Summer 2008

TENNESSEE

Gateway and End of Course Assessments

Test Administration Manual

Gateway

Science

Mathematics

Language Arts

End of Course

English I

U.S. History

Physical Science

Math Foundations II

38004

Gateway and End of Course Administration
Field Service Schedule
2008–2009

Event	Summer 2008	Fall 2008	Spring 2009	Note:
Order Entry Window	May 5th – May 20th	August 25th – September 12th	January 5th – January 30th	School systems will be notified that have not ordered 3 days prior to window closing.
Gateway Practice Tests shipped to systems this week	Week of June 16th	Week of November 3rd	Week of April 6th	Gateway Practice will be packed separately and shipped to the systems approximately four weeks prior to the test date.
Gateway test materials shipped to systems this week	Week of June 16th	Week of November 10th	Week of April 13th	Gateway test materials will be packed separately and shipped to the systems approximately three weeks prior to the test date.
Gateway Mathematics Test Date	Tuesday July 15th	Tuesday December 2nd	Tuesday May 5th	Gateway Test Administration dates for the school year 2008-2009
Gateway Language Arts Test Date	Wednesday July 16th	Wednesday December 3rd	Wednesday May 6th	
Gateway Science Test Date	Thursday July 17th	Thursday December 4th	Thursday May 7th	
Make-up Test Date	Friday July 18th	Friday December 5th	Friday May 8th	
End of Course: Math Found II English I US History Physical Science	End of Course Tests should be administered within the last 10 days of instruction.	End of Course Tests should be administered within the last 10 days of instruction.	End of Course Tests should be administered within the last 10 days of instruction.	End of Course test materials will be packed separately and shipped to the systems approximately three weeks prior to the system test date.
Field Service Scanning Site Schedule For Gateway End of Course	First Date: July 18 Last Date: July 31	First Date: Dec 5 Last Date: Dec 22	First Date: May 8th Last Date: GWY May 15th EOC May 29th	Post-Test Procedures: The System Testing Coordinator is responsible for taking all Gateway and End of Course Materials to the Field Service Scanning Site. (See Section V, Post-Test Procedures in Test Administration Manual)
Faculty Student Window	August 7 – August 21	January 5 – January 23	May 18 – June 19	School Systems need to go to the Faculty Student Data Website to claim Students

Updated 5/1/08

Updates for Spring 2008 Administration

Online Reporting Website

https://www.eval.k-12.state.tn.us/authorize/aspx/login.asp?app=TCAPReports
Important: Beginning Inventory and After Inventory menus are no longer on the TCAP Reports website. The completion of the SGL's and RI's are required before QuickScores are released.

Medical Exemption Request Form

An answer document bubbled *absent* should be completed with demographic information and scanned for the student at the scan site. The medical exemption form should be returned in the Breach Envelope (sample on page 54). Enter any medical exemption request on the TCAP Reports website on an RI Form, prior to the test administration or at the time you report RI's online.

SchoolHouse (SDDV) Reports & System Student Data File

The opportunity for systems and schools to verify student demographics for "cleaner" data is completed on the Pearson SchoolHouse Website (SDDV). The editing process includes verification of name, birth date, social security numbers, the newly requested Unique Identification Number (UIN), ethnic origin, and membership. Completion of this process is determined by a selected date on the closure of the scanning window. The Student Demographic Data Verification (SDDV) website is located in the TCAP Online Application Website.
http://ncsschoolhouse.com

Answer Document Coding

- Answer document format changes consistent with TCAP Achievement and Writing.
- Home School student's bubble added on answer documents.
- Homebound students need to bubble B1 in the State Use Only Box.
- Bubble C1 for those students currently enrolled in a CTE course.

Exiting Special Education

A-4 First Year — Exiting SPED (no longer with an IEP)
B-4 Second Year — Exiting SPED (no longer with an IEP)

Alternative identification numbers can be used when student social security numbers have not been issued. Alternative identification numbers should be in the format as stated in the Student Membership and Attendance Accountability Procedures Manual.

9 + 3 digit system # + 00001 to 99999
http://tennessee.gov/education/support/approval/attendancemanual/

New Bubble: Functionally Delayed

Bubble C2 in the State Use Only Box for any student identified as ***Functionally Delayed***. Functionally Delayed is not an IDEA recognized category. Do **NOT** use the box entitled "Special Education" to identify Functionally Delayed students. Fill in the circle in the box entitled "Special Accommodations" to indicate the special accommodations used with Functionally Delayed students. Functionally Delayed students are **NOT** counted as Special Education for AYP.

ELL - T1 and T2 Revisions

Fill in the corresponding circle if the student qualifies as a transitional student.
Bubble T1 - Students that are classified as Transitional 1 (T1) the first year after scoring proficient.
Bubble T2 - Students that are classified as Transitional 2 (T2) the second year after scoring proficient. Transitional ELL students are exited from monitoring following the second successful year scoring at proficient or above in reading and language arts on the State assessment.

ELL Coding Requirements

The testing requirements for ELL have changed:
See 2007 – 2008 English Language Learner (ELL) Accommodations and Exclusions on page 37.

Adequate Yearly Progress Demographic Review Form

After completing the Adequate Yearly Progress Demographic Review Form, please fax a copy to the attention: Gateway Assessments (615) 532-7860.

Ethnicity Additions and Revisions

The Ethnic Origin Field has expanded to the federally mandated seven ethnic categories.
Please code the appropriate category for each student based on the enrollment file of the system or school.

Unique Identification Number

The student's Unique Identification Number, which is obtained from the EIS System, must be printed in the boxes and the corresponding circles filled in below each number. If the number is less than nine digits, please pre-fill the empty bubbles.

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SECTION I: TEST SECURITY

TEST SECURITY AND THE LAW

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.
[Acts 1992, ch. 535, 4.]

Standard copyright laws must be maintained at all times. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed or analyzed at anytime; before, during or after test administration.

Test materials shall not be copied, filed or used directly in instructional activities. Specific excerpts from test or paraphrased portions of the test may not be used to create study guides or classroom resources.

Discussion of the test content or specific test items with students, parents or professional colleagues is prohibited, to protect the validity of the test.

STATE TEST SECURITY MEASURES

The State will:

- Establish security guidelines to ensure the integrity of the testing process
- Implement safeguards to ensure test content security
- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- Provide Distribution and Shipping Logs to ensure accurate inventory of test materials at the system and school levels
- Conduct random visits during testing to ensure test security and consistency of administration
- Provide Breach of Testing Security Report Forms to document local test security concerns
- Review submitted Breach of Testing Security Reports and follow up as needed
- Release student-specific test data only to authorized personnel

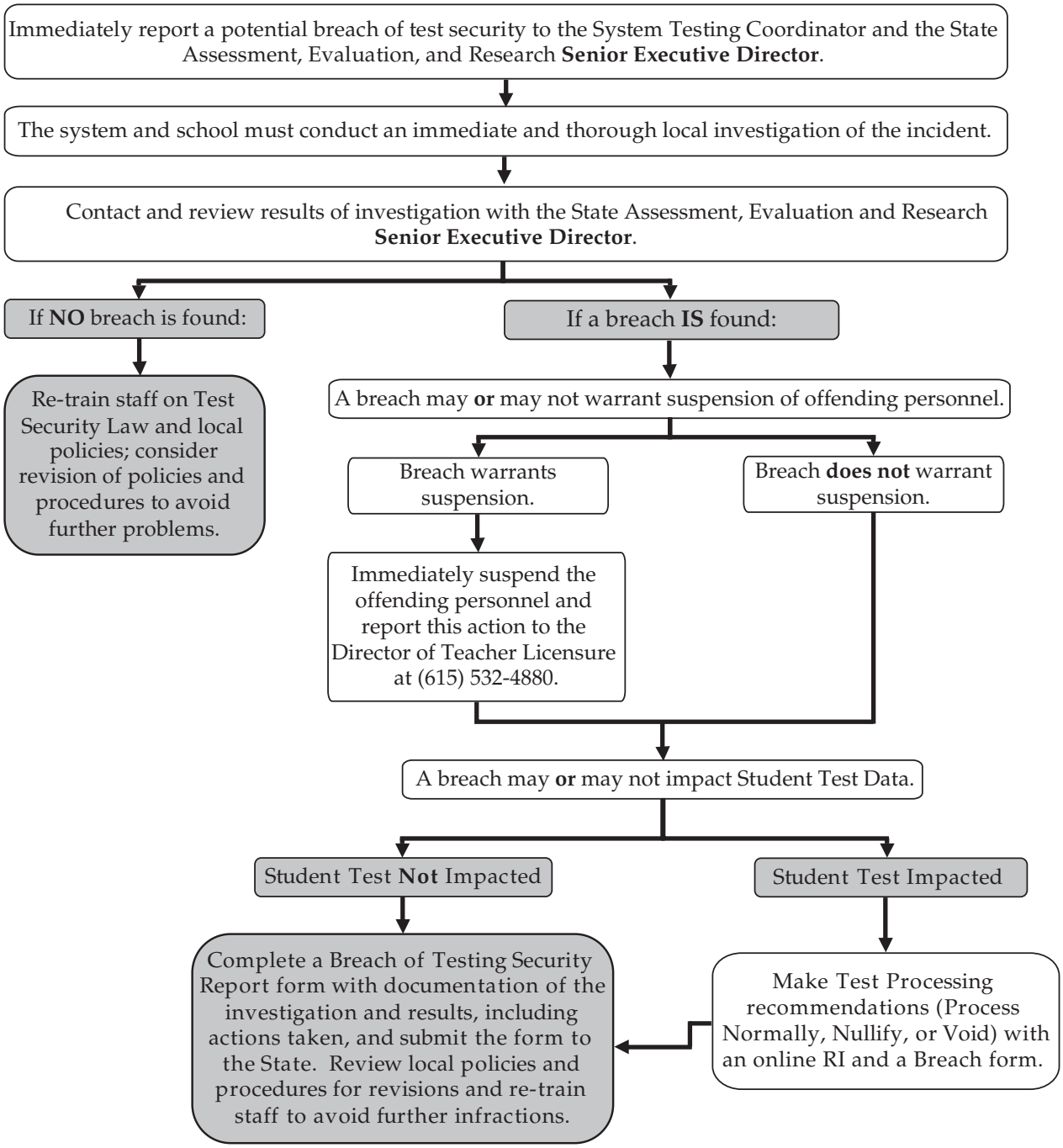
STATE TEST SECURITY GUIDELINES

The Public School Systems, State Special, and Non-Public Schools MUST:

1) Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
2) Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
3) Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
4) Restrict handling of test materials to authorized personnel at all times.
5) Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing.
6) Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located locked room that is inaccessible to unauthorized persons.
7) Create a secure, yet positive, environment for testing.
8) Conceal all instructional or reference materials in the test setting which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, study aids such as graphic organizers, models, or number lines that relate to subject content.
9) Remove from the testing area any familiar study aids such as, graphic organizers, models, or number lines that relate to subject content.
10) Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting. Ensure proper calculator use as outlined in the Test Administration Manual, making sure that calculators are cleared before and after administration of each test.
11) Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.
12) Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.
13) Require Test Administrators and Proctors to remain with the students and be observant and non-disruptive throughout the testing session.
14) Prohibit coaching students in any way during State assessments.
15) Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations.
16) Ensure students respond to test without assistance from anyone.
17) Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person.
18) Maintain confidentiality of student-specific accountability demographic information and test results at all times.
19) Document test security concerns, including missing materials, on the Breach of Testing Security Report Form.
20) Failure to report a breach of security guidelines compromises the integrity of the testing process and should be treated as a breach of testing security.

Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, the school and system must initiate an immediate and thorough investigation into the circumstances of the event. ***(Potential Breaches may be found in Test Security and the Law and/or State Test Security Guidelines.)*** The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Assessment, Evaluation, and Research Senior Executive Director at (615) 741-0720.



Tennessee Department of Education
Assessment, Evaluation and Research
1252 Foster Avenue
Hardison Complex
Nashville, TN 37243

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____ School _____

Test Administrator _____ Grade _____ Test Date _____

Report pertaining to (check one):

☐ Achievement ☐ Gateway ☐ End of Course ☐ Writing

Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Signature of Reporter _____ Date _____ Phone Number _____

Top copy to be sent to the State | Middle copy to be kept by System Testing Coordinator | Bottom copy to be kept by reporter

ED 3036
Revised 8/05

Breach of Testing Security Report, Sample

System Testing Coordinator's Checklist

Before Testing

- ❑ 1. Maintain current communication between the State and local system.
  - A) submit contact information for System Testing Coordinator(s) to Assessment, Evaluation and Research
    - (1) office e-mail address
    - (2) office phone number
    - (3) emergency phone number
    - (4) fax number
    - (5) mailing address
    - (6) shipping address, if different from mailing address
  - B) check e-mail frequently for assessment information
  - C) distribute appropriate assessment information systemwide
  - D) contact the State with local school assessment concerns, as needed
- ❑ 2. Implement local test security plan and disseminate information systemwide.
- ❑ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
  - A) ensure test material orders include all applicable schools, courses, and students
    - (1) students enrolled in tested courses
    - (2) special education students
    - (3) ELL students
    - (4) transfer students
    - (5) students needing modified format tests, i.e., Braille and Large Print
  - B) ensure accuracy of orders to prevent material shortages and late orders
  - C) complete online orders according to State schedule, copy and retain for system records
- ❑ 4. Attend State assessment meetings for System Testing Coordinators.
- ❑ 5. Develop testing schedules with school administrators to minimize test security risks (e.g., testing to occur at the same time school and systemwide).
- ❑ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of testing schedule to prevent test disruptions.
- ❑ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ❑ 8. Establish a restricted, secure storage area for test materials at the system level and ensure secure areas are designated at each school.

SAVE YOUR BOXES!
The boxes in which you received your test materials should be saved to return the materials to the DOE.

- ❑ 9. Receive shipment of test materials.
  - A) retain shipment boxes at the system/building for return shipment
  - B) retain pallet(s), if applicable
  - C) locate the packet containing return shipment instructions
    - (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
    - (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
    - (3) If return materials packet is not located, then notify the Assessment, Evaluation and Research Division
  - D) retain return address labels for return of Central Office Box
  - E) establish a system process for packing materials for return with Building Testing Coordinators
- ❑ 10. Verify quantities of all test materials received and distributed on the TCAP Reports online website.
- ❑ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log and on the online inventory.
- ❑ 12. Notify the State immediately if additional test materials are needed.
- ❑ 13. Verify each school's Shipping Order Form to document test material inventories and additions, as needed.
- ❑ 14. Distribute practice materials, if available, to Building Testing Coordinators.
- ❑ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
  - A) test materials—confirm for appropriate content area
  - B) modified format tests, as needed
  - C) State assessment forms, per school procedures:
    - (1) School/Group List (SGL)—can be located at https://www.eval.K-12.state.tn.us/tcapreports
    - (2) Group Information Sheet (GIS)
    - (3) Report of Irregularity (RI)—can be located at https://www.eval.K-12.state.tn.us/tcapreports
    - (4) Inactive Test Material (ITM)
    - (5) Breach of Testing Security Report
    - (6) Adequate Yearly Progress Demographic Review
    - (7) Medical Exemption Request
- ❑ 16. Implement procedures to ensure all students are assessed and accounted for as required.
- ❑ 17. Contact Field Service Scanning Site for scanning appointment if not scheduled at least one week prior to test date; Field Service Scanning Site should make contact to schedule scanning appointment.
- ❑ 18. Contact Assessment, Evaluation and Research with any questions.

DURING TESTING

- ❑ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ❑ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

Checklists may be copied—Do not remove from manual

AFTER TESTING

- ❑ 1. Lead all investigations of local test security concerns.
- ❑ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's checklist.
  - A) verify used and unused test materials are collected from each applicable school
  - B) verify all counts on Shipping Order form for each school, including additional materials from Central Office Box
  - C) verify the correctly completed SGL is included for each school
  - D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
  - E) verify Answer Document Envelopes are completed correctly and contain **one teacher** and one content area
  - F) verify proper coding for all Absent and ELL Excluded students
- ❑ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.
- ❑ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets.
- ❑ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents. Do not include answer documents for students who refuse to test with the following documents:
  - A) Inactive Test Material
    - (1) **sign** form
    - (2) make copy for system use
  - B) Report of Irregularity
    - (1) do not write comments on answer documents
    - (2) review RI information online, approve and submit
  - C) Breach of Testing Security Report
    - (1) review and initiate appropriate investigation
    - (2) attach available documentation, including action taken
    - (3) retain copy for system use
    - (4) return top copy to Breach envelope
    - (5) complete an online R.I. for each Breach of Testing Security Report
  - D) Adequate Yearly Progress Demographics Review
    - (1) review and sign form
    - (2) copy and retain a record for system use
    - (3) place form in Breach envelope
  - E) Medical Exemption Request
    - (1) review and sign form
    - (2) copy and retain a record for system use
    - (3) place form in Breach envelope
    - (4) Attach Doctor Documentation
    - (5) complete an online RI for each Medical Exemption Request and Attach Doctor Documentation
- ❑ 6. Organize Answer Document Envelopes and other materials for transportation to Field Service Scanning Site (see Section V, Return Procedures, Preparing for Field Service Scanning).
- ❑ 7. Ensure all other used and unused test materials, including Central Office Box, Central Office Distribution Log, and online inventory are **packed in the original shipping boxes** in the specified order (see Section V, Return Procedures, Preparing for Shipment).
- ❑ 8. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.
- ❑ 9. Return test materials to the State (see Return Procedures) within 5 days after testing is completed.

IMPORTANT: As you collect the test materials, make sure the correct Version is marked on the answer document.

Building Testing Coordinator's Checklist

Before Testing

- ❑ 1. Assist the System Testing Coordinator with compiling test material orders.
- ❑ 2. Attend training session for Building Testing Coordinators.
- ❑ 3. Coordinate with the Principal to ensure that the school calendar provides an appropriate test setting free of disruptions, e.g., no field trips, assemblies, building/grounds maintenance, visitors, etc.
- ❑ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ❑ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to the System Testing Coordinator.
- ❑ 6. Establish a restricted, secure, centrally-located storage area for test materials.
- ❑ 7. Count to confirm test materials received and document on the Shipping Order form **(retain boxes and return address labels for return shipment)**.
- ❑ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
  - A) create a check-in and check-out list
  - B) require Test Administrator signature before and after each test session
  - C) count test materials before and after each test session
- ❑ 9. Distribute the Test Administration Manual to Test Administrators.
- ❑ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ❑ 11. Distribute practice materials, if available.
- ❑ 12. Monitor to verify the building and each test setting are appropriately prepared.
  - A) common areas are free of instructional and reference materials
  - B) instructional materials are concealed or removed from test settings
  - C) seating is arranged to ensure students work without assistance from others
- ❑ 13. Ensure all test settings have appropriate test materials.
- ❑ 14. Distribute restricted materials immediately before a testing session, adhering to security guidelines.
  - A) test materials—confirm for appropriate content area
  - B) modified format tests, as needed
  - C) State assessment forms, per school procedures:
    - (1) Group Information Sheet (GIS)
    - (2) Report of Irregularity (RI)
    - (3) Inactive Test Material (ITM)
    - (4) Breach of Testing Security Report
- ❑ 15. Obtain Test Administrator's signature on materials check-out list.

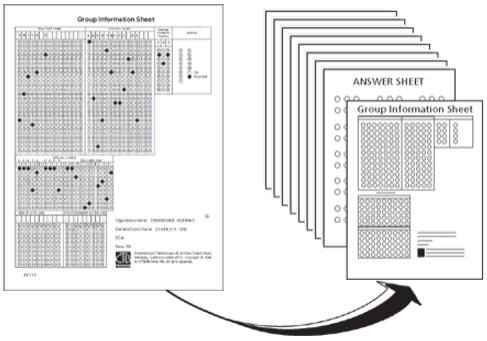
During Testing

- ❑ 1. Monitor to enforce the local test security plan and test schedule.
  - A) ensure electronic communication devices are turned off
  - B) conduct spot checks of test settings
  - C) assist Test Administrators and Proctors with emergencies during testing
  - D) ensure Test Administrators and Proctors do not read test items or passages, unless indicated in test instructions or accommodations
  - E) notify System Testing Coordinator of any suspected testing security concerns
- ❑ 2. Work with school administration to minimize test disruptions, e.g., announcements, bells, lunch schedule.
- ❑ 3. Ensure secure storage of test materials before, between, and after each test session.

Checklists may be copied—Do not remove from manual

After Testing

- ❑ 1. Collect and count all test materials after each test session.
- ❑ 2. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.
- ❑ 3. Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or Breach of Testing Security Report form, as needed.
- ❑ 4. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.
- ❑ 5. Complete a Medical Exemption Form for qualified students.
- ❑ 6. Ensure answer documents are appropriately completed in a secure setting for all absent students who were unable to make up any part of the test (see Section VI, After Testing).
- ❑ 7. Insert used make-up materials into stacks per instructions (see Section VI, Make-up Testing).
- ❑ 8. Ensure proper completion and placement of each GIS (see Section V, Group Information Sheet).
- ❑ 9. Verify students' answer documents included under the GIS have been placed with the appropriate teacher.
- ❑ 10. Complete label on Breach envelope, only if there is a situation to report. If there is no Breach issue, do not complete the label, and do not mail the empty envelope (see Section V, Return Procedures).
- ❑ 11. Sort, check, and count test materials at conclusion of all testing, including make-up tests.
  - A) verify that answer documents have been removed from test booklets
  - B) do not write comments on answer documents
  - C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side
- ❑ 12. Review answer documents and record totals on Shipping Order form.
  All used answer documents must be accompanied by a GIS or ITM form. Duplicates and those documents filled out in error must go under a completed ITM with the appropriate box checked. There should be NO loose used answer documents in the returned materials.
  - A) all used answer documents
    - (1) verify all student demographic information, including Code A and Code B data.
    - (2) place answer documents under the appropriate GIS
  - B) used modified format tests (see Section III, Test Accommodations)
    - (1) ensure proper transcription of Braille and Large Print responses, if applicable
    - (2) place Braille and Large Print transcribed answer document(s) under the appropriate GIS
  - C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate GIS
  - D) place GIS and related answer documents in the Answer Document Envelope
  - E) ensure information on outside of envelope corresponds with the GIS and answer documents enclosed
  - F) ensure only **one content** area is in each envelope



- ❑ 13. Review remaining State assessment forms and record on Shipping Order form.
  - A) review RI forms
    - (1) verify appropriate use and accurate completion
    - (2) enter RI information on TCAP Reports website
    - (3) keep RI for school use
  - B) completed Breach of Testing Security Report forms
    - (1) verify appropriate use, accurate completion, and **sign**
    - (2) make a copy and retain for school use
    - (3) place in Breach envelope for return to System Testing Coordinator
  - C) paper-banded ITM
    - (1) ensure materials are those documented on the form
    - (2) verify use of form corresponds to allowed reasons only
    - (3) sign completed forms
    - (4) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
    - (5) ensure only paper has been used for bands (adding machine tape works well)
- ❑ 14. Review other used and unused materials and record on Shipping Order form.
  - A) used test booklets
  - B) unused test materials
    - (1) test booklets, including those marked with student names and/or random markings
    - (2) unused answer documents, including continuous feed forms
  - C) ancillary materials
    - (1) Test Administration Manual copies
    - (2) blank State assessment forms
    - (3) unused Breach envelopes
  - D) materials with manufacturing defects, e.g., missing pages, illegible printing, miscollated pages, faulty binding. Paper band and label such materials with "manufacturing defects." Notify Assessment, Evaluation and Research.
    - (1) test booklets
    - (2) Test Administration Manual copies
    - (3) answer documents
- ❑ 15. Complete the School/Group List (SGL) online by content area. Enter SGL information at https://www.eval.K-12.state.tn.us/tcapreports.
- ❑ 16. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes**, and return them to the System Testing Coordinator (see Section V, Return Procedures). Include a list of all students coded Absent.
- ❑ 17. Make a list of each box's contents (i.e., Grade/teacher information) to retain for school records.

Checklists may be copied—Do not remove from manual

Summer 2008

TEST DISTRIBUTION CENTER (791)

SHIPPED TO:
PUBLIC & STATE SYSTEMS
ADDRESS
CITY,STATE ZIP

SHIPPING ORDER NO: **000**

SYSTEM: **000** **PUBLIC & STATE SYSTEMS**
SCHOOL: **000** **SCHOOL**

TEST: ***GATEWAY SUMMER 2008***

TOTAL CARTONS SHIPPED: _____ **BY:**_____

TOTAL CARTONS RETURNED: _____

RETURNS CHECKED BY: _____ *DATE:*_____

DESCRIPTION	LEVEL FORM	ORD. QTY.	DATE: Q.C. CK.	AMT SHIPPED	BY	FOR SCHOOL / DISTRICT ONLY VERIFICATION: RECEIVING AMT	BY	RETURNS USED	UNUSED	ITM**	BY	FOR WAREHOUSE USE ONLY: RETURNS USED	UNUSED	ITM	TOTAL	+ / -	COMMENTS
Mathematics, Test Book	M																
Mathematics, Answer sheet	M																
Science, Test Book	M																
Science, Answer Sheet	M																
Language Arts, Test Book	J																
Language Arts, Answer Sheet	J																
Test Administration Manual (ratio of 1:20)																	
Inactive Test Materials Form (1 per manual)																	
CTB Envelopes (1 per manual)																	
Report of Irregularity (2 per manual)																	
RI / Breach Envelope (small)		1															
Test Security Breach Report (1 per manual)																	
School Group List		***															
Group Information Sheets		***															
Large Print-Mathematics Test Packet w/ Envelope																	
Large Print-Science Test Packet w/ Envelope																	
Large Print-Lang. Arts Test Packet w/ Envelope																	
Braille-Mathematics Test Packet w/ Envelope																	
Braille-Science Test Packet w/ Envelope																	
Braille-Lang. Arts Test Packet w/ Envelope																	

*** ITM = Inactive Test Materials*

If quantities of test materials received are insufficient, please contact your Testing Coordinator immediately.

Please note that materials must be returned within one (1) week after test administration.

NOTE: Testing Coordinator: Complete a "Breach of Testing Security Report" form to document any shortages of test books or answer documents being returned.

SPECIAL TEST INFORMATION: ****** In Quantities supplied by P.E.M.***
_____

NOTES: _____
_____

School Shipping Order Form, Sample

Checklists may be copied—Do not remove from manual

CENTRAL OFFICE DISTRIBUTION LOG

School # I Name: _____ **Test:** End of Course

Instructions: This distribution log is to be duplicated as needed. Using one page per school, record all test materials (test books, answer sheets, manuals) that are sent to each school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.

SUBJECT	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY

Central Office Distribution Log, Sample

Checklists may be copied—Do not remove from manual

Test Administrator's Checklist

BEFORE TESTING

- ❑ 1. Attend Test Administrator training session.
- ❑ 2. Incorporate the school test schedule into class planning.
- ❑ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ❑ 4. Explain the purpose of the test to the students.
- ❑ 5. Review the Test Administration Manual.
- ❑ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding. On precoded answer documents, ensure that the student demographics are correct.
- ❑ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner (ELL) Accommodations, ELL Exempt, and/or modified format tests (see Section III, Test Accommodations).
- ❑ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care which will allow them to participate uninterrupted throughout the testing session.
- ❑ 9. Familiarize students with appropriate methods for marking responses on this type of test.
- ❑ 10. Execute practice activities, if available.
  - A) distribute and administer practice activities to students
- ❑ 11. Prepare the test setting.
  - A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, study aids, such as graphic organizers, models, or number lines that relate to subject content.
  - B) arrange the test setting to ensure students work without any assistance from others
- ❑ 12. Ensure appropriate testing materials are available for each test session.
  - A) No. 2 pencils with erasers
  - B) watch or clock
  - C) test documents—confirm appropriate content area
  - D) answer documents—confirm appropriate content area
  - E) materials required for student accommodations or modified format tests
  - F) Test Administration Manual
  - G) State assessment forms:
    - (1) Group Information Sheet (GIS)
    - (2) Report of Irregularity (RI)
    - (3) Inactive Test Material (ITM)
    - (4) Breach of Testing Security Report
  - H) blank scratch paper (if permitted)
  - I) appropriate calculators (as permitted)
- ❑ 13. **Do not read test items or passages** before, during, or after testing, unless indicated in test instructions or accommodations. (State Test Security Guidelines)
- ❑ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

During Testing

- ❑ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.
- ❑ 2. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.).
- ❑ 3. Provide a clean testing space for each student and remove all extraneous items, e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc.
- ❑ 4. Confirm each student has appropriate materials for each test session.
  - A) No. 2 pencils
  - B) blank scratch paper (if permitted)
  - C) other allowable materials
- ❑ 5. Implement a smooth method for distributing and collecting test materials.
  - A) ensure only authorized adults handle materials
  - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
  - C) verify test documents are appropriate content area for students being assessed
  - D) review plan for distribution and collection of test materials with students
  - E) instruct students to sign any scratch paper
- ❑ 6. Ensure students' names are written on the test booklets.
  - A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic part of the answer document
  - B) confirm the version marked on each student answer document corresponds to the version on the test booklet
- ❑ 7. Instruct students on appropriate methods for marking responses.
  - A) fill the circle completely with a solid, dark mark
  - B) make no stray marks
  - C) erase changes completely
  - D) discourage students from marking responses randomly
  - E) avoid marking more than one response per item as this will negatively affect the student's score
- ❑ 8. Complete student demographic information (see Section II, Student Accountability Demographic Information). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every testing session.
- ❑ 9. Ensure students understand directions for taking the test (see Section II, Test Directions).
  - A) encourage students to attempt all items
  - B) assist students with mechanical acts, such as finding the correct place to begin the test
  - C) make sure students respond to the test without help from anyone
  - D) do not provide assistance that could indicate an answer
- ❑ 10. Administer the test, observing all time limits and start/stop commands.
- ❑ 11. Use the roster of students to denote absentees from test.
- ❑ 12. Remain with the students and be observant and nondisruptive throughout the test session.
- ❑ 13. Manage test disruptions to ensure the validity of test results.
  - A) students who **must** temporarily leave during the test session **must not** have access to reference materials
  - B) enforce applicable time limits, document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
  - C) document incidents on RI, as appropriate

Checklists may be copied—Do not remove from manual

After Testing

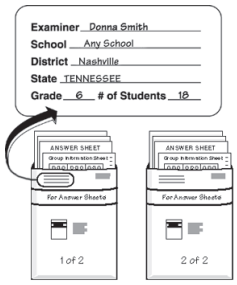
❑ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.

❑ 2. Verify each student is the person named on the answer document.

❑ 3. Collect all answer documents after every test session.
- A) count to confirm all answer documents are collected
- B) **INCLUDE FOR SCANNING THE ANSWER DOCUMENT FOR ANY STUDENT REQUIRED TO TEST WHO REFUSES TO TEST; DO NOT CODE REFUSALS AS ABSENT.** Complete an RI, following instructions (see Section VI, Administration Anomalies)
- C) ensure student demographics are filled out completely
- D) erase the "ABSENT" bubble if a student makes up a test
- E) remove any tape, sticky notes, staples, paper clips, etc.
- F) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
- G) complete a separate ITM form for each content area AND a separate one for each incident type, sign and paper band with the affected document(s); include incorrectly completed answer documents—do NOT erase, write "Void," or make any other comments on the answer documents
- H) bind ITM materials together using only **paper** for bands; adding machine tape works well

❑ 4. Collect all test materials after every test session.
- A) examine test booklets to ensure no used answer documents have been left in error
- B) count to confirm all materials have been collected
- C) remove any tape, sticky notes, staples, paper clips, etc.
- D) ensure all scratch paper has been signed and collected
- E) examine scratch paper for any inappropriate information and complete an RI if needed
- F) identify test booklets to be included under ITM (see Section VI, Inactive Test Material [ITM])
- G) complete an ITM form, only if there are materials to accompany the ITM form, **sign** and **paper band** with the affected material
- H) bind ITM materials together using only **paper** for bands; adding machine tape works well
- I) When completing an ITM, if the box choices provided do not cover the situation, describe circumstances if needed.
- J) When wrong test box is checked on ITM, identify correct test to have been administered or stipulate that test need not have been taken.

❑ 5. Transcribe any responses from Braille or Large Print answer documents to regular answer documents in a secure setting per instructions (see Section III, Braille and Large Print Tests).



❑ 6. Compile a list of absent students, noting tests missed, and give to the Building Testing Coordinator at the completion of the test administration.

❑ 7. Complete the GIS according to instructions, per school procedures (see Section V, Group Information Sheet [GIS]).

❑ 8. Complete the Answer Sheet Envelope.
- A) write teacher name as listed on GIS, school, system, and number of students in upper left corner
- B) write content area of materials enclosed in large bold print at top
- C) place answer documents under completed GIS inside envelope

❑ 9. Complete and handle all appropriate State assessment forms according to school procedures (see Section VI, Administration Anomalies).
Note: Do **not** write comments on answer documents.
- A) RI completed online as needed
- B) Breach of Testing Security Report as needed
- C) Medical Exception request as needed

❑ 10. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.

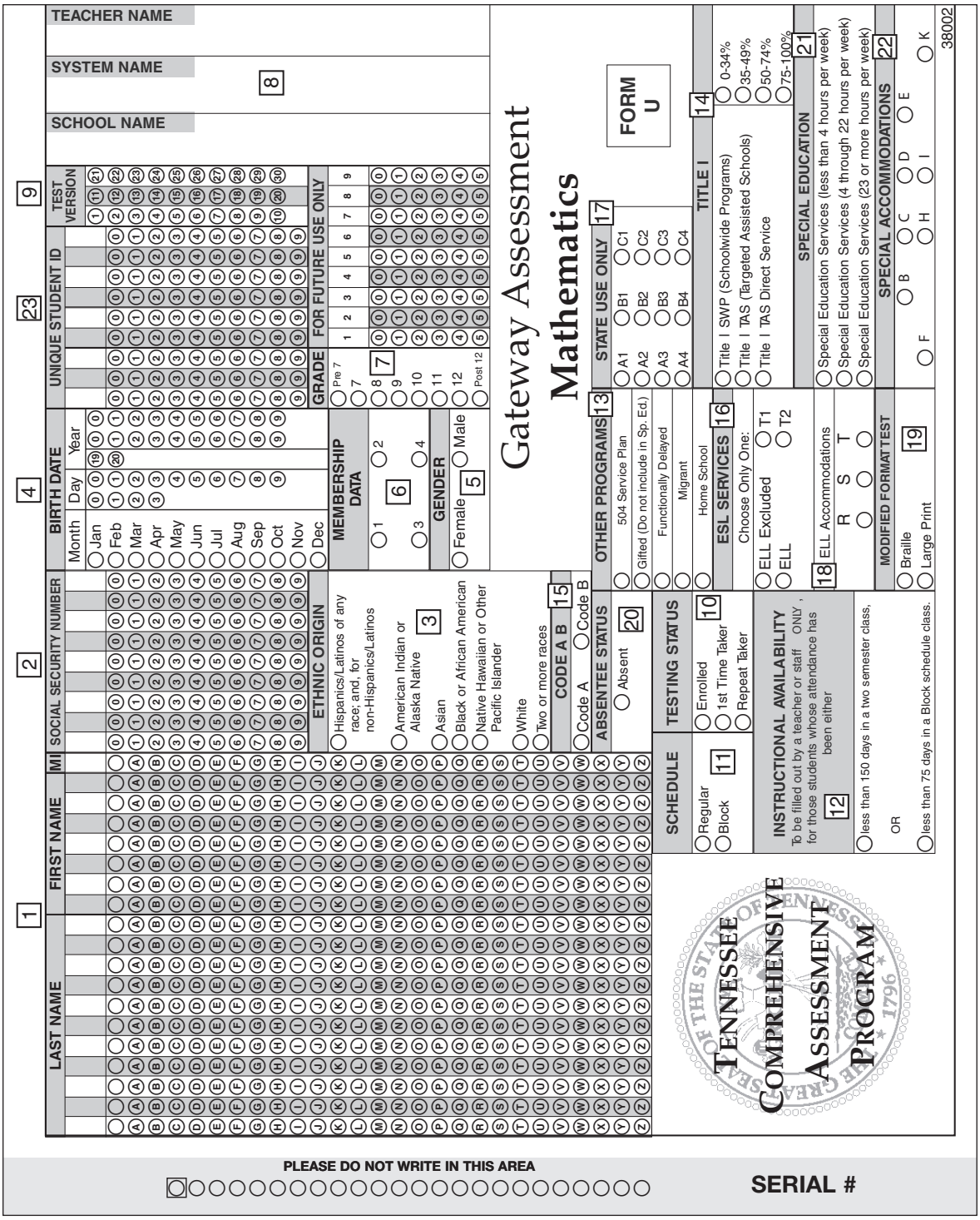
A) scratch paper
B) list of absentees
C) completed GIS, per school instructions
D) used answer documents in Answer Document Envelopes (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side)
E) modified format tests and transcribed answer documents
F) Report of Irregularity and Breach of Testing Security Report Forms, and Medical Exemption request
G) paper-banded ITM form and related materials
H) other used and unused test materials
   (1) used test booklets, including those marked with student names and/or stray marks
   (2) unused answer documents and test booklets
I) ancillary materials
   (1) Test Administration Manuals
   (2) blank and inaccurately completed State assessment forms
J) materials with manufacturing defects (notify the Building Testing Coordinator)

Note: ***EVERY USED ANSWER DOCUMENT SHOULD BE RETURNED WITH MATERIALS FOR SCANNING. Place those to be scanned with the appropriate GIS in the Answer Document Envelope for processing. Paper-band those NOT to be scanned to a completed ITM; DO NOT ERASE STUDENT INFORMATION.***

Checklists may be copied—Do not remove from manual

Note: Answer documents are content-specific and must match the test book color.

	Gateway		End of Course
BLUE	Gateway Mathematics	BROWN	EOC Math Foundations II
GREEN	Gateway Science	TEAL	EOC English I
RED	Gateway Language Arts	PURPLE	EOC Physical Science
		MAROON	EOC U.S. History



Answer Document, Sample

Student Accountability Demographic Information

Coding Instructions

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in only one circle in each column.

❑ Ensure student demographic information is properly marked.

- ○ use No. 2 pencil to make dark solid marks that fill the circle completely
- ○ make no stray marks
- ○ marking more than one circle in each column will invalidate the coding
- ○ erase changes completely

❑ Code student demographic information on the answer documents.

1. **Name:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter.
2. **Social Security Number:** The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number. Do not code with "999-99-9999."
3. **Ethnic Origin:** Fill in the circle that best represents the student's ethnic origin.
4. **Birth Date:** Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).
5. **Gender:** Fill in the appropriate circle.
6. **Membership Data:** Fill in the circle corresponding to the student's enrollment. This data issued for AYP Accountability
   (1) The student has been continuously enrolled in this school at some point in the 1st reporting period.
   (2) The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.
   (3) The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee school district at some point in the 1st reporting period.
   (4) The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period.
   Note: Home School and Private School students should be coded in this area.
7. **Grade:** Fill in the circle corresponding to the student's grade level. **Note:** Pre-7 Students in grades prior to 7th grade. Post-12 Students are students not in a traditional school setting.
8. **Teacher, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Out-of-System students will require a separate GIS and SGL; school code for out-of-system is "9999." The Teacher's name **must be written EXACTLY** as it appears on the GIS. If the student is a repeater or is not enrolled in the course, use the name of a certified licensed teacher or administrator.
9. **Version:** Fill in the corresponding circle for the version of the test booklet used by **each** student.
10. **Testing Status:** Fill in the appropriate circle(s) for the student's testing status. Mark all that apply.
    - ○ Enrolled—Fill in this circle if the student is currently enrolled in this course.
    - ○ 1st Time Taker—Fill in this circle if this is the student's first time to take this test.
    - ○ Repeat Taker—Fill in this circle if the student has taken this test before.
11. **Schedule:** Fill in the corresponding circle for the school's schedule.
    - ○ Regular: school or system has a two-semester schedule
    - ○ Block: school or system has any block schedule variation

Coding Instructions may be copied—Do not remove from manual

12. **Instructional Availability/Class Attendance:** Fill in the corresponding circle based upon the student's expected attendance; this is not an indication of the number of days present when the test is taken.
    - ○ less than 150 days in a two-semester class
    - ○ less than 75 days in a block-schedule class
    - ○ 1 The student has been continuously enrolled in this school since the 1st reporting period.
    - ○ 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district since the 1st reporting period.
    - ○ 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district since the 1st reporting period.
    - ○ 4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period.
      Note: Home School and Private School students should be coded in this area.

13. **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.
    - 504 Gifted Student Service Plan: Fill in the corresponding circle if the student has a 504 Student Service Plan.
    - Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).
    - Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
    - Home School: Certain categories of Home School students at given grade levels must be assessed.

14. **Title I: (Only schools receiving Title I funds complete this information.)**
    - SWP—School-wide Program: Fill in the corresponding circle for **each** student in the Title I school-wide project school.
    - TAS—Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
    - TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance**. (This section is not to be filled out if the student is enrolled in a school-wide project school.)
    - Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or school-wide project school. The poverty level is the percentage reported in the school's annual Title I plan.

15. **Code A/B: (All schools must complete this information.)** Fill in the corresponding circle for **each** child in **every** school.
    - Code A: ELIGIBLE for free or reduced price lunch
    - Code B: NOT eligible for free or reduced price lunch

> Code A or B:
> Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories, including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

16. **ESL Services:**

- ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL (see Section III, 2007–2008 English Language Learner Accommodations and Exclusions). NOTE: Not all ELL students are ELL Excluded. See Section III, Test Accommodations for guidelines.
- T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL Students are non-English language background students who were classified as ELL based on Test of English Fluency and have scored fluent English proficient or above on all subtests on the Test of English Fluency. Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) for the second year. Transitional ELL students are exited from monitoring following the second successful year scoring at proficient or above in reading and language arts on the State assessment.

17. **ELL Excluded:** Fill in this circle for students who are enrolled in the course and taking the assessment. All the content area scores for these students are excluded from calculations for AYP Accountability based on ELL Exclusion guidelines (See Section III, Test Accommodations).

18. **Ell Accommodations**: (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2007–2008 English Language Learner Accommodations and Exclusions).

- ○ Q extended time
- ○ R bilingual dictionary
- ○ S read aloud internal **test instructions verbatim**
- ○ T read aloud internal **test items verbatim**

19. **Modified Format Test:** Fill in the circle corresponding to the modified format used (see Section III, 2007–2008 Special Accommodations).
Note: Incorrectly or inappropriately completing these circles may affect the student's score.

- ○ Large Print
- ○ Braille

20. **Absent Status:** Fill in the corresponding circle if the student is absent. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.

- ○ Absent should be marked only for students who are currently enrolled in the course but are not present to take the test on the initial administration day or make-up day(s). It should NOT be marked for students who are present but refuse to test or who leave during the test administration without completing the test. If the student makes up the test, erase this bubble completely.

❑ **Verify student demographic information is correctly coded on the answer document to ensure accurate reporting for AYP Accountability.**

21. **Special Education:** Fill in the circle corresponding with the appropriate number of hours for each student receiving special education services.

- Less than 4 hours per week
- 4–22 hours per week
- 23 or more hours per week

22. **Special Accommodations:** (according to State criteria) Fill in the circle corresponding to the accommodation used (see Section III, 2007–2008 Special Accommodations)

- ○ A Extended Time
- ○ B Read Aloud Internal Test Instructions
- ○ C Read Aloud Internal Test Items
- ○ D Prompting Upon Request
- ○ E Interpreter Signs/Cues
- ○ F Student Reads into Auditory Recorder/Plays Back Immediately to Self
- ○ G Calculator/Mathematics Tables
- ○ H Manipulative

Coding Instructions may be copied—Do not remove from manual

- ○ I Assistive Technology
- ○ K Unique Accommodations

23. **Unique Identification Number:** The student's Unique Identification Number, which is obtained from the EIS System, must be printed in the boxes and the corresponding circles filled in below each number. If the number is less than nine digits, please pre-fill the empty bubbles.

Calculator Use

Students may use a calculator on the Gateway Mathematics, End of Course Math Foundations II, and Physical Science test per system policy. The student is responsible for bringing an acceptable calculator to the testing session. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information. Applications must be disabled or removed from the calculator before the test administration.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- Some examples of prohibited calculators are:
  - ○ Casio models: CFX-9970G, Algebra FX 2.0
  - ○ Hewlett-Packard models: HP-40G, HP-49G
  - ○ Texas Instruments models: TI-89, TI-92, Voyage 200
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- cell phones, PSPs, and/or iPods

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The Test Administrator should verify that calculators used by the students do not have prohibited functions.

Mathematics Reference Page

A Mathematics reference page is on the inside front cover of the Gateway Mathematics and EOC Math Foundations II test booklets. The students may use this page during the testing session. The Test Administrator should inform students that this page is available for their use.

Physical Science Formula Page

A Physical Science formula page is on page 1 of the EOC Physical Science test booklet. The students may use this page during the testing session. The Test Administrator should inform students that this page is available for their use.

Physical Science Periodic Table of the Elements

A periodic table of the elements is on page 2 of the EOC Physical Science test booklet. The students may use this page during the testing session. The Test Administrator should inform students that this page is available for their use.

The pages above can be located at
http://www.tennessee.gov/education/assessment/tseoctoolresource.php

Test Directions (Gateway)

Make sure each student has the correct test booklet, corresponding answer document, and a pencil. The test booklet and answer document should be the same color. Read the bold statements beside the word "Say" verbatim to the students. This is to be read after student demographics have been completed (see pages 18–21, Student Accountability Demographic Information).

Say **Look at the front of the test booklet. Write your first and last name in the blank at the top of the cover of the test booklet. Print the school name, the name of the teacher you had for this subject, and the school system name in the blanks provided.**

Make sure the students complete this information.

Say **At the bottom of the front cover of the test booklet is the Version number. Make sure the same number is filled in on the front of your answer document in the section labeled "VERSION."**

Make sure the students complete this information.

Say **Read the directions on the back of the answer document. Here are some important points to remember as you take the test. Read each question carefully. Fill in the circle on the answer document that matches the answer you choose for each question. Fill in the circle completely with heavy and dark marks. If you want to change an answer, completely erase the mark and fill in the circle of your new answer choice. Remember to read all the directions carefully. You should attempt every item on the test.**

NOTE: Test Administrator, inform students of Mathematics Reference Page.

When you come to the word *STOP*, you have finished the test. When you have finished, you may check your answers. Then sit quietly until everyone has finished.

Are there any questions?

Answer any questions the students have about the directions on taking the test.

Say **On the back of the answer document, find Number 1. Be sure to begin marking your answers here. Open your test booklet to page 1. You may begin.**

Gateway Tests are untimed.

When all students have completed the test,

Say **This is the end of the test. Put down your pencil and close the booklet. Sit quietly while the test materials are collected.**

Collect all test materials.

IMPORTANT: As you collect the test materials, make sure the correct Version is marked on the answer document.

Test Directions (End of Course)

Make sure each student has the correct test booklet, corresponding answer document, and a pencil. The test booklet and answer document should be the same color. Read the bold statements beside the word "Say" verbatim to the students. This is to be read after student demographics have been completed (see pages 18–21, Student Accountability Demographic Information).

Say **Look at the front of the test booklet. Write your first and last name in the blank at the top of the cover of the test booklet. Print the school name, the name of the teacher you had for this subject, and the school system name in the blanks provided.**

Make sure the students complete this information.

Say **At the bottom of the front cover of the test booklet is the Version number. Make sure the same number is filled in on the front of your answer document in the section labeled "VERSION."**

Make sure the students complete this information.

Say **Read the directions on the back of the answer document. Here are some important points to remember as you take the test. Read each question carefully. Fill in the circle on the answer document that matches the answer you choose for each question. Fill in the circle completely with heavy and dark marks. If you want to change an answer, completely erase the mark and fill in the circle of your new answer choice. Remember to read all the directions carefully. You should attempt every item on the test.**

NOTE: Test Administrator, inform students of Mathematics Reference Page or Physical Science Formula Page and Periodic Table, as appropriate.

Say **When you come to the word *STOP*, you have finished the test. When you have finished, you may check your answers. Then sit quietly until everyone has finished.**

Are there any questions?

Answer any questions the students have about the directions on taking the test.

Say **You have 75 minutes to complete this test.**

On the back of the answer document, find Number 1. Be sure to begin marking your answers here. Open your test booklet to page 1. You may begin.

End of Course tests allow 75 minutes (1 hour 15 minutes).

Record starting time on this line: _____

Add 75 minutes (1 hour 15 minutes), + 75

and record stopping time on this line: _____

When the test time has ended or when all students have completed the test,

Say **This is the end of the test. Put down your pencil and close the booklet. Sit quietly while the test materials are collected.**

Collect all test materials.

Braille Tests

Braille versions are available for all of the Gateway and End of Course (EOC) Tests.

- ❑ 1. Students may mark responses directly in the test booklet.
- ❑ 2. Complete the student identification label on the back cover of the test booklet.
- ❑ 3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2007–2008 Special Accommodations, for additional information.
- ❑ 4. Students taking the End of Course exams may receive extended time if it is indicated in their IEP; the Gateway tests are untimed.
- ❑ 5. Complete the student demographic information on the regular answer document stamped "Braille." Ensure that the circle for Braille and any accommodations used (including extended time) have been filled in.
- ❑ 6. Carefully transcribe answers verbatim from the Braille test booklet to the regular answer document stamped "Braille."
- ❑ 7. Place the transcribed answer document under a Group Information Sheet (GIS) for the student's teacher. Braille tests must have a separate GIS.
- ❑ 8. Place the Braille test booklet in the envelope labeled "Braille" which was enclosed in the Braille packet.
  - A) Record the transcriber's name, student's name and Social Security Number, or Student ID number, the school name and number, and the system name and number on the envelope.
  - B) The Braille Envelope should remain with the answer documents at all times.
  - C) Take the Braille Envelope to the Regional Scanning Site.

Large Print Tests

Large Print versions are available for all of the Gateway and End of Course Tests.

- ❑ 1. Students may mark responses directly in the test booklet.
- ❑ 2. Complete the student identification label on the back cover of the test booklet.
- ❑ 3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2007–2008 Special Accommodations, for additional information.
- ❑ 4. Students taking the End of Course exams may receive extended time if it is indicated in their IEP; the Gateway tests are untimed.
- ❑ 5. Complete the student demographic information on the regular answer sheet stamped "Large Print." Ensure that the circle for Large Print and any accommodations used (including extended time) have been filled in.
- ❑ 6. Carefully transcribe answers verbatim from the Large Print test booklet to the regular answer document stamped "Large Print."
- ❑ 7. Place the transcribed answer document under the appropriate Group Information Sheet for the student's teacher.
- ❑ 8. Place the Large Print test booklet in the envelope labeled "Large Print" which was enclosed in the Large Print packet.
  - A) Record the transcriber's name, student's name and Social Security Number, or Student ID number, the school name and number, and the system name and number on the envelope.
  - B) The Large Print Envelope should remain with the answer documents at all times.
  - C) Take the Large Print Envelope to the Regional Scanning Site.

Checklists may be copied—Do not remove from manual

2008–2009 TCAP Allowable Accommodations

Use of Allowable Accommodations is based on individual student need and may be used by **any student** as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC) TCAP Gateway	TCAP Writing
Large Print or Braille (*Readers for illustrations and graphs* are permitted *if verified Visual Impairment* is documented on IEP)	Extended Time is allowed if student meets required conditions for Special Accommodation A	Untimed	*EOC* – Extended Time is allowed if student meets required conditions for Special Accommodation A *Gateway* – Untimed	Extended Time is allowed if student meets required conditions for Special Accommodation A
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator /Mathematics Tables (Items not measuring computation)	Allowed See *Test Administration Manual* for Instructions.	Special Accommodation Only See *Test Administration Manual* for Specific Items.	Allowed for Math and Physical Science See *Test Administration Manual* for calculator restrictions.	Not Applicable – no calculations
Flexible Setting	Allowed	Allowed	Allowed	Allowed
Individual				
Small Group				
Designated Part of Room				
Study Carrel				
Other Classroom				
Homebound/Out of School				
Visual/Tactile Aids	Allowed	Allowed	Allowed	Allowed
Magnification Equipment				
Templates, Masks, Pointers				
Abacus				
Auditory Aids	Allowed	Allowed	Allowed	Allowed
Amplification				
Noise Buffer				
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling	Allowed	Allowed *Competency Tests are untimed. The student should have as much time to complete the test as needed during the school day.*	Allowed *Gateway Tests are untimed. The student should have as much time to complete the test as needed during the school day.*	Allowed
Flexible Scheduling of Subtests				
Flexible Time of Day				
Scribe/Recording Answers	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only
Marking in Test Booklet	Allowed	Allowed	Allowed	Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

Test Accommodations

2008–2009 Allowable Accommodations

(For use by *any* student—General Education, Special Education, and ELL—as appropriate.)

Any departure from standardized test procedures can potentially invalidate the test results. The test validity is seriously threatened by accommodations that change the nature of the task being tested.

Use of Allowable Accommodations should be based on individual student need. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to TCAP test administration. The teacher must discuss the accommodation with the student prior to testing. More information about Allowable Accommodations is available at: http://www.state.tn.us/education/tsaccom.htm.

TCAP Allowable Accommodations are specifically defined as follows:

LARGE PRINT OR BRAILLE TESTS: Any large print or Braille test must be requested in advance. "Readers" for illustrations and graphs are permitted with the large print or Braille versions of the TCAP assessments only when students have Visual Impairment verification on the IEP. Extended Time for students using large print or Braille tests is not permitted unless documented on the IEP or 504 Service Plan.

SIGNING INSTRUCTIONS: Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.

REPEATING INSTRUCTIONS: Directions normally read aloud or signed to students may be re-read/signed verbatim as needed.

CALCULATOR/MATHEMATICS TABLES: Calculators and/or mathematics tables are permitted on the mathematics portions of the TCAP Achievement (grades 3–8), the Gateway, and the End of Course (EOC) Tests. Therefore, use of calculators and/or mathematics tables on mathematics items is not considered a Special Accommodation. If the school system does not permit this Allowable Accommodation, the IEP Team or 504 Review Committee should document the use of calculators and/or mathematics tables on the *Allowable/Special Accommodations Addendum*.

FLEXIBLE SETTING: Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Level Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

VISUAL/TACTILE AIDS: Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.

AUDITORY AIDS: Auditory aids include amplification devices and devices that are used as noise buffers. This includes white-noise machines.

MULTIPLE TESTING SESSIONS (within school day): TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test as specified in this manual. Use of this accommodation requires individual or small group setting. Breaks taken by the student during the testing period must be closely supervised.

As an Allowable Accommodation, "Multiple Testing Sessions" does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

EOC tests are timed and the administration must remain within the overall time allotted. The test must be completed within the school day. Gateway tests are untimed and the student may take as much time as needed within the school day to complete the test.

FLEXIBLE SCHEDULING: End of Course and Gateway tests may be given at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Each test given must be completed within the school day.

As an Allowable Accommodation, Flexible Scheduling does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system's testing window.

SCRIBE/RECORDING ANSWERS: Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If a student marks answers in the test booklet, ensure that the student's name, social security number, school, system, and teacher name are written on the front cover of the test booklet. The student's answers must be transcribed to a regular answer document and placed with the documents to be scored under the appropriate Group Information Sheet. Place the marked test booklet or separate piece of paper under a completed Inactive Test Material form and mark the appropriate box on the form.

MARKING IN TEST BOOKLET: Students may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.

STUDENT READS ALOUD TO SELF: The student may read aloud the test being administered to him/her in an individual setting.

NOTICE: In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students Unique Adaptive Accommodations Request Forms should be submitted to the Department of Education for review and approval.

2008–2009 Special Accommodations Chart

Accommodations Students may use multiple accommodations if Required Conditions are met.	TCAP Achievement	TCAP Competency	TCAP EOC/Gateway	TCAP Writing	Required Conditions for Accommodations Special Accommodations must be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
A. Extended Time	Extended Time limits determined by **IEP Team** or **504 Review Committee**	NOT APPLICABLE – Untimed	***EOC*** - Extended Time limits determined by IEP Team or 504 Review Committee ***Gateway*** – NOT APPLICABLE – Untimed	Extended Time limits determined by **IEP Team** or **504 Review Committee**	–IEP or 504 Plan
B. Read Aloud Internal Test Instructions	**504 Service Plan –** See *Test Administration Manual* for allowable subtests **IEPs Only** – May be used for all subtests	May read aloud or use Audio only or Audio with test booklet	**504 Service Plan –** See *Test Administration Manual* for allowable subtests **IEPs Only** – May be used for all subtests	NA – No Internal Test Instructions. Prompt is routinely read aloud	–504 Service Plan– As indicated for use on tests not measuring reading/language arts –IEP ONLY– As indicated for all tests/subtests, including those measuring reading language arts
C. Read Aloud Internal Test Items	**504 Service Plan –** See *Test Administration Manual* for allowable subtests **IEPs Only** – May be used for all subtests	May read aloud or use Audio only or Audio with test booklet	**504 Service Plan –** See *Test Administration Manual* for allowable subtests **IEPs Only** – May be used for all subtests	NA – No Internal Test Instructions. Prompt is routinely read aloud	–504 Service Plan– As indicated for use on tests not measuring reading/language arts –IEP ONLY– As indicated for all tests/subtests, including those measuring reading language arts
D. Prompting upon Request	**504 Service Plan** - See *Test Administration Manual* for allowable subtests **IEPs Only** – May be used for ALL subtests	May be used on Mathematics and Language Arts portions by students with **IEPs** and **504 Service Plans**	**504 Service Plan** - See *Test Administration Manual* for allowable tests **IEPs Only** – May be used for all EOC and Gateway Tests, including EOC English I and Gateway Language Arts	NA – No Internal Test Instructions. Prompt is routinely read aloud	–504 Service Plan– As indicated for use on tests not measuring reading/language arts –IEP ONLY– As appropriately indicated for all tests/subtests, including those measuring reading language arts
E. Interpreter Signs/Cues Test	**IEPs Only** – May be used for ALL subtests	**IEPs Only** – May be used for ALL subtests	**IEPs Only** – May be used for all subtests	**IEPs Only** – May be used for ALL subtests	–As indicated on IEP with verified Hearing Impairment/Deafness
F. Student Reads into Audio Recorder: Plays Back Immediately to Self	Extended Time limits determined by **IEP Team** or **504 Review Committee**	Extended Time limits determined by **IEP Team** or **504 Review Committee**	Extended Time limits determined by **IEP Team** or **504 Review Committee**	Extended Time limits determined by **IEP Team** or **504 Review Committee**	–IEP or 504 Plan
G. Calculator/Mathematics Tables	Allowable Accommodation See *Test Administration Manual* for specified subtests	See *Test Administration Manual* for Specified Items	Allowable Accommodation Applicable for all math tests See *Test Administration Manual* for directions and calculator restrictions	NOT APPLICABLE – No calculations	–IEP or 504 Plan
H. Manipulatives	See *Test Administration Manual* for directions	See *Test Administration Manual* for directions	See *Test Administration Manual* for directions	NOT APPLICABLE – No calculations	–IEP or 504 Service Plan goal in mathematics where Manipulatives are consistently used
I. Assistive Technology	See *Test Administration Manual* for directions	See *Test Administration Manual* for directions	See *Test Administration Manual* for directions	See *Test Administration Manual* for directions	–IEP or 504 Service Plan goal where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) –Technology used as accommodation is necessary for post-school success
J. Scribe	Allowable Accommodation	Allowable Accommodation	Allowable Accommodation	See *Test Administration Manual* for Directions Extended Time determined by **IEP Team** or **504 Review Committee**	–As indicated on IEP or 504 Service Plan where used consistently in educational program or –Due to short-term physical disability to write
K. Unique Accommodations	**DOE Approval required** prior to use. Please see *Unique Adaptive Accommodations Request Form* in Appendix.	**DOE Approval required** prior to use. Please see *Unique Adaptive Accommodations Request Form* in Appendix.	**DOE Approval required** prior to use. Please see *Unique Adaptive Accommodations Request Form* in Appendix.	**DOE Approval required** prior to use. Please see *Unique Adaptive Accommodations Request Form* in Appendix.	–IEP or 504 Plan documentation of use of accommodation not indicated in Allowable or Special Accommodations. Accommodation must be used 100% of the time in the needed areas and necessary for participation in the student's educational program

Special Accommodations

Questions regarding required conditions for the use of Special Accommodations should be directed to the Division of Special Education at (615) 741-2851. Test administration questions should be directed to Assessment, Evaluation and Research at (615) 741-0720.

Special Accommodations should be limited to those listed below in order to obtain valid results. Requests for any type of accommodation other than those listed below must be directed to the Division of Special Education.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at http:\\www.state.tn.us\education\tsaccom.htm. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. **If the accommodation determined by the IEP team as necessary for use on TCAP assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a Unique Adaptive Accommodations Request Form may be submitted to the Department of Education for review. Testing Coordinators should direct requests to Ann Sanders in the Special Education Division at 615-741-2851.**

SPECIAL ACCOMMODATIONS					
◯ A	◯ B	◯ C	◯ D	◯ E	
◯ F		◯ H	◯ I		◯ K

Scheduling

A. <u>Extended Time</u>:

Extended Time may be used as an accommodation on any timed test. The amount of Extended Time needed must be determined by the student's IEP Team or 504 Review Committee. This accommodation may be used with all assessment materials, including Braille, large print and regular print tests. No test should be administered for more than 75 minutes without allowing for a 10-minute break.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual setting or small group setting with other students needing the same accommodation.
- A test for which Extended Time is used may not exceed one school day.
- Each test must be completed within one school day.
- All testing must be completed within the system's testing window.
- The Test Administrator must verify the circle for **Special Accommodation A** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation <u>and</u> verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

Oral Testing

B. <u>Read Aloud Internal Test Instructions</u>:

As with all Special Accommodations, the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan. Reading Aloud – Internal Test Instructions may be used on all tests, as needed, by students with IEP's or 504 Service Plans.
Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator ***may not explain the meaning of any words read to the student***.
- The Test Administrator must verify the circle for **Special Accommodation B** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

C. <u>Read Aloud Internal Items</u>:

As with all Special Accommodations, the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan.

Students with 504 Service Plans: The use of Reading Aloud – Internal Test **Items** for tests that **do not** measure reading/language arts is permitted for students that have documented need.

Students with IEP documentation: Reading Aloud – Internal Test **Items** may be used on all tests, including those measuring reading/language arts, as appropriate. Students using this accommodation are to be as independent as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive the accommodation during the administration of a TCAP assessment, (e.g., the entire test is read aloud or certain passages are read aloud).

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator ***may not explain the meaning of any words read to the student.***
- The Test Administrator must verify the circle for **Special Accommodation C** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

Note: Regulations under NCLB do not extend use of "Reading Aