment history, ordering additional materials, and scheduling a UPS pickup at the end of testing. The Shipment History page displays a table of orders and includes Order Number, Order Date, and View Details to check order status, as shown below. **Access to Materials Management is not available to Building Test Coordinators or Building Users.**



The screenshot shows the OCCT Portal interface. At the top, there is a navigation menu with links: Home, Site Setup, Classes, Students, Test Sessions, and Materials Management (circled in red). Below the navigation is the Oklahoma State Department of Education logo and a user profile dropdown showing 'User: fname lname'. The main content area is titled 'Shipment History'. It features a search filter for 'Cyber District' and an 'Administration' dropdown set to 'Oklahoma Field Test'. To the right of the search filters are two buttons: 'Order Additional Materials' (blue, circled in red) and 'UPS Pick Up Request' (green, circled in red). Below these buttons is a table with the following data:

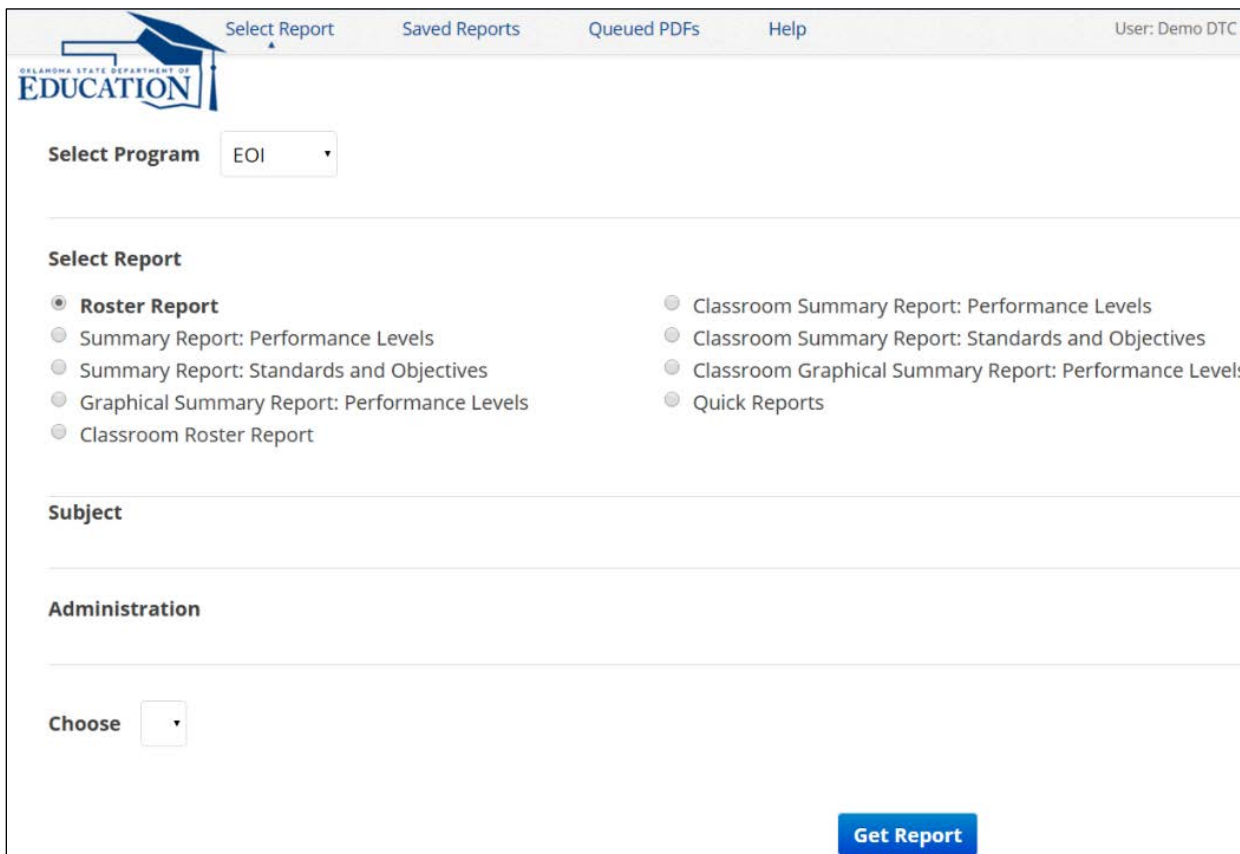
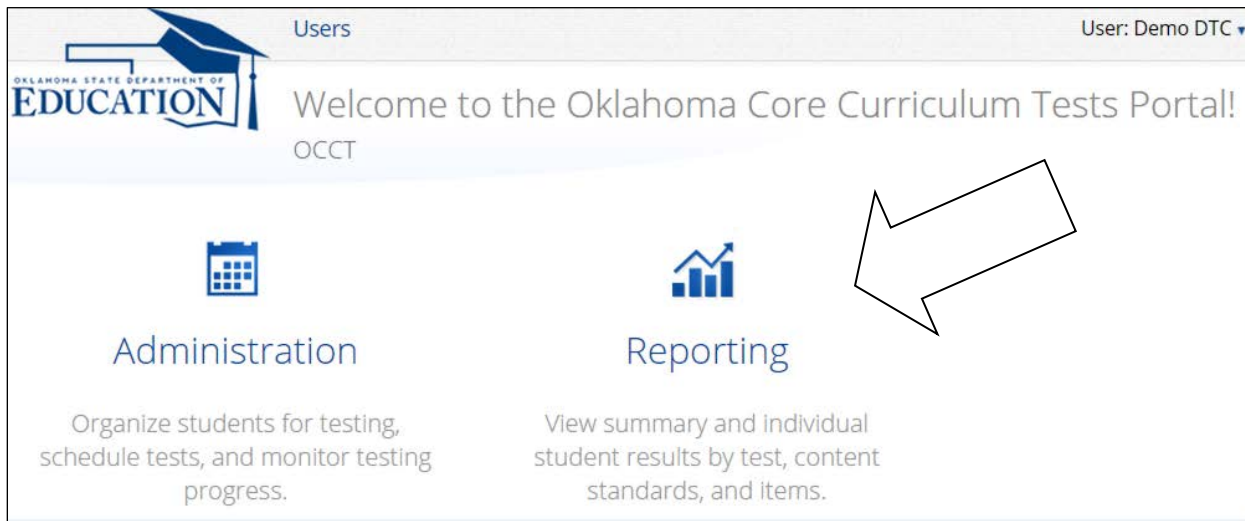
Order Number	Order Date	Packed For	
561255	11/11/2013	Cyber School1	View Details
561256	11/12/2013	Cyber School 2	View Details

At the bottom of the table, it says 'Showing 1 - 2 of 2'.

OCCT PORTAL

View Reports

48-hour reports, two-week reports, preliminary summary reports, and final district and school summaries will be posted on the OCCT Portal after the testing window closes. From the portal landing page, the user will click Reporting. This will take the user to the **Reporting** component of the portal. Both the OMAAP and EOI program reports will be available.



Support Documentation

Support documentation can be found on the Help & Support site. This site contains user guides, frequently asked questions, previously recorded training sessions, student tutorial, practice tests,

contact information, and more. Users can access this site through the portal by clicking on the dropdown arrow under the username in the top right corner of the screen and selecting **Support Materials** or by going directly to the web page: <https://www.measuredprogress.org/web/occt1>.

Additionally, you can contact the Measured Progress Oklahoma Help Desk by calling 866-629-0220 or by sending an email to oktechsupport@measuredprogress.org.

The screenshot shows the 'measured progress' logo and 'Help & Support' header. The page is divided into two columns. The left column contains a navigation menu with links for HOME, OCCT Guides (including Technology Guidelines for the Oklahoma Core Curriculum Test), Newsletters (including Oklahoma OCCT Newsletter Vol 1 Issue 1 10 2014), Winter/Trimester EO1 PreCoding (including OK EO1 1415 Winter PreCode Instructions and OK EO1 1415 Winter PreCode Layout), Frequently Asked Questions, Student Kiosk, Training, Test Manuals, and DTC Correspondence. The right column is titled 'HELP & SUPPORT' and contains information for the Oklahoma State Department of Education, including contact details for the Measured Progress Help Desk and a contact email (oktechsupport@measuredprogress.org). Below the text is an illustration of a school building with a pond in front.

Portal Tasks to Be Completed

Before testing

- Create new user accounts as needed.
- Verify student information.
- Add, edit, or unenroll students as necessary.
- Order accommodations for students with IEPs and 504 plans.
- Create classes.
- Edit Classes as necessary.
- Assign students to classes.
- Schedule a test session for each class.
- Print student test login tickets.
- Order additional materials.

During testing

- Monitor student progress.

After Testing

- Schedule UPS pickup.
- View published reports.

OCCT PORTAL

IMPORTANT NOTE: Students testing in a paper/pencil format are managed in the OCCT Portal. Please review all precode labels and hand-gridded information for accuracy prior to returning materials to Measured Progress. Paper/pencil student records will be available for demographic updates during the data correction window.

DISTRICT TEST COORDINATOR

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 Measured Progress and the SDE and as the liaison between the Building Test Coordinators and Measured Progress.

District Test Coordinator Responsibilities

Before Testing:

- Determine the testing dates within the testing window for all building sites within the district.
- Attend the iTester Platform training for online testing.
- 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., *Test Administration Manual* and *Parent, Student, and Teacher Guide*) need to be distributed to Test Administrators.
- Work with the BTCs to ensure proper computer space is available.
- Serve as the contact and liaison for all BTCs, Measured Progress, and the SDE.
- Review the *OCCT Portal User Guide*.
- Create portal user accounts for district and building coordinators and users.
- Ensure that IT Coordinators have performed workstation readiness tests and certified the sites for online testing.
- Work with the BTCs to ensure all students are in the portal and have been assigned to classes, and that all classes have been scheduled for a test session.
- Check District and Building Test Materials Shipments against the packing lists upon receipt; distribute Building Test Materials Shipments to BTCs.
- Check the test book ID numbers and English answer documents ID numbers, printed on the books against the Security Checklist **upon receipt**. If there are discrepancies, contact the Measured Progress Oklahoma Support Desk.
- Order additional materials through the OCCT Portal.
- Distribute testing materials to each building site that is testing.

DISTRICT TEST COORDINATOR

During Testing:

- Ensure that all test security is maintained throughout the test administration (paper/pencil tests and online 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. The SDE will order equivalents, if appropriate.
- Be available to answer any questions the BTC may have during testing.
- Notify the Measured Progress Oklahoma Help Desk of any technical issues as soon as they occur.

After Testing:

- Collect all secure test materials from schools immediately after testing; verify that all materials have been accounted for and assembled correctly according to the instructions in this manual.
- Collect the Building Level and Test Administrator/Proctor Test Security Forms (see Appendices F and G). Keep a copy for district documentation.
- Complete and sign the District Level Test Security Form (see Appendix E). The DTC and superintendent must sign this form. Keep a copy for district documentation.
- Prepare shipment for return to Measured Progress and schedule a UPS pickup in the OCCT Portal.
- Notify Measured Progress immediately if UPS fails to pick up the return shipment on the date scheduled.

Registration/Precode


The precode enrollment process that took place in November placed students into the OCCT Portal for a specified test, or produced precode labels and testing materials for paper-pencil testers. Every district that successfully submitted a clean precode file during the designated window will receive a student roster and student labels. Student labels are based on the student information that was provided to Measured Progress via the precode file. The precode information also determined 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.

Manual registration is available for those students entering a school district after the precode window closed. Individual students may be entered into the OCCT Portal and assigned to a testing subject and class. Student demographics for online testers can be viewed and updated any time through the last day of the test administration in the OCCT Portal.

DISTRICT TEST COORDINATOR

Using Student Labels

Every district that successfully submitted a clean precode file by the designated date should receive student labels for its paper/pencil tests. These labels will contain data provided by the district. For online testers, student information will be loaded into the OCCT Portal. The student labels should be placed in the area provided for the student label on the scorable answer documents/test books. Student labels are separated with a slip-sheet by subject area. Labels are specific to each student and if students are taking more than one subject according to the precode file, there should be multiple labels for that student.

Student Last, First MI	DOB: 99/99/9999
	
School Name	District-School Code

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 Measured Progress. Your district also will receive a student roster including paper/pencil testers captured during precode process. Student demographics for online testers can be reviewed and modified through the OCCT Portal.

IMPORTANT NOTE: If the student name on the label is correct, then USE THE LABEL, even if other demographic information is incorrect. DO NOT BUBBLE in corrections or missing information. Corrections to student data must be made during the data correction period following preliminary reports. The demographic details listed on the student label are Student Name, Date of Birth, District and School Code, and School Name. **Do not bubble any additional information.**

If you have a student precode label for a student who will not be tested due to absence, alternate testing, or any other reason, please adhere the label on a blank answer document and mark the reason the student will not be tested in box S on the answer document.

S IF THIS STUDENT WAS NOT TESTED, INDICATE THE REASON. (mark one)
<input type="radio"/> Absent <input type="radio"/> No Longer Enrolled <input type="radio"/> State Alternate Testing (OAAP) <input type="radio"/> Previously Passed <input type="radio"/> Other

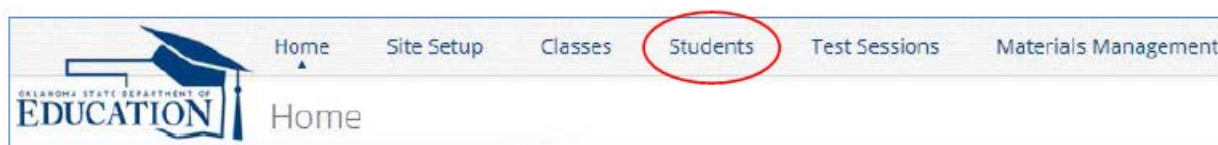
No Student Label

For 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, State Student ID Number, Date of Birth, Ethnicity/Race, and Gender, as well as all other student demographic information on the back of the book.

DISTRICT TEST COORDINATOR

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

The Students link in the OCCT Portal allows for information management of the students scheduled to test. The Students page displays to the user the list of students currently enrolled to the selected building. From this page you can add a student or click on “View Classes” or “View/Edit” to access individual student information. Specific instructions for adding, editing, or unenrolling students can be found in the portal user guide.



Receiving and Distributing Materials

School test materials are packed by school and grade and shipped to the DTC. Test materials should be distributed to all BTCs within a reasonable time frame so that they may inventory materials in a timely manner. Administration manuals and test books should be available to staff as needed, and the security of the test booklets must be properly maintained.

District Test Materials Shipment

Upon receipt, check the boxes for the following items:

District Test Materials Shipment Box(es)	
Item	Notes
DTC Memo	This memo contains general information for DTCs.
BTC Memo	This is a copy of the memo that BTCs will receive.
District Level Test Security Form	The DTC and the District Superintendent must sign this form and return it to Measured Progress in the provided envelope.
Envelopes for the Return of the Test Security Form	Use this preaddressed envelope to return your District Level Test Security Form.
Test Preparation Manual	Additional copies may be made at the school/district or downloaded from the Help & Support website: https://www.measuredprogress.org/web/occt/1 .
Test Administration Manual (DTC copies)	Additional copies may be made at the school/district or downloaded from Help & Support website: https://www.measuredprogress.org/web/occt/1 .
Security Checklists (School Level)	These are the DTC copies of each school’s Security Checklist. Schools will use this checklist to inventory materials and allocate materials to Test Administrators.
UPS Return Service Labels	UPS return shipping labels are provided for each school in your district that received Paper/pencil test materials. Affix these labels to the top of each box over the original label for returning test materials. Note: the labels are school specific.
Return Packing/Shipping Instructions (Only included if Paper/pencil tests are shipped.)	This outlines all steps for preparing materials for UPS pickup.

DISTRICT TEST COORDINATOR

Packing Slips	These documents will provide the quantity of test materials shipped per box. There are separate secure and nonsecure packing slips. The packing slips should not be returned to Measured Progress.
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School Test Materials Shipment

Upon receipt, check the boxes for the following items:

School Test Materials Shipment Box(es)	
Item	Notes
BTC Memo	This memo contains general information for the BTCs.
Building Level Test Security Form	The BTC and the School Principal must sign this form and return it to Measured Progress in the provided envelope.
Test Administrator/ Proctor Test Security Form	Test Administrators and TPs must sign this form and it must be returned to Measured Progress in the provided envelope.
Envelope for the Return of the Security Forms	There are two sets of envelopes for the return of the Test Security Forms. The preaddressed envelope is for the return of security forms used for online testing that were not ready for return to Measured Progress during the paper/pencil materials return. Both envelopes must be returned to the DTC.
Nondisclosure Form for Test Administrators and TPs	Only for Test Administrators reading test items to students as an allowable accommodation in an IEP, Section 504, or ELL Plan.
Parent, Student, and Teacher Guides	Parent, Student, and Teacher Guides are included, one for every first time test taker in the subject area being tested. These guides are to be sent home with students.
Test Preparation Manual	Additional copies may be made at the school/district or downloaded from the Help & Support website: https://www.measuredprogress.org/web/OCCT/1 .
Test Administration Manual (BTC copies)	One manual is provided per 20 students enrolled. Additional copies may be made at the school/district or downloaded from the Help & Support website: https://www.measuredprogress.org/web/OCCT/1 .
Packing Slips	These documents will provide the quantity of test materials shipped per box. There are separate secure and nonsecure packing slips. The packing slips do not need to be returned to Measured Progress.
Security Checklist for School Materials (Only included if paper/pencil tests are shipped.)	Use the Security Checklist to inventory the test materials when they arrive, and to assign them to Test Administrators. This form is returned to your DTC with test materials after testing.
Classroom Security Forms (Only included if paper/pencil tests are shipped.)	Use this form for tracking test materials in the classroom. This completed form should be kept for school records. Additional copies may be made at the school/district. The Classroom Security Forms do not need to be returned to Measured Progress.
Record of Tests Missed and Made-Up	Use the Record of Tests Missed and Made-Up to track student make-up tests. This form does not need to be returned to Measured Progress. Keep this form for your records.

DISTRICT TEST COORDINATOR

<p>White Plastic Envelopes (Only included if paper/pencil tests are shipped.)</p>	<p>White plastic envelopes labeled as follows:</p> <ul style="list-style-type: none"> ▪ “For Return of Used Answer Documents Only”: Use by subject area for the return of used scorable materials. ▪ “Special Handling”: Use for any test materials needing special attention. Include an explanatory note with any test materials returned in this envelope.
<p>Class Header Sheet (Only included if paper/pencil tests are shipped.)</p>	<p>Class Header Sheets are used to identify class groupings for class-level reports.</p>
<p>Student Precode Labels (Only included if paper/pencil tests are shipped.)</p>	<p>Student Precode Labels: For districts that uploaded clean precode files, student labels are provided for students taking the pencil/paper OCCT and OMAAP tests. The labels must be placed on the front cover the answer document (OCCT) or test book (OMAAP) prior to test materials distribution to Test Administrators.</p>
<p>Student Precode Rosters (Only included if paper/pencil tests are shipped.)</p>	<p>Student Precode Rosters: For district that uploaded clean precode files, student rosters include students taking the pencil/paper OCCT and OMAAP tests and are grouped by teacher/class indicated in the precode file.</p>
<p>Test Books and Answer Documents (Only included if paper/pencil tests are shipped.)</p>	<p>Test materials include only content areas that were ordered during the precode process. If you have additional students who need to take the paper/pencil test, contact your DTC to order additional materials.</p>

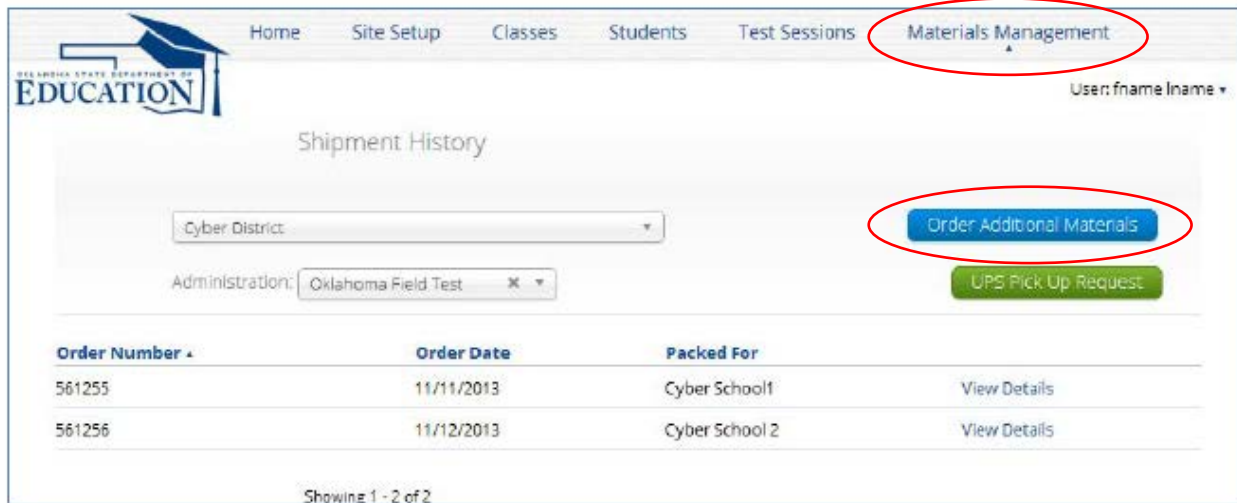
Inventory Test Materials

1. **Immediately** open Box 1 to obtain Packing list and the Security Checklist.
2. **Immediately** check the total shipment received against the items shown on the Packing List. Check the test book ID numbers printed on the test books against the Security Checklist. If you notice any missing materials or discrepancies, please contact the Oklahoma Service Desk.
3. **Immediately** compare the quantity of each item received with the quantity required to complete testing in your district.
4. If additional materials are needed, determine the quantity of each item you need. Additional orders may be placed by the DTC through the OCCT Portal.
5. **Keep all shipping boxes in which testing materials were received.** These boxes, should be used for returning all documents after testing.
6. The *Parent, Student, and Teacher Guides* should be distributed to each building at as soon as possible before testing begins.
7. Test books may not be distributed to buildings more than one week prior to the testing.

DISTRICT TEST COORDINATOR

Ordering Additional Materials

If a shortage is identified prior to the first day of testing, you should order additional materials by school through the OCCT Portal. Refer to “Materials Management” in the “OCCT Portal” section in this manual for more information on ordering additional materials.



Do not share test materials from one school to another (even if the schools are within the same district), as all test materials are assigned to individual schools. Such an exchange may result in a discrepancy when materials are returned.

When placing an order for additional materials, the DTC must include information about the school for which the order is intended, as all test materials will be tracked by individual schools. Orders must be placed online by 1:00 p.m. Central Time to be included in that day's shipment. After you place an order, an order confirmation number will appear. Please keep a record of this number until your order is received.

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. All materials should be returned to a central location, following procedures established by the district. District Test Coordinators must return individual school materials to Measured Progress as soon as possible to help facilitate Measured Progress's posting of preliminary reports. All paper/pencil test materials must be packaged, sealed, and promptly scheduled for pickup following the last day of paper/pencil testing in the district. Failure to return tests according to the designated schedule may result in extra costs to the district and/or invalidation of the test scores.

DISTRICT TEST COORDINATOR

Preparing Materials for Return

Scorable and nonscorable materials will be returned to Measured Progress together in the same shipping carton, but should be separated according to the instructions in this manual.

Scorable test materials include:

- OCCT EOI **used** answer documents
- OMAAP EOI **used** test books
- All OMAAP test books or OCCT answer documents transcribed from large-print or Braille

Nonscorable test materials include:

- OCCT EOI **used** and **unused** test books
- OCCT EOI **unused** answer documents
- OMAAP EOI **unused** test books
- OCCT and OMAAP **used** and **unused** large-print and Braille books

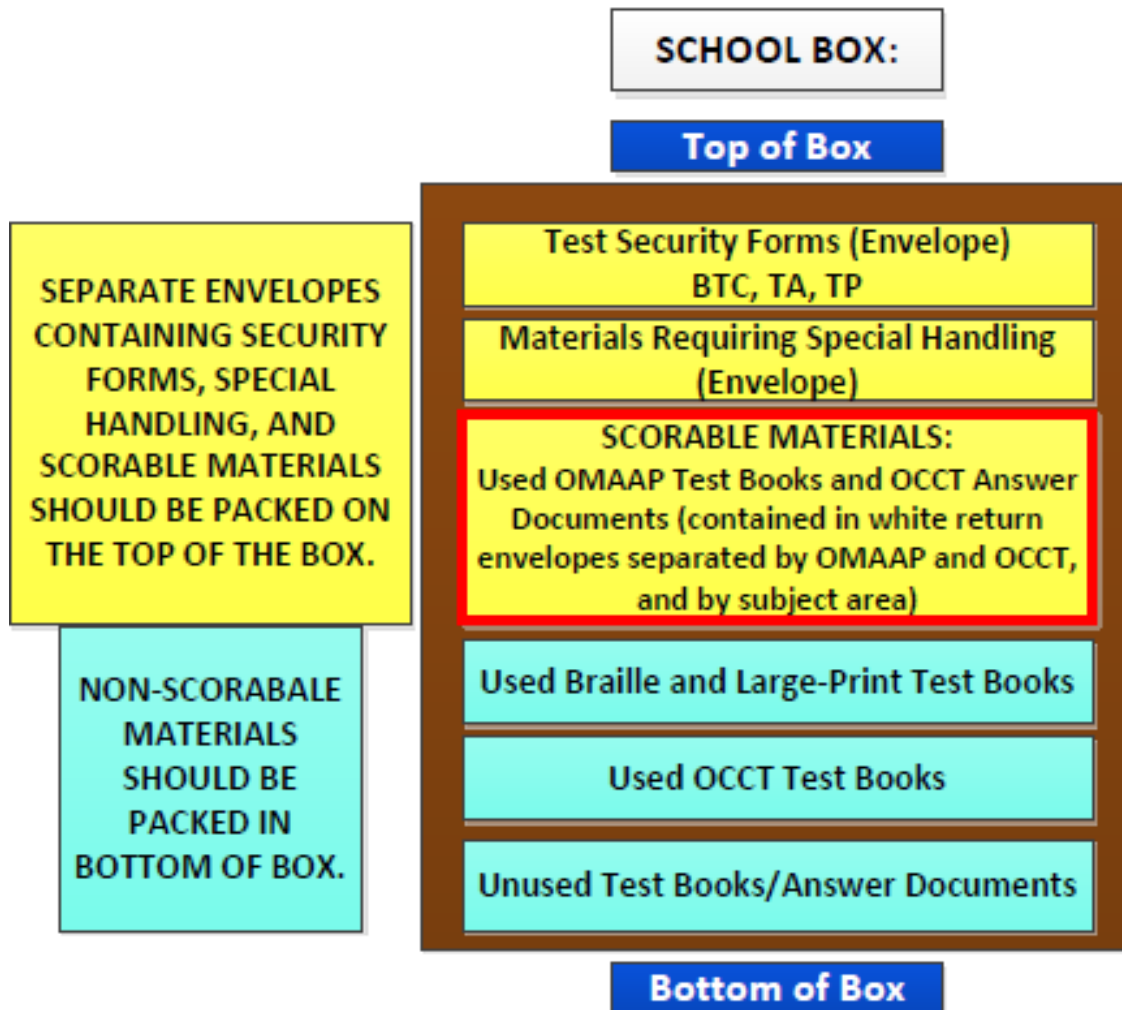
Assembling Materials for Return

Assemble materials according to the directions below before shipping them to Measured Progress for scanning.

1. As Paper/Pencil test materials are received from each building:
 - For all of the scorable and nonscorable test materials, verify that the test book and English answer document ID numbers on the Security Checklist, match the numbers on the books and all are accounted for.
 - Verify that you have a scorable test book or answer document for each student tested.
 - Verify that all student answer documents have a precode label applied or the student demographic pages have been completed.
2. Check that the scorable test materials from each building are separated by OMAAP and OCCT, and by subject area. If class reports are desired, a Class Header Sheet should be used to separate each class. White envelopes for the return of used answer documents are provide for each subject area so they can be kept separate.
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. Using the provided subject area envelopes will eliminate the need for paper bands.
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 in the envelope provided for this purpose. A preaddressed envelope is included for returning online security forms that are still outstanding.
6. After you have verified the contents, seal any white envelopes that were not sealed at the school level.

DISTRICT TEST COORDINATOR

The school test materials should be packed by the BTC and DTC in accordance with the diagram below.



Keep copies of the Security Checklists for your records. Do not return the Security Checklists to Measured Progress.

Returning All Materials

Paper/pencil test materials should not be held until the end of online testing. These materials should be returned to Measured Progress as soon as paper/pencil testing is complete for each school.

- Do not remove or cover any labels on the sides of the original shipping boxes as these labels will be used to track the test materials.
- If any boxes are not completely filled, add crumpled paper to keep the stacks of scorable test materials from shifting during shipment, as this could damage the documents.
- Seal the boxes and apply the UPS return shipping labels over the original shipping address label on the top of the box. (UPS labels are school specific. Make sure the school name listed in the return address of the UPS return shipping label matches the school name on the original shipping label.)
- Count the total number of boxes for the shipment to be returned, and number the boxes. 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").
- Keep all boxes in a locked, secure location until the scheduled pick up.

DISTRICT TEST COORDINATOR

Scheduling UPS Pickups

When all the test materials are appropriately packaged and ready to be returned to Measured Progress, you will need to schedule the pickup of the test materials through the OCCT Portal. Please make sure that you do not schedule a pickup until you have an accurate box count.

The following materials should not be returned to Measured Progress:

Materials to Be Discarded

- DTC or BTC memo
- *Test Administration Manual*
- *Test Preparation Manual*
- *Parent, Student, and Teacher Guide*
- Return Packing/Shipping Instruction

Materials to be Shredded or Destroyed

- students' rough drafts or scratch paper (refer to district procedures when discarding these materials)
- unused UPS return shipping labels
- unused envelopes
- student test login tickets

BUILDING TEST COORDINATOR

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 the EOI.
- Conduct Test Preparation in-services for Test Administrators (TAs).
- Conduct training for Test Proctors (TPs).
- Check test materials received against the packing lists and inform DTC of any discrepancies.
- Check the test book ID numbers and OCCT English answer document ID numbers against the Security Checklist upon receipt. Document and inform the DTC of any discrepancies.
- If additional materials are needed, contact the District Test Coordinator.
- Apply student precode labels to answer documents or complete student demographic pages.
- 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 as soon as possible prior to testing.
- Schedule test sessions for paper/pencil tests and accommodations.
- Distribute test books (using the Security Checklist provided) and Class Header Sheets to the TA on the day of testing. Provide the Security Checklist and copies of the Classroom Security Form to the TA to track the secure test books and English answer documents to their students.

BUILDING TEST COORDINATOR

- Access the practice tests at
 - <https://oklahoma.measuredprogress.org/admin/> (Kiosk Client Version accessed via desktop icon)
 - <https://oklahoma.measuredprogress.org/student/> (Student Log-in)
 - Student Login: Practice
 - Password: Oklahoma
- Review the *OCCT Portal User Guide* for directions on student data management, creating classes, scheduling test sessions, and printing student test login tickets.
- Verify that all students are in the portal. Add, edit, or remove students in the portal as needed.
- Assign accommodations in the portal for those students with documented accommodations in their IEPs or 504 plans.
- Create classes in the portal and assign all students to a class.
- Schedule each class to take a test session.
- Print student test login tickets for Test Administrators.
- 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 DTC.
- 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.
- Collect the Test Administrator/Proctor Test Security Forms.
- Ensure all student test login 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 English answer documents ID numbers.
- Check student demographic pages to verify all information is completed or a precode label is applied.

BUILDING TEST COORDINATOR

- Check and/or complete the Class Header Sheet.
- The BTC and principal must sign the Building Level Test Security Form.
- Assemble and pack all test materials according to Measured Progress's requirements and return them to the DTC immediately after testing is complete.

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.

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 Class Header 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.

Receiving, Inventorying, and Distributing Materials

School Test Materials Shipment

Upon receipt, check the boxes for the following items:

School Test Materials Shipment Box(es)	
Item	Notes
BTC Memo	This memo contains general information for the BTCs.
Building Level Test Security Form	The BTC and the School Principal must sign this form and return it to Measured Progress in the provided envelope.

BUILDING TEST COORDINATOR

Test Administrator/ Proctor Test Security Form	Test Administrators and TPs must sign this form and it must be returned to Measured Progress in the provided envelope.
Envelope for the Return of the Security Forms	There are two sets of envelopes for the return of the Test Security Forms. The preaddressed envelope is for the return of security forms used for online testing that were not ready for return to Measured Progress during the paper/pencil materials return. Both envelopes must be returned to the DTC.
Nondisclosure Form for Test Administrators and TPs	Only for Test Administrators reading test items to students as an allowable accommodation in an IEP, Section 504, or ELL Plan.
Parent, Student, and Teacher Guides	Parent, Student, and Teacher Guides are included, one for every first time test taker in the subject area being tested. These guides are to be sent home with students.
Test Preparation Manual	Additional copies may be made at the school/district or downloaded from the Help & Support website: https://www.measuredprogress.org/web/OCCT/1 .
Test Administration Manual (BTC copies)	One manual is provided per 20 students enrolled. Additional copies may be made at the school/district or downloaded from the Help & Support website: https://www.measuredprogress.org/web/OCCT/1 .
Packing Slips	These documents will provide the quantity of test materials shipped per box. There are separate secure and nonsecure packing slips. The packing slips do not need to be returned to Measured Progress.
Security Checklist for School Materials (Only included if paper/pencil tests are shipped.)	Use the Security Checklist to inventory the test materials when they arrive, and to assign them to Test Administrators. This form is returned to your DTC with test materials after testing.
Classroom Security Forms (Only included if paper/pencil tests are shipped.)	Use this form for tracking test materials in the classroom. This completed form should be kept for school records. Additional copies may be made at the school/district. The Classroom Security Forms do not need to be returned to Measured Progress.
Record of Tests Missed and Made-Up	Use the Record of Tests Missed and Made-Up to track student make-up tests. This form does not need to be returned to Measured Progress. Keep this form for your records.
White Plastic Envelopes (Only included if paper/pencil tests are shipped.)	White plastic envelopes labeled as follows: <ul style="list-style-type: none"> ▪ “For Return of Used Answer Documents Only”: Use by subject area for the return of used scorable materials. ▪ “Special Handling”: Use for any test materials needing special attention. Include an explanatory note with any test materials returned in this envelope.
Class Header Sheet (Only included if paper/pencil tests are shipped.)	Class Header Sheets are used to identify class groupings for class-level reports.
Student Precode Labels (Only included if paper/pencil tests are shipped.)	Student Precode Labels : For districts that uploaded clean precode files, student labels are provided for students taking the pencil/paper OCCT and OMAAP tests. The labels must be placed on the front cover the answer document (OCCT) or test book (OMAAP) prior to test materials distribution to Test Administrators.

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<p>Student Precode Rosters (Only included if paper/pencil tests are shipped.)</p>	<p>Student Precode Rosters: For district that uploaded clean precode files, student rosters include students taking the pencil/paper OCCT and OMAAP tests and are grouped by teacher/class indicated in the precode file.</p>
<p>Test Books and Answer Documents (Only included if paper/pencil tests are shipped.)</p>	<p>Test materials include only content areas that were ordered during the precode process. If you have additional students who need to take the paper/pencil test, contact your DTC to order additional materials.</p>

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 Manual*. As soon as possible 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 Manual* to your Test Administrators.

Security Checklist/Inventory Procedures for the Building Test Coordinator

Do not discard the boxes containing your test materials shipment. These boxes will be used to return all test materials to your DTC. Each box from Measured Progress carries a pre-printed barcode label identifying the school. The information on these labels will expedite the tracking of returned materials, so please do not remove, destroy, or deface them.

Inventory your test materials immediately upon receipt. A prompt inventory will allow you to quickly identify the need for any additional materials and will provide adequate time for receiving those materials prior to testing. If additional materials are needed, determine the quantity of each item you need and contact your DTC to place the order.

The Security Checklist (Appendix K) provides a list of secure materials shipped to your school. Unique ID numbers have been printed on the student test books and the OCCT English answer documents. These unique ID numbers are printed on the Security Checklist. The packing slip documents provide a list of the contents of each box. Secure test materials are listed on the Packing Slip Detail "Secured Material." These secure materials include test books and the OCCT English answer document, which contains the writing prompt. The remaining materials are considered nonsecure and are listed on separate packing slips. Any discrepancy between what is listed on your Security Checklist and the actual count, or between the packing slip documents and materials received, must be reported immediately to your DTC.


All test books and English answer documents 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.

Before Testing: The BTC must track the ID number range assigned to each school, for each subject area by using the Security Checklists, which are broken down by school (building site). The BTC should initial the "OUT" column on the Security Checklist to indicate a book was assigned to a Test Administrator, and initial the "IN" column when the TA returns the secure materials. BTCs will need to provide copies of the Security Checklist to aid the Test Administrators with tracking the test book and English answer documents. TAs should mark the "OUT" and "IN" columns to indicated a book was assigned to and collected from a student.

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Using Student Labels

Every district that successfully submitted a clean precode file by the designated date should receive student labels for its paper/pencil tests. These labels will contain data provided by the district. For online testers, student information will be loaded into the OCCT Portal. The student labels should be placed in the area provided for the student label on the scorable answer documents/test books. Student labels are separated with a slip-sheet by subject area. Labels are specific to each student and if students are taking more than one subject according to the precode file, there should be multiple labels for that student.

Student Last, First MI	DOB: 99/99/9999
	
School Name	District-School Code

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 Measured Progress. Your district also will receive a student roster including paper/pencil testers captured during precode process. Student demographics for online testers can be reviewed and modified through the OCCT Portal.

IMPORTANT NOTE: If the student name on the label is correct USE THE LABEL, even if other demographic information is incorrect. DO NOT BUBBLE in corrections or missing information. Corrections to student data must be made during the data correction period following preliminary reports. The demographic details listed on the student label are Student Name, Date of Birth, District and School Code, and School Name. **Do not bubble any additional information.**

If you have a student precode label for a student who will not be tested due to absence, alternate testing, or any other reason, please adhere the label on a blank answer document and mark the reason the student will not be tested in box S on the answer document.

S IF THIS STUDENT WAS NOT TESTED, INDICATE THE REASON. (mark one)
<input type="radio"/> Absent <input type="radio"/> No Longer Enrolled <input type="radio"/> State Alternate Testing (OAAP) <input type="radio"/> Previously Passed <input type="radio"/> Other

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, State Student ID Number, Date of Birth, Ethnicity/Race, and Gender, as well as all other student demographic information on the back of the book.

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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:
<p>Non-Full Academic Year (NFAY) NFAY in School School/District School/District/State (Mark One)</p>	<p>A student receives Non-Full Academic Year (NFAY) status if that student was not enrolled on October 1 of the current school year or has experienced an enrollment lapse of ten or more consecutive school days. As NFAY status will be determined by OSDE, this field is not required.</p> <p>Select the appropriate code if the student has not been continuously enrolled beginning on October 1 of the current school year. If a student’s enrollment is briefly interrupted by an action of the school (for example, a short-term suspension of less than 10 days), that student is still considered to be enrolled for the full academic year. The school still uses the enrollment date prior to the interruption to determine the full academic year classification. See chart below.</p> <pre> graph TD Start([Student Taking Assessment]) --> Q1{Enrolled on October 1} Q1 -- No --> NFAY1[NFAY] NFAY1 --> SelectNFAY1((Select NFAY)) Q1 -- YES --> Q2{Enrollment lapse for 10 or more consecutive school days?} Q2 -- No --> FAY[FAY] Q2 -- YES --> NFAY2[NFAY] NFAY2 --> SelectNFAY2((Select NFAY)) </pre>	L
IEP	<p>This applies to any student for whom there is verification on file of an Individual Education Program prior to testing. (See Appendix B for a list of allowable accommodations.)</p>	M
504 Plan	<p>This applies to any student for whom there is verification on file of a Section 504 Plan prior to testing. The accommodation(s) must be specified in the plan on file. (See Appendix B for a list of allowable accommodations.)</p>	
IEP or 504 Accommodation (Select all that apply)	<p>If student used an accommodation, indicate type of accommodation(s) for each applicable subject. The accommodation(s) must be specified in the plan on file. (See Appendix B for a list of allowable accommodations.)</p>	N

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

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

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When you check this . . .	look for this:	and bubble this box:
Grade Level Repeat Tester (Grades 3–8 only)	This applies if the student has been retained in the current grade and is retaking the test.	Grades 3–8 Only
2nd Time Test Opportunity (EOI Only)	<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]) --> Q1{Currently receiving instruction for subject assessed?} Q1 -- No --> Box1[• Student is retaking assessment Or • Student was absent for assessment when initially taking the course] Q1 -- Yes --> Q2{Completed instruction previously?} Q2 -- No --> Box2[1st time tester] Q2 -- Yes --> Box1 Box1 -- No --> Box2 Box1 -- Yes --> Box3[2nd time tester] Box3 --> End((Select 2nd Time Test Opportunity)) </pre>	T
Local Student I.D. Number (Optional)	Enter the student’s local Student I.D. Number in the field provided. This field is optional.	U

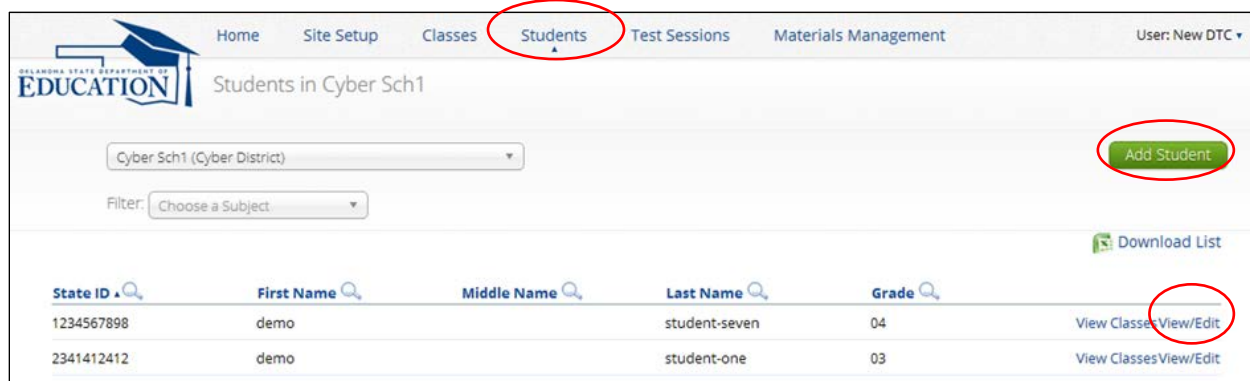
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When you check this . . .	look for this:	and bubble this box:
SDE Approval Required (Go to the Testing Status Application located on the SDE District Reporting Site.)		
ELL 1st Year in U.S. Exempt (EOI OCCT English II and English III tests only)	This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

Adding and Updating Students Information in the OCCT Portal

To view or edit student level demographic information in the OCCT Portal, go to <https://oklahoma.measuredprogress.org> and enter your unique username and password. Once logged in, click on **Administration**. From the Administration page, select **Students**.

The **Students** page allows for information management of the students scheduled to test. The Students page displays to the user the list of students currently enrolled to the selected building. From this page you can add a student or click on “View Classes” or “View/Edit” to access individual student information. Specific instructions for adding, editing, or unenrolling students can be found in the *OCCT Portal User Guide*.

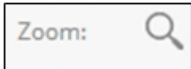

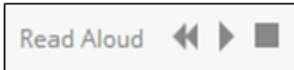


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Ordering Approved Accommodations in the OCCT Portal

Accommodations

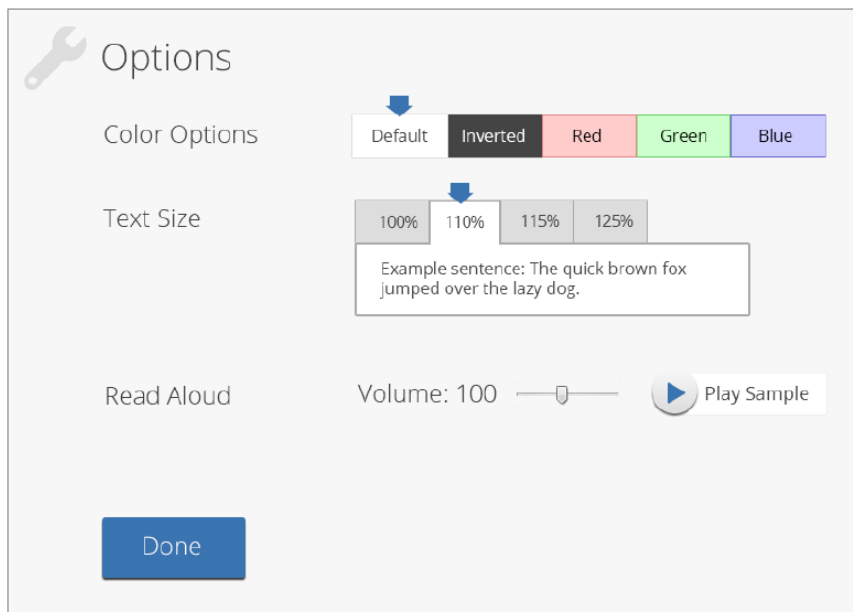
Clicking **View/Edit** for a student on the Students page will provide access to the Accommodations tab. If an accommodation is required for a student, according to the student's IEP or 504 plan, the accommodation must be ordered here. If a student has any of the available accommodations documented in his or her IEP or 504 plan, the BTC must order the approved accommodations for this student in the OCCT Portal prior to testing. The following accommodations are available:

-  **Magnification:** This accommodation allows the entire screen to be magnified rather than the student manually moving a “magnifier” across the screen. The student may click the zoom icon (magnifying glass) at the top of the screen and increase the level of zoom from 100% (default setting) to 110%, 112%, 125%, 137%, or 150%. Using a larger monitor may lessen the amount of zoom needed for a student, thereby reducing the amount of necessary scrolling. To reset the zoom, the student may click “Reset” or slowly decrease the zoom back to the appropriate level. The student may set the zoom at the beginning of the test, and may adjust the level of zoom at any time.
-  **Reverse Contrast and Color Contrast:** Reverse contrast and color contrast are available for students with visual impairments. The reverse contrast tool allows students to change all the dark colors to light colors, and all the light colors to dark colors. The color contrast allows the student to select a color combination that works best for his or her visual impairment.
-  **Read-Aloud:** The read-aloud accommodation supports text-to-speech capabilities. The text is read out loud to the student as it appears on the screen in an automated human voice and the student may play, pause, or stop at any time. In addition to play, pause, and stop, the student may also rewind. When the student clicks the rewind button, the text of the section just previous to the current section will begin to play. The text being read aloud will be highlighted on the screen so the student can follow along.

Students with a read-aloud accommodation may be tested in a separate room with a Test Administrator and a Test Proctor, or use earphones as to not distract other students. Please note: Text-to-speech functionality will not be available for the Winter/Trimester test for ELA/reading test read aloud accommodations.

Once logged in to test, after a student's identity is verified, a list of accommodations ordered for the student will be displayed. The student will have the option to select the zoom level and color he/she feels most comfortable using during the test. The zoom level and color may be adjusted at any time during the test. Test Administrators should oversee students while they select their preference. More detailed instructions for ordering accommodations can be found in the portal user guide.

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Grouping Students into Classes and Scheduling Test Sessions in the OCCT Portal

Classes

The **Classes** link allows for management of classes, or groups of students testing. Here you can create/edit classes and assign students to those classes. The Classes page allows you to view the list of classes available and from there, you may click **View Detail** to view a list of students assigned to a class. Specific instructions for creating and editing classes and adding students to classes can be found in the portal user guide.

Test Sessions

The **Test Sessions** link allows you to manage online test sessions. Here you will schedule the test sessions and view test session details. The Test Sessions page displays the list of scheduled test sessions, district, school, class, current status of the test session (Testing Status), and date the test session was created (Created Date). Specific instructions for scheduling test sessions can be found in the portal user guide.

Printing Student Test Login Tickets

Each student will need login credentials to access the assessment. The login tickets will be printed from the Test Sessions Details page by clicking **Print test logins (Avery label 5160)**. You may print the login information on Avery 5160 labels or on paper and cut out. Specific instructions for printing student test login tickets can be found in the portal user guide.

Online Practice Test

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 available.

The online practice test can be accessed in the classroom through the kiosk client using the desktop icon, or it can be accessed at home by students and parents using the Web version. Please note, for the

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Web version to render correctly as the operational tests will, users must access the practice test using a Chrome browser.

Note: Practice test sessions do not need to be scheduled in the OCCT Portal. All students will use the same username and password for the practice test and may log in as many times as they like.

Practice Test Access:

- <https://oklahoma.measuredprogress.org/admin/> (kiosk client version accessed via desktop icon in the classroom)
- <https://oklahoma.measuredprogress.org/student/> (Web version accessed via Web, using Chrome browser)

Login and Password:

- **Student Login: Practice**
- **Password: Oklahoma**

Set Up and Material Needed Prior to Testing

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

In the event a student test login 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 login tickets need to be picked up and accounted for from each student. Complete instructions on how to access the student test login tickets can be found in the *OCCT Portal User Guide*.

Manuals. Verify that the *Test Administration Manual* has been reviewed and the *OCCT Portal User 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 login tickets should be handled only by qualified personnel. Students should only be able to view the information on their login 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 *Test Administration Manual*. Directions that are to be read to the students must be read by the Test Administrator verbatim (exactly the words shown).

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3. No test item that will be scored to obtain student test results may be used as a sample or practice item for learning how to mark responses. Sample items are included to familiarize students with the format of the items and the procedures for marking their answers.
4. Taking notes about the items included on the exam is **STRICTLY PROHIBITED**.
5. All persons are prohibited from attempting to formally or informally record answers and manually score the exam.
6. All persons are prohibited from providing students with the answer to any item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (e.g., including chalkboards, charts, and bulletin boards).
7. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during or after test administration or by correcting wrong answers during test administration.
8. All persons are prohibited from falsely logging into the online test as a student, actual or fabricated, to view any tests. Only a student whose name appears on the student test login 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 student test login 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 by the Test Administrator 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 and nonscorable materials will be returned to Measured Progress together in the same shipping carton, but should be separated according to the instructions in this manual.

Scorable test materials include:

- OCCT EOI **used** answer documents
- OMAAP EOI **used** test books
- All OMAAP test books or OCCT answer documents transcribed from large-print or Braille

Nonscorable test materials include:

- OCCT EOI **used** and **unused** test books
- OCCT EOI **unused** answer documents
- OMAAP EOI **unused** test books
- OCCT and OMAAP **used** and **unused** large-print and Braille books

Prepare materials according to the directions below before shipping them to Measured Progress for scanning.

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1. As test materials are received from each Test Administrator:
 - For all of the scorable and nonscorable test materials, verify that the test book and English answer document ID numbers on the Security Checklist, match the numbers on the books and all are accounted for.
 - Verify that you have a scorable test book or answer document for each student tested.
 - Include explanatory note for any scorable document designated as special handling and insert into Special Handling envelope.
 - Destroyed any biohazardous book. Record the type of document, e.g., test book, answer documents, the book ID number, and an explanation as to why the booklet was destroyed. Include this documentation in the Special Handling envelope. An example of a biohazardous document is a book damaged by bodily fluids.
2. Separate the scorable test materials by OMAAP and OCCT, and further, by subject area. If class reports are desired, a Class Header Sheet should be used to separate each class. Insert scorable test materials into the appropriate labeled white envelopes by subject. You may have more than one class set of materials in each subject envelope, but do not mix subject areas in the same envelope.
3. 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.

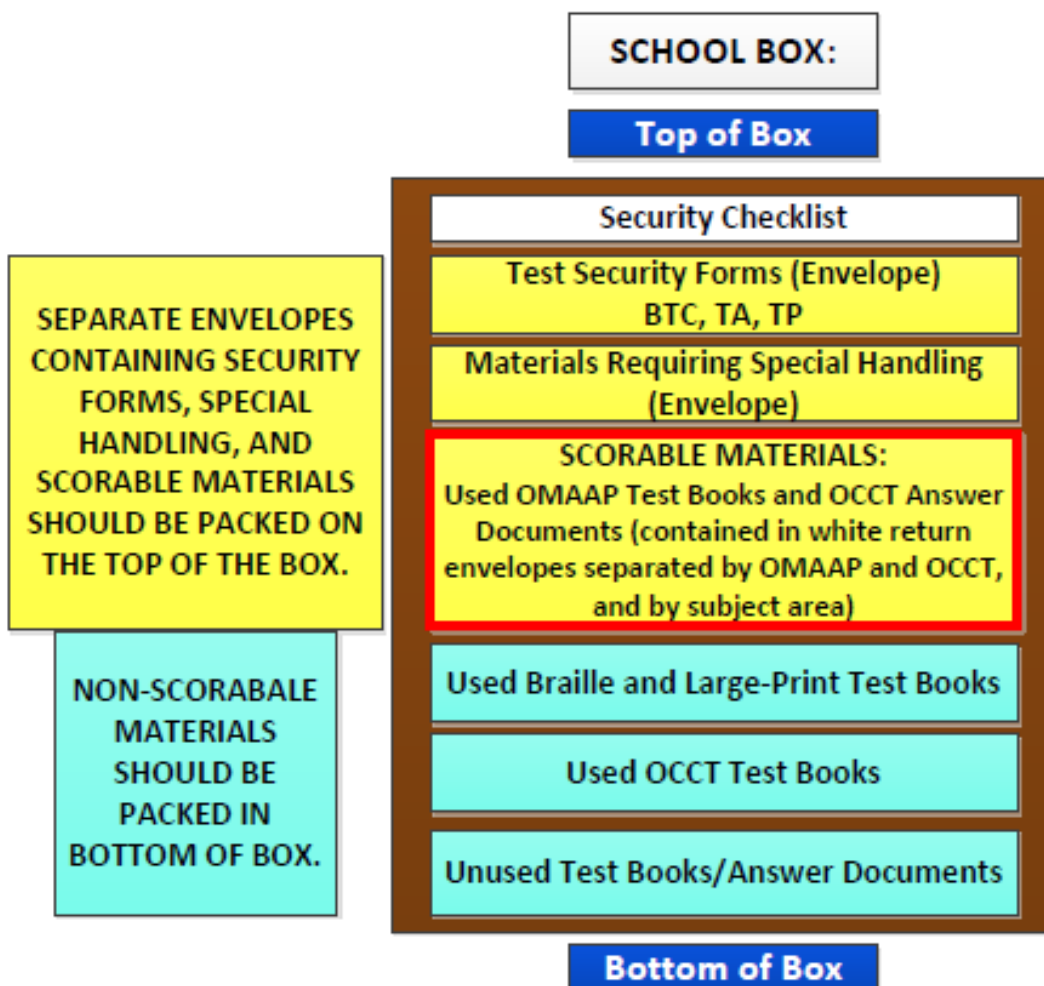
Also verify that No. 2 pencils were used to mark the scorable answer documents/test books. Ink or colored pencils are NOT to be used. If the student label has not been applied, please be sure to grid the student demographic pages completely using a No. 2 lead pencil.
4. Place the Class Header Sheet on top of each group's scorable answer documents for which you require class-level reports. If class-level reporting is not required, Class Header Sheets are not needed.
5. 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. Using the provided subject area envelopes will eliminate the need for paper bands.
6. Collect from each Test Administrator the signed Test Administrator/Proctor Test Security Form and Nondisclosure Forms (Nondisclosure Forms are used for allowable accommodations only).
7. Complete and sign the Building Level Test Security Form. Ensure that a signature has been obtained from your principal.
8. Place all Building, and Test Administrator/Proctor Test Security forms in the envelope provided for this purpose. A preaddressed envelope is included for returning online security forms that are still outstanding.
9. Place the Security Checklists on top of all materials for your DTC to verify materials receipt. Keep a copy for your records.

Assembling Materials for Return to District Test Coordinator

Paper/pencil test materials should **not** be held until the end of online testing. These materials should be returned your DTC as soon as paper/pencil testing is complete for the school.

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Do not remove or cover any labels on the sides of the original shipping boxes as these labels will be used to track the test materials. Once your materials have been packed in the boxes as described, return them to your DTC according to his or her directions. See the packing diagram for the return of school materials.



The following materials should not be returned to Measured Progress:

Materials to Be Discarded

- DTC or BTC memo
- *Test Administration Manual*
- *Test Preparation Manual*
- *Parent, Student, and Teacher Guide*
- Return Packing/Shipping Instruction

Materials to be Shredded or Destroyed

- students' rough drafts or scratch paper (refer to district procedures when discarding these materials)
- unused UPS return shipping labels
- unused envelopes
- student test login tickets

TEST ADMINISTRATOR

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. Review both the *IEP/504 OSTP Accommodations Manual* and the *ELL OSTP Accommodations Manual* for guidance and procedural requirements.
- Prior to testing, review the *Parent, Student, and Teacher Guide* with the students and send the guides home with the students.
- Inventory test materials received from the Building Test Coordinator.
- The online practice test will simulate the testing environment and allow students an opportunity to become familiar with the tools available.
- Administer the online practice tests. The online practice test can be accessed in the classroom through the kiosk client using the desktop icon, or it can be accessed at home by students and parents using the Web version. Please note, for the Web version to render correctly as the operational tests will, users must access the practice test using a Chrome browser.

Practice Test Access:

- <https://oklahoma.measuredprogress.org/admin/> (kiosk client version accessed via desktop icon in the classroom)
- <https://oklahoma.measuredprogress.org/student/> (Web version accessed via Web, using Chrome browser)

Login and Password:

- **Student Login: Practice**
- **Password: Oklahoma**

- Preview the *Test Administration Manual* several days prior to testing.
- On the Security Checklist provided, write each student's name next to the test book ID number and/or the OCCT English answer document ID number he or she is using for testing. A Classroom Security Form will also be provided to you by the BTC to assist with tracking of the students.

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- 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 *Test Administration Manual*.
- Remove or cover bulletin boards or posters in the classroom that contain visual aids.
- Secure additional materials needed for testing (e.g., No. 2 pencils, scratch paper for math tests).
- Place a “TESTING, DO NOT DISTURB” sign on the door to the classroom and work to minimize interruptions and distractions.

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.
- Ensure that students are able to log in to their scheduled test.
- 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 Building Test Coordinator with any test-related issues or questions.
- Notify the Building Test Coordinator of any possible test invalidations or violations.
- Electronic communication devices may not be present while in a test administration session (e.g., cell phones, cameras, Google glass, etc.) even if the student has completed his/her test.
- Ensure all desks are cleared and that each student has two sharpened No. 2 pencils with erasers.
- Continually monitor students to ensure that students are working productively and that they understand how to navigate through the test.
- Notify the Building Test Coordinator of any technical issues as soon as they occur.

After Testing:

- Collect all test materials from students after each testing session.
- Move students who need additional time to the predetermined location.
- Separate scorable and nonscorable test materials.
- Inspect each scorable answer document/test book to confirm:
 - it has a student ID label or the demographic information is bubbled properly,
 - and it is in good condition, free of eraser bits, rough drafts, scratch paper or additional writing pages.

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- In the presence of a TP, transcribe student responses from accommodated tests 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 Class Header Sheet. NOTE: The grouping of class-level reports is determined by the Class Header Sheet. If your building does not require class-level reports, you do not have to use the Class Header Sheet. Please do not mix OMAAP and OCCT or content areas under a single Class Header Sheet.
- Verify test book ID number and OCCT English answer document ID numbers against the Security Checklist and the Classroom Security Form.
- Sign the Test Administrator/Proctor Test Security Form.
- Collect all student test login tickets for online testing.
- Conduct any necessary makeup tests.
- Return all test materials to your Building Test Coordinator.

Test Preparations

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 Manual*. 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.

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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 online students with the online practice test which will get them familiar with the tools and navigation of the online system.

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. Visual aids and clues should be removed or covered and remain hidden throughout the administration. Testing in a familiar setting is recommended. Students testing online 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.** Students testing on paper should have writing surfaces 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.

Test Administrators are responsible for implementing the following important policies:

1. Ensure that arrangements for IEP- or Section 504-required accommodations are made as stipulated in Appendix B.
2. 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. (a scientific calculator is available as a tool for the online test. For students taking a paper/pencil test, see Appendix D: EOI Calculator Policy.)
3. 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.
4. Verify test security at all times. (See Appendix A.)
5. Return Test Security Forms according to specified directions.

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.

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Test Invalidations

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

- Cheating;
- Security violation;
- Presence of a cell phone in the testing environment;
- Improper test administration;
- Technical problems; or
- Testing outside the test window.

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 and TP 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 Measured Progress of the tests that were approved for invalidations. If a test is marked invalidated, but SDE did not provide that information, the test will be scored.

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 Online Tests

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 login ticket that provides the student with log-in information for the online test.
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. **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.

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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.
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 an 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 *Test Administration Manual* should be distributed as soon as possible so that Test Administrators may become familiar with these directions before testing begins.

Administering the Paper/Pencil Tests

Important Procedures for Paper 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 test book and English answer document ID number on the Security Checklist has the student's name assigned to that book. **It is critical that each book ID number be matched to a student's name.** If the book is unassigned, an explanation should be written where the student's name would appear on the Security Checklist. The Test Administrator (TA) should initial the "OUT" column next to "Student Name" when distributing secure test books. Make sure you have a complete list of students' names matched to their test book IDs to return to the BTC. Have students print their names on the front cover of the test book. Please retain a copy of the checklist for your records.

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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.** (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 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

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within the testing window.

12. If a student is suspected of cheating, talk privately with the student about his or her behavior and note the behavior. Report the behavior to the BTC.

13. **NOTE: Students who are absent during the test administration should be administered tests upon their return to school, 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 Measured Progress. 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 as soon as possible before testing so that Test Administrators may become familiar with these directions before testing begins.

If a student becomes ill on a test book or English answer document destroy the booklet according to the school policy. Prior to destruction, record the type of document, e.g., test book, answer documents, the book ID number, and an explanation as to why the booklet was destroyed. Provide this documentation to the DTC.


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.

If the student precode label has not already been applied, apply the student label in the area indicated on the front cover of the scorable answer document/test book. **IMPORTANT NOTE: If the student name on the label is correct USE THE LABEL, even if other demographic information is incorrect.**

DO NOT BUBBLE in corrections or missing information. Corrections to student data must be made during the data correction period following preliminary reports.

Student Last, First MI	DOB: 99/99/9999
	
School Name	District-School Code

The demographic details listed on the student label are

- Student Name
- Date of Birth
- District and School Code
- School Name.

Do not bubble any additional information.

If you have a student precode label for a student who will not be tested due to absence, alternate testing, or any other reason, please adhere the label on a blank answer document and mark the reason the student will not be tested in box S on the answer document.

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S	IF THIS STUDENT WAS NOT TESTED, INDICATE THE REASON. (mark one)
<input type="radio"/>	Absent
<input type="radio"/>	No Longer Enrolled
<input type="radio"/>	State Alternate Testing (OAAP)
<input type="radio"/>	Previously Passed
<input type="radio"/>	Other

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.

When you check this . . .	look for this:	and bubble in this box:
Teacher's Name School Name District Name County Name	Names must be printed in the appropriate spaces. All students must use the name of their official home school.	A–D
IEP Braille	Fill in the bubble for IEP Braille if student is taking Braille. Braille is an accommodation afforded some students. The Test Administrator must transcribe Braille responses to the standard scorable answer document/test book that was provided in the Braille kit and be sure to complete the student demographic information on the standard scorable answer document/test book.	E
Gender	Fill in the correct bubble to identify the gender of the student testing.	F
Student's Last Name First Name, Middle	Letters must be printed, one per box, above the lettered bubbles. Under each box, the bubble with the same letter must be filled in.	G
State Student ID Number (Required)	Numbers must be printed, one per box, above the numbered bubbles. Under each box, the bubble with the same number must be filled in. This field is required.	H
Ethnicity/Race	Under Ethnicity, bubble Y for yes if you are Hispanic/Latino or bubble N for no. Under Race, bubble all that apply regardless of ethnicity.	I
Grade	Fill in the correct bubble to identify the grade of the student.	J
Date of Birth	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

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 include:
 - OCCT EOI **used** answer documents
 - OMAAP EOI **used** test books
 - All OMAAP test books or OCCT answer documents transcribed from large-print or Braille**Nonscorable test materials include:**
 - OCCT EOI **used** and **unused** test books
 - OCCT 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 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.
 - transcribe the student responses for large-print and Braille into a scorable document. Return the original large-print and Braille documents with the nonscorable test materials.
 - transcribe the student response for typed writing responses into a standard scorable document. Please insert 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. If the BTC has provided you with white envelopes for the return of used answer documents, it is important not to mix subject areas within an envelope.
5. If instructed by your BTC, complete a Class Header Sheet and place it on top of the completed scorable answer documents/test books by class (do not mix subject areas). Instructions may be found on the pages that follow. Follow these instructions carefully to avoid a delay in receiving your reports.
6. Do not use paper clips, rubber bands, or any other fasteners that might damage the edges of the scorable answer documents/test books. This is extremely important since any damage will interfere with proper machine scanning.
7. Place the signed Test Administrator/Proctor Test Security Form (and Nondisclosure Forms if applicable) on top of the scorable answer documents/test books for return to the BTC.
8. Return the Security Checklist and School Security Form 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

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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 document the reason.

Completing the Class Header Sheet

The Class Header Sheet provides Measured Progress with data at the class level. **It is essential that a complete and accurate header sheet be placed on top of each stack of scorable answer documents/test books whose scores are to be reported together.** If class level reporting is not required, all scorable answer documents for a single school/content may be returned without a header sheet.

Write in the teacher or class name for which you would like class-level reports. Bubble the corresponding letters under the letters you wrote. Also bubble the number of test books included in the stack in the "Count" field. Bubble the corresponding numbers underneath the numbers you wrote.

The form includes the Measured Progress logo, a pencil icon with the text "USE NO. 2 PENCIL ONLY", and the title "Class Header Sheet". The main grid is labeled "Teacher / Class" and contains a header row with 20 empty boxes. Below this is a grid of 26 rows of letters (A-Z) and a "Count" section with 9 rows of numbers (0-9). Each letter and number in the grid is inside a red circle, indicating where to bubble.

After the Class Header Sheet has been filled out, place it on top of the corresponding scorable answer documents/test books.

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.
- Electronic communication devices may not be present while in a test administration session (e.g., cell phones, cameras, Google glass, etc.) even if the student has completed his/her test.

After Testing:

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

TEST PROCTOR

Instructions for Test Proctors

All OSTP test administration sessions shall be monitored by an adult other than the Test Administrator (TA). This adult (a) must be approved by the building principal; (b) can be a member of the faculty or community; and (c) does not have to possess an Oklahoma Teaching Certificate. In addition, different 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 student test login 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. Electronic communication devices may not be present while in a test administration session (e.g., cell phones, cameras, Google glass, etc.) even if the student has completed his/her test.

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

TEST PROCTOR

as silently and unobtrusively as possible. In addition, the TP may assist the TA with finding solutions as needed. Such “irregularities” may include, but are not limited to, 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.

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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.
- 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, the Building Test Coordinator is 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 (continued)

- 7) 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.
- 8) 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.
- 9) 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.
- 10) 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.
- 11) 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.
- 12) 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.
- 13) 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.

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- 14) Every test administered within the OSTP shall be administered by an education-certified professional person employed by the school district.
- 15) 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).
- 16) 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.
- 17) 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 (continued)

- 18) 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.
- 19) 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.
- 20) 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

OSTP ACCOMMODATIONS FOR STUDENTS WITH AN IEP OR SECTION 504 PLAN

The right of a student with a disability to receive allowable accommodations on OSTP tests is protected by both federal and state laws. The accommodation must be (1) specified in the IEP or Section 504 Plan and (2) selected from the accommodations specified in this **Appendix**. Accommodations should include only those normally employed in the classroom and those which do not result in invalidating the test.

The *OSTP Accommodations for Students with an Individualized Education Program (IEP) or Section 504 Plan* makes an important distinction between standard and nonstandard accommodations. A **standard accommodation** is defined as a change in the routine conditions under which students take OSTP tests that does not alter what the test is intended to measure. Standard accommodations are grouped into the following four categories: setting, timing or scheduling, presentation, and response.



A **nonstandard accommodation** is defined as an accommodation that is needed for the student to access the assessment but not included on the allowable list of accommodations and requires OSDE consideration for use on OSTP tests. Nonstandard accommodations include the ELA/Reading Test *Read-Aloud* and *Unique* accommodations.

For further guidance & requirements, please see the [OSTP Accommodations for Students with an Individualized Education Program \(IEP\) or Section 504 Plan](#). (IEP/504 OSTP Accommodations)

Alternate Formats (See Presentation Accommodation P1)

Alternate formats, Large-Print or Braille, are available for students on an IEP or 504 Plan. This applies to both Paper- Based Tests and Computer-Based Tests. The district must have on file a copy of the student’s IEP that indicates an alternate format is required for accessing the test.

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:

Test Formatting Options	Paper Only 	Online Only 
3-5 ELA/Math/Science/Social Studies	X	
6-8 ELA/Math/Geography		X
8 th Grade Science/Social Studies	X	
All EOIs		X
Braille Tests	X	
Large Print tests may be provided on paper format for Online Only tests.	*	*

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OSTP Standard Accommodations

I. Setting/Timing/Schedule	Procedures & Guidance
S1. Individual testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a special education resource room or other location that maintains test security.
S2. Small group (5 or fewer) testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a special education resource room or other location that maintains test security.
S3. Preferential seating	Students may need to sit close to the front of the room so they can see or hear more easily, increase physical access, or have access to special equipment.
S4. Separate location	This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security. (S1 & S2) student limits do not apply for this accommodation.
S5. Provide special lighting	Specify type (e.g., 75 Watt incandescent, light box, etc.)
S6. Provide adaptive or special furniture	Students may need accommodations to provide better access (e.g., slant board, stander, etc.)
T1. Flexible schedule same day Student test book(s) must be secured between sessions.	Students are scheduled to allow for the best conditions/timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for or discuss tests between sessions. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.
T2. Administer subject area test over several sessions (except Writing tests or extended response sections). Student test books must be secured between sessions.	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. (S4) must be selected for this accommodation.
T3. Allow frequent breaks during testing Student test book(s) must be secured during the break(s).	Students are allowed to take short breaks as requested or at predetermined intervals. Students must be monitored during breaks and may not study for or discuss the test during these breaks or view/change previously answered questions after a break. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.

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II. Presentation	Procedures & Guidance
<p>P1. Alternate Formats</p> <ul style="list-style-type: none"> a. Large-print Version (Instructions provided within kits.) b. Contracted Braille Version (Instructions provided within kits.) c. Large-print through Online Testing Client 	<p>The Test Administrator must transcribe student answers verbatim into the standard answer document/test book that was provided in the large-print (paper/pencil) or Braille kit.</p> <p>Braille test formats will be provided on paper using contracted Braille and Nemeth code for numbers and formulas.</p> <p>Large print formats may be configured in the online testing client for certain assessments.</p>
<p>P2. Reverse Color Contrast</p>	<p>Students who have a visual impairment may require this to access the computer screen. This accommodation option must be selected in the online testing client student profile.</p>
<p>P3. Use of assistive technology (AT) devices or supports: e.g., color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning.</p>	<p>The specific device or support should be specified in the IEP/504 Plan, be routinely used by the student, and not alter the construct being measured.</p> <p>(S1, S2, or S4) may be appropriate for this accommodation as some AT devices may be distracting to other students.</p>
<p>P4. Text-to-Speech, Human Reader, or Sign Language Interpretation (excludes ELA/Reading tests)</p> <ul style="list-style-type: none"> a. Text-to-Speech is built into the online testing client, requires the use of ear phones, and may be administered individually, small groups, or regular setting. b. Human Reader reads test directions, test items, and answer choices from separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA). This is limited to small group or individualized testing. c. Sign Language Interpretation may be accomplished by using a separate test booklet in a separate location. <p>Please refer to the Human Reader directions in the IEP/504 OSTP Accommodations Manual.</p>	<p>Grades 3–8 & EOI Math, Grades 5, 8, & EOI Science, Grades 5, 7, 8, & EOI Social Studies, and Grades 5/8 Writing tests are the only subjects included in this accommodation.</p> <p><u>Paper Only tests</u> are read by a Human Reader. Test Administrator uses separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA). Small group testing (S2) is required and test forms must be the same.</p> <p><u>Online Only tests</u> have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students (S2) is not required, but ear phones are required). However, if a human reader is required for the student, then the test must be read from the computer screen verbatim. (S1 or S2) is required when utilizing a Human Reader.</p> <p>Students may request items be read more than once.</p>
<p>P5. Use of Secure Braille Note-taker (students with a visual impairment)</p>	<p>An electronic note-taker, which may have a Braille or QWERTY-type keyboard, is an adaptive device similar to a PDA. This device may have built-in speech output and/or a refreshable Braille display.</p> <p>(S1 or S2) must be selected for this accommodation.</p>
<p>P6. Simplification/repetition/signage of directions</p>	<p>Student may ask for clarification, simplification, signage of directions. This does not include test questions or answer choices. Students may have directions reread for each page of questions.</p>

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II. Presentation	Procedures & Guidance
P7. Turn off Universal Tools/Accessibility Features	Disable any tools that may be distracting to a student, or that a student does not need to use, or the student may be unable to use.
P8. Use of an Abacus.	Students who have a visual impairment/blindness or access mathematical calculations tactilely may use an abacus.
P9. Use a calculator on Grades 3–8 Mathematics & 5 th Grade Science. <u>See Calculator Requirements</u>	A four-function calculator may be used. Calculators with Computer Algebra Systems are prohibited.
P10. Provide cues (arrows, stop signs) on answer form	This applies to Paper Only tests. Cues may not clue a student to a correct or incorrect answer.
P11. Use masking or templates to reduce the amount of visible print.	Masking involves blocking off content that is distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. This feature is built into the online testing client.
P12. Secure paper to work area with tape or magnets.	This applies to Paper Only tests. Please be cautious when adhering tape to the test booklet or answer document by avoiding the tracking marks (black bars) for the scoring process.
P13. Student may read the test aloud or sign the test to himself or herself.	This requires individual testing and non-disclosure forms signed by Test Administrator/Test Proctor. (S1) must be selected for this accommodation.
P14. Placeholders, templates, or markers to maintain place	This applies to Paper Only tests.
P15. Audio Calculator	This requires ear phones for group testing. A non- embedded calculator for students needing a special calculator, such as a Braille calculator or a talking calculator, is currently unavailable within the online assessment platform. (S1, S2, or S4) may be appropriate for this accommodation.
P16. Paper & Pencil Test Please see Paper & Pencil Test Format guidelines in the IEP/504 OSTP Accommodations Manual	Students unable to access computer-based tests in both classroom assessments and OSTP assessments may receive a paper & pencil format.

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Appendix B (continued)

III. Response	Procedures & Guidance
<p>R1. Student marks answers in test book and not on an answer document, for later transfer by a Test Administrator to an answer document.</p>	<p>The Test Administrator with the Test Proctor present must transcribe answers verbatim into the standard answer document.</p> <p>This accommodation applies to Paper Only tests.</p>
<p>R2. Scribe Reading/ELA, Mathematics, Science, Social Studies, or Writing tests:</p> <ul style="list-style-type: none"> a. Student dictates response to a scribe who records responses on an answer document or through the Online Testing Client by Test Administrator/Proctor. b. Student signs response to a scribe who records responses on an answer document or through the Online Testing Client by Test Administrator/Proctor. <p>Please see Scribe Instructions and Guidelines in the IEP/504 OSTP Accommodations Manual</p>	<p>A scribe is a Test Administrator/Proctor who writes down or enters into a secure online testing client what a student has dictated using one or more of the following modes: an assistive technology communication device, pointing, and/ or communication by the student via Sign Language Interpretation.</p> <p>Students who have documented significant motor or processing difficulties that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.</p> <p>The guiding principle in scribing is to assist the student in accessing the test and responding to it.</p> <p>(S1) must be selected for this accommodation.</p>
<p>R3. Use computer or other assistive technology device to respond.</p> <ul style="list-style-type: none"> a. Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet. b. Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor. <p>Please see Scribe Instructions and Guidelines in the IEP/504 OSTP Accommodations Manual</p>	<p>Students may use a computer, typewriter, or other assistive technology device to respond. This may include software dictation or dictation devices the student uses during routine instruction.</p> <p>Extended written responses must be printed off for transcription. Return the original typed student response for secure materials submission. The Test Administrator must transcribe words verbatim into an answer document/ test book or Online Testing Client.</p> <p>The electronic responses or recordings must be destroyed or erased by District Test Coordinator.</p> <p>(S1) must be selected for this accommodation.</p>
<p>R4. Test Administrator monitors placement of student responses on the answer document or the online testing client.</p>	<p>Test Administrator may redirect students. Students may not be directed to correct or incorrect answers in any way.</p>
<p>R5. Braille/Secure, Braille Note-taker/Abacus (students with a visual impairment)</p>	<p>The Test Administrator must transcribe answers verbatim into the standard answer document/test book that was provided in the large-print (paper/pencil) or Braille kit.</p> <p>(S1, S2, or S4) must be selected for this accommodation.</p>

Appendix B (continued)

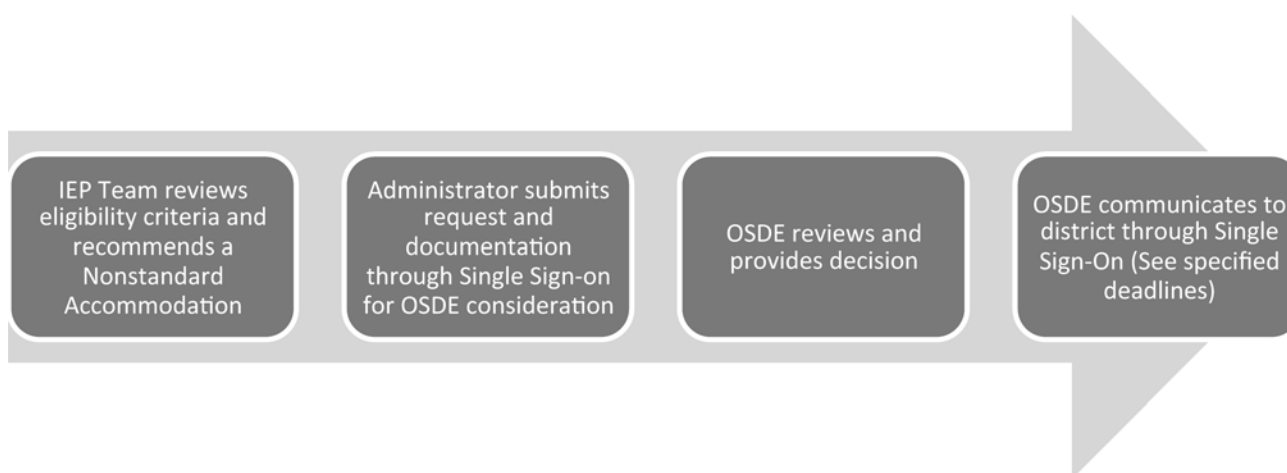
Requirements for the Use of Nonstandard Accommodations

IEP and 504 teams may request the use of one or more of the following OSTP nonstandard accommodations (ELA/Reading Read-Aloud or Unique Accommodation) only when all of the criteria are met. The decision to use a nonstandard accommodation is recommended by the IEP/504 team based on the nonstandard accommodation eligibility criteria. Nonstandard accommodations for use on OSTP tests must be approved by the OSDE. The nonstandard accommodation can only be provided to a student with a disability on an OSTP test when it is documented on the Assessment page in a current IEP or listed in the student's 504 plan specifically as an OSTP accommodation. Once OSDE approves the accommodation, this documentation may be addressed through an IEP meeting or an IEP amendment. Use of a nonstandard accommodation during instruction does not necessarily qualify a student to receive the same nonstandard accommodation on an OSTP test.

The **ELA/Reading Read-Aloud accommodation (NS1)** request may only be submitted when all three prongs of the eligibility requirements are met. The [OSTP ELA/Reading Read-Aloud Protocol](#) will be used by the IEP/504 team to document all three prongs, including submission of any documents or evaluations to the OSDE. The information from this protocol must be submitted through the Nonstandard Accommodation Tool located on the Single Sign-on Website for consideration by the OSDE.

A **Unique Accommodation (NS2)** is an accommodation that requires changes or alterations to the test materials/booklet or media presentation. The unique accommodation must be one that is regularly used by the student for classroom instruction, must be on the student's IEP, and must not alter the underlying content of the assessment. The unique accommodation request must be submitted through the Nonstandard Accommodation Tool located on the Single Sign-on Website for consideration by the OSDE. Please refer to Unique Accommodation (NS2) on the following pages for specific requirements.

IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student, and to amend the IEPs and 504 plans of students who do not meet the nonstandard accommodation eligibility criteria. The OSDE will continue to review the number of students with disabilities who receive nonstandard accommodations in each district. Nonstandard accommodation requests must be approved by the OSDE before a student may use the accommodation on a state test. The use of a nonstandard accommodation on the OSTP without OSDE approval may result in a testing invalidation. Please do not submit a request if the student does not meet the specific eligibility criteria.



APPENDICES

Appendix B (continued)

OSTP Nonstandard Accommodations

IV. ELA Read-Aloud*	Eligibility Requirements
<p>NS1. Text-to-Speech, Human Reader, or Sign Language Interpretation Accommodations for the English Language Arts/Reading Assessments.</p> <ol style="list-style-type: none"> a. Text-to-Speech is built into the testing client and requires the use of ear phones and may be administered individually or small group (preferred method). b. Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. c. Sign Language Interpretation may be accomplished by using a separate test booklet. <p>Test directions, test items, and answer choices may be read verbatim. Refer to test formatting options. Students may request items be read more than once.</p> <p><u>EOI Opt. Retest/Winter/Trimester</u> Requests must be submitted to the OSDE by November 1st for the EOI Retest/ Winter/ Trimester window and responses will be provided on a case-by-case basis no later than November 14th.</p> <p><u>EOI Opt. Retest/Spring/Summer</u> Request must be submitted to the OSDE by March 1st for the Spring/Summer testing window and responses will be provided on a case-by-case basis no later than March 21st.</p> <p>*Score reports for students receiving a read-aloud on an ELA/Reading test will indicate the student received this nonstandard accommodation.</p>	<p>This accommodation must be determined by the following 3-pronged approach:</p> <ol style="list-style-type: none"> 1. The student has a specific disability that severely limits or prevents him/her from decoding printed text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); and 2. The student can only access printed materials through a screen reader (assistive technology) or human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction (includes Sign Language Interpretation), except while the student is actually being taught to decode; and 3. The IEP/504 team will utilize and provide the required documentation from the OSTP ELA/ Reading Test Read-Aloud Protocol, which includes the use of the Protocol for Accommodations in Reading (PAR) or the AIM Navigator for deaf or blind students. This documentation must be uploaded into the Nonstandard Accommodation Single Sign-on Application for consideration by the OSDE. <p><u>Paper Only tests</u> are read by a Human Reader. (S1 or S2) is required and test forms must be the same.</p> <p><u>Online Only tests</u> have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students. However, if a human reader is required for the student, then the test must be read from the computer screen verbatim. (S1, S2, or S4) is required.</p> <p>The request will be submitted annually through the Nonstandard Accommodation Tool Single Sign-on application.</p>

Appendix B (continued)

IV. ELA Read-Aloud*	Eligibility Requirements
<p>NS2. Unique Accommodations</p> <p>Students with disabilities who have IEPs/504 plans are eligible for consideration for unique accommodations on state assessments (e.g., allow projection of test for students receiving the Sign Language Interpretation accommodation in small groups, manipulatives, etc.).</p> <p>A unique accommodation is an accommodation that requires changes or alterations to the test materials/ booklet or media presentation.</p> <p>The unique accommodation must be one that is regularly used by the student for classroom instruction, must be on the student’s IEP, and must not alter the underlying content of the assessment.</p>	<p>A request may be made (pursuant to the IEP/504 team’s determination) for a unique accommodation utilizing Form U for a student with a disability on any specified subject area(s) of the OSTP.</p> <p>The Form U must be submitted:</p> <ul style="list-style-type: none"> • Due to the student’s need for an accommodation that would enable the student to access the state assessment. • Through the Nonstandard Accommodation Tool Single Sign-on Application. • With completed student information and any other requested information. <p>The requested accommodation must not impact the reliability or validity of the test and the request may not exempt a student from taking any portion of the OSTP test(s).</p>

Supporting Documents

[IEP/504 OSTP Accommodations Manual OSTP](#)

[ELA/Reading Test Read-Aloud Protocol](#)

[\(Emergency Accommodation\) Form EA](#)

[Form U \(Unique Accommodation\)](#)

APPENDICES

Appendix C

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

Definition and Purpose of Oklahoma State Testing Program (OSTP) Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to promote equity among test takers and increase the likelihood that English Language Learners (ELLs) are tested on their knowledge of the content rather than their proficiency in English. For the purposes of the OSTP, ELL accommodations are categorized into linguistic (direct) and nonlinguistic (indirect) supports. For further guidance and requirements, please see the [OSTP ELL Accommodations Manual](http://ok.gov/sde/documents/2014-09-25/ostp-ell-accommodations) <<http://ok.gov/sde/documents/2014-09-25/ostp-ell-accommodations>>.

Eligibility for OSTP ELL Accommodations

Under Title I of the Elementary and Secondary Education Act (ESEA), states must include students with limited English proficiency (ELLs) in their assessments of academic achievement. Both Titles I and III of the ESEA require local education agencies to annually assess the English proficiency of **all** ELLs, including those with disabilities, who are enrolled in public schools (K-12) in the domains of speaking, listening, reading, and writing.

Effective accommodations for students with limited English proficiency address the unique linguistic and sociocultural needs of the student by reducing construct-irrelevant variance due to language, without altering the test construct. Decisions concerning OSTP Accommodations should be made by the **Language Instruction Educational Plan (LIEP) or locally designed equivalent** committee responsible for planning the student's academic program. The role of the LIEP committee is to discuss and decide which state-approved accommodations that a student may need for state testing (if any) and then document them in the student's LIEP or equivalent plan. The committee must coordinate with all teachers of English language learners to ensure that these students use the accommodations **as part of classroom instruction on a regular basis**. The day of the assessment should not be the first time a student with limited English proficiency uses the accommodation(s) called for in his or her LIEP.

Members of the LIEP Committee should include:

- Student's English as a Second Language teacher or other English Language Development staff member (bilingual paraprofessional), if in place;
- Student's course content teacher(s);
- Student's Special Education teacher if the student is on an IEP or 504
- an administrator or designee (e.g., guidance counselor or reading specialist);
- Student's parent or guardian, as needed.

All decisions made by the LIEP committee must be documented in the ELL student's LIEP or equivalent. Accommodations not detailed in the plan may result in a test invalidation if used during testing.

Overview of Exemptions from OSTP Assessments Available to ELL Students

Content Area	Available Exemptions on OSTP Assessments
ELA/Reading & Writing	ELL students who have attended school in the United States for less than 12 months may receive a one-time exemption for the OSTP Reading test in grades 3 through 8 and English EOI II/III (this does not exempt or waive ACE graduation requirements).
Mathematics, Science, and Social Studies	ELL students may NOT be exempted from any of these OSTP subject area tests.

Appendix C (continued)

Table Key

- Highly recommended for use by students at this English language proficiency level
- Recommended for use by students at this English language proficiency level and certain levels of English or native language literacy development.
- May not be appropriate for students at these English language proficiency levels; however, the accommodation is available to students at all levels as determined by the LIEP team.

I. Nonlinguistic Supports	Content Area	ACCESS Levels			Procedures & Guidance
		ELP 1 & 2	ELP 3 & 4	ELP 5	
S1. Individual testing	All	●	●	●	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a resource room or other location that maintains test security.
S2. Small group (5 or fewer) testing	All	●	●	●	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a resource room or other location that maintains test security.
S3. Preferential seating	All	○	○	○	Students may need to sit close to the front of the room so they can see or hear more easily.
S4. Separate location	All	○	○	○	This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a resource room, or other location that maintains test security. (S1 & S2) student limits do not apply.
T1. Flexible schedule same day Student test book(s) must be secured between sessions.	All	●	●	●	Students are scheduled to allow for the best conditions/timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for or discuss tests between sessions. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.
T2. Administer subject area test over several sessions (except Writing tests or extended response sections). Student test books must be secured between sessions.	All EXCEPT Writing Tests or extended response sections.	○	○	○	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. (S4) must be selected for this support.
T3. Allow frequent breaks during testing Student test book(s) must be secured during the break(s).	All	○	○	○	Students are allowed to take short breaks as requested or at predetermined intervals. Students must be monitored during breaks and may not study for or discuss the test during these breaks or view/change previously answered questions after a break. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.

APPENDICES

Appendix C (continued)

II. Linguistic Supports	Content Area	ACCESS Levels			Procedures & Guidance
		ELP 1 & 2	ELP 3 & 4	ELP 5	
<p>ELL1. Provide the assistance of a qualified oral language translator* to translate or clarify test instructions.</p> <p>*See Qualified Oral Language Translator Requirements on pages 8-10</p> <p>This does not include test items or answer choices.</p>	All	●	●	X	<p>See Language Translator Guidelines.</p> <p>The qualified oral language translator uses a Test Administration Manual to translate/clarify test instructions.</p> <p>This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings.</p> <p>(S1, S2, or S4) must be selected for this accommodation.</p>
<p>ELL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency.</p> <p>DTCs should order Paper & Pencil formatted tests for students receiving this accommodation.</p> <p>*See Qualified Oral Translator Requirements on pages 8-10.</p>	All Except ELA or Reading Tests	●	●	○	<p>The qualified oral language translator uses a separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA).</p> <p>This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings. Test booklets may be provided to Translator in advance to produce the recordings. All test security procedures must be followed, including the logging and signing of an NDA.</p> <p>(S1 or S2) must be selected for this accommodation.</p>
<p>ELL3. Simplify, repeat, and clarify test instructions in English.</p> <p>Does Not Include Test Items or Answer Choices.</p>	All	●	●	○	<p>Student may ask for clarification, simplification, signage of directions. This does not include test questions or answer choices. Students may have directions reread for each page of questions.</p> <p>(S1 or S2) must be selected for this accommodation.</p>
<p>ELL4. Text-to-Speech or Human Reader (excludes ELA/Reading tests)</p> <p>a. English Text-to-Speech is built into the online testing client, requires the use of ear phones, and may be administered individually, small groups, separate location, or regular setting.</p> <p>b. Human Reader reads test directions, test items, and answer choices from separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA). This is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim in English.</p>	All Except ELA or Reading Tests	●	●	●	<p><u>Paper Only tests</u> are read by a Human Reader. Test Administrator uses separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA).</p> <p><u>Online Only tests</u> have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students (S2 is not required, but ear phones are required). However, if a human reader is required for the student, then the test must be read from the computer screen verbatim.</p> <p>(S1 or S2) must be selected when utilizing a Human Reader. Please refer to the Human Reader directions on pages 8-10.</p> <p>Students may request items be read more than once.</p>

APPENDICES

<p>ELL5. Student may read the test aloud to himself/herself.</p>	<p>All</p>	<p>●</p>	<p>●</p>	<p>●</p>	<p>This requires individual testing and Nondisclosure Agreement (NDA) signed by Test Administrator and Test Proctor.</p> <p>(S1) must be selected for this accommodation.</p>
<p>ELL6. Scribe the 5th/8th Grade Writing Test or English II/III writing portion</p> <p>A student's response may NOT be transcribed/translated from another language into English.</p>	<p>Grade 5/8 Writing and English II/III Writing portions Only</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>A scribe is a test administrator or test proctor who writes down what a student dictates in English</p> <p>The guiding principle in scribing is to assist the student in accessing the test and responding to it.</p> <p>(S1) must be selected for this accommodation.</p> <p>Please see Scribe Instructions and Guidelines on pages 11-13.</p>
<p>ELL7. Word-to-Word Dictionaries</p> <p>Intent: The intent of this accommodation is to provide linguistic support by allowing students to access precise translation of unknown words in a standardized manner. Students who benefit most from this accommodation are students who are able to use a translation dictionary with ease.</p> <p>Word-to-word dictionary List</p>	<p>All</p>	<p>○</p>	<p>●</p>	<p>●</p>	<p>Dictionaries that do not provide pictures or word definitions. These may be paperback or electronic word-to-word dictionaries.</p> <p>No Electronic Translators</p> <p>(S2 or S4) is suggested for this accommodation so that other students not needing this accommodation are not distracted.</p> <p>(T1) Allow extended time to allow proper use of the accommodation.</p>
<p>ELL8. ACE English II EOI retake opportunity</p> <p>Intent: ELL students who have lived in the United States less than three (3) years prior to their proposed graduation date are allowed to retake the ACE English II EOI with all regularly available accommodations and the additional accommodation of test items being read-aloud in English and repeated (which is not a normally allowed accommodation on the assessment).</p>	<p>English II EOI</p>	<p>●</p>	<p>○</p>	<p>X</p>	<p>Students must meet the following conditions in order to qualify for this accommodation:</p> <ul style="list-style-type: none"> ● The student has already taken the English II EOI and scored Limited Knowledge or Unsatisfactory; ● The student has participated in remediation as provided or approved by the local school district; ● The student has a passing grade in the English II course; and ● A read-aloud accommodation is normally employed as part of classroom instruction on a regular basis.

Remember, there is no one-size-fits-all set of accommodations for ELL students because they are not a homogenous group. Testing accommodations and test administration practices need to be customized to the different strengths and needs these students have as they develop English. language proficiency.

Supporting Documents

- [OSTP ELL Accommodations Manual](http://ok.gov/sde/documents/2014-09-25/ostp-ell-accommodations) <<http://ok.gov/sde/documents/2014-09-25/ostp-ell-accommodations>>
- [Form EA \(Emergency Accommodation\)](http://ok.gov/sde/documents/2014-08-11/form-ea-placeholder) <<http://ok.gov/sde/documents/2014-08-11/form-ea-placeholder>>
- [Word-to-Word Dictionaries for ELL/LEP Students](http://ok.gov/sde/title-iii#Forms and Tools) <<http://ok.gov/sde/title-iii#Forms and Tools>>
- [Sample Language Instruction Education Plan \(LIEP\) for English Language Learners \(ELLs\)](http://www.ok.gov/sde/sites/ok.gov.sde/files/Bilingual-LIEP12.pdf) <<http://www.ok.gov/sde/sites/ok.gov.sde/files/Bilingual-LIEP12.pdf>>

APPENDICES

Appendix D

Oklahoma School Testing Program Calculator Policy



(Revised 07/2014 to be effective 2014–15 and 2015–16 School Year)

Purpose

- The items on the Grade 8 Science, 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 may be more difficult if a calculator is not available.
- Before the first day of the test, students using a calculator for any Grade 8 Science, Algebra I, Geometry, Algebra II, or Biology I assessment should be familiar with the use of the specific calculator that will be utilized. Students must be instructed in the use of calculators; otherwise it may hinder students' performance on the assessment.

Subject-Specific Requirements

- Grades 3–8 Math:
 - Calculators are only allowed as an approved accommodation for students on an IEP or 504 Plan, and only a basic four-function calculator with square root and percent may be used.
- Grade 8 Science, Biology I, Algebra I, and Geometry *{All Students}*:
 - Scientific Calculators meeting general requirements may be used on all sections.
- Algebra II *{All Students}*:
 - Graphing Calculators meeting general requirements may be used on all 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.
- 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, smart watches, tablets 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 (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 or TI-92, 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)
DISTRICT LEVEL TEST SECURITY FORM

BARCODE GOES HERE
(Measured Progress Use Only)

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 Building Test Coordinators of the OSTP test administration procedures. I have directed the Building Test Coordinators or the building principals to provide Test Proctors for all OSTP testing sessions. I understand that the Test Proctors can be noncertificated 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 secure materials related to the testing program have been made in my school district. All original test books, scorable 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 Measured Progress.
- I have read and understand the preceding states. 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) BUILDING LEVEL TEST SECURITY FORM

BARCODE GOES HERE
(Measured Progress Use Only)

This form is to be distributed to the appropriate school building in which the 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 Measured Progress. 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, adhering to proper test administration, and penalties for violations of testing procedures.
- To the best of my knowledge, no reproduction of the test books, online test, or any secure 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 student's desks unless it is an allowable testing accommodation of English Language Learners (ELL) or students on an Individualized Educational Program (IEP) or 504 Plan.
- I certify that all administrations of the OSTP tests in my school building were administered by certified Test Administrators and 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 violations 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
_____	_____	_____
Building Principal Name (printed)	Building 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

PLEASE PRINT

District Name

School Name

BARCODE GOES HERE
(Measured Progress Use Only)

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 certify measures identified on this document have been maintained at the administrative 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 Measured Progress. Failure to return the completed, signed form can result in invalidation of the 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 testing aids/posters in the classroom and on students' desks. I have not taught students test items, or given information to students regarding answer 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 Manual*.
- All paper and online tests have been administered with proper testing procedures and security maintained.
- I have not reproduced or kept copies of the tests or any secure materials related to the OSTP (i.e., test books, writing documents, scorable documents).
- A Test Administrator has remained in the testing session at all times.
- 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 administered the test, and sign this form.

First Name

MI

Last Name

Signature

Date

through _____

Date

APPENDICES

Appendix G (continued) TEST ADMINISTRATOR/PROCTOR TEST SECURITY FORM



TEST ADMINISTRATOR/PROCTOR TEST SECURITY FORM

Test Proctor Security Form
(Sign this form after testing.)

I certify that:

- I have been trained and am fully aware of the general test administration procedures.
- I have reviewed the Test Security and Validity Rules.
- I have observed that the directions have been read from a script provided in the *Test Administration Manual*.
- I have observed that students have worked independently and without any unauthorized assistance from the Test Administrator.
- I have observed 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 for English Language Learners (ELL) or students on an Individualized Education Program (IEP) or 504 Plan.
- I understand that all test questions are secure and should not be viewed, copied, or discussed with others.
- A Test Administrator has remained in the classroom for the entire testing session.
- I have been present in the classroom for the entire testing session.

As a Test Proctor, if you observe any improper testing procedures or security violations, do not sign this form and report any irregularities to the Building Test Coordinator.

Test Proctors' Names

First name MI Last name

Enter date(s) you monitored testing _____ through _____

Signature

First name MI Last name

Enter date(s) you monitored testing _____ through _____

Signature

First name MI Last name

Enter date(s) you monitored testing _____ through _____

Signature

First name MI Last name

Enter date(s) you monitored testing _____ through _____

Signature

First name MI Last name

Enter date(s) you monitored testing _____ through _____

Signature

BARCODE GOES HERE
(Measured Progress Use Only)

Appendix H
NONDISCLOSURE FORM FOR TEST ADMINISTRATORS



Oklahoma School Testing Program (OSTP)
Nondisclosure Agreement

For Test Administrators and Test Proctors

(Only for Test Administrators reading, signing, or scribing as an accommodation in an IEP, Section 504, or ELL Plan)

I acknowledge that I will be reading or signing a student’s test/test booklet for the purpose of administering the test to student(s) who require test items read to them as part of an allowable accommodation in an IEP, Section 504, or ELL Plan. I understand that these materials are highly secure, and it is my responsibility to protect their security as follows:

1. I will not divulge the contents of the test, generally or specifically to anyone.
2. I will not copy any part of the test or directions.
3. For Paper/Pencil testing, I will read /sign from a separate test booklet and log the serial number on the following page. For online testing, I will read verbatim from the student’s computer screen.
4. If reading an ELA/Reading test, documentation for this accommodation has been submitted and approved by the Oklahoma State Department of Education.

Test Administrator

Test Proctor

Signature

Signature

Print Name

Print Name

Position

Date

District/Agency

Test Method		Paper Unique Test Book ID #
Online	Paper	

Date

Course Name

*A non-disclosure agreement must be completed for each test being administered.

Return to Measured Progress. Keep a copy for your records.

APPENDICES

**Appendix I
RECORD OF TESTS MISSED AND MADE-UP**



Oklahoma School Testing Program
(OSTP)
Record of Tests Missed and Made-Up

District: _____ School: _____ Teacher: _____

Name of Student	OCCT or OMAAP	Grade and Name of Test Missed	Completed Date of Each Test

SAMPLE ONLY

**Appendix J
CLASSROOM SECURITY FORM**



Oklahoma Core Curriculum Test (OCCT)
EOI/OMAAP
Classroom Security Form

Grade: _____ Subject: _____ Date: _____ Test Administrator: _____

District Name: _____ School Name: _____

Use this form to assign secure test materials to students. All secure test materials distributed must be collected before students leave the testing room. Return ALL used and unused secure test materials along with this form to your Building Test Coordinator as soon as possible after the completion of testing.

Student Name	Unique Test Book ID Number	Form Number	Comments

Report any missing secure testing materials and the circumstances surrounding missing items to the Building Test Coordinator immediately.

I certify that I have accounted for all secure materials and have thoroughly documented any missing materials. I understand that if there is any discrepancy, this form may be used as a reference for investigation.

_____ Date _____
Test Administrator (Signature) Building Test Coordinator (Signature) Date

BTC: DO NOT RETURN TO MEASURED PROGRESS. KEEP FOR YOUR RECORDS.

APPENDICES

Appendix K SECURITY CHECKLIST



50 Education Way
Dover, NH 03820

Security Checklist

Ship To:

MP Ship Code:	00000000693948		Date Packed:	04/03/2014
Contract:	440300		Contract Name:	Oklahoma Spring 2014 Item Tryout
County Code:	72	County Name:	Tulsa	SU Code:
District Code:	721001	District Name:	Tulsa	
School Code:	103	School Name:	Academy Central ES	Grade:
				04

Use the information in the table below to track the secure test materials. Retain this document for your records after testing has been completed.

Description						Qty Shipped
Gr 4 Reading Answer Document						55
CPI	Booklet Numbers	Test Administrator	OUT	IN	Student Name (Optional)	OUT IN
0595264	1451013553					
0595264	1451013554					
0595264	1451013555					
0595264	1451013556					
0595264	1451013557					
1095336	1451018241					
1095336	1451018242					
1095336	1451018243					
1095336	1451018244					
1095336	1451018245					
1095336	1451018246					
1095336	1451018247					
1095336	1451018248					
1095336	1451018249					
1095336	1451018250					

MP Ship Code:



0 0 0 0 0 0 0 0 0 0 6 9 3 9 4 8

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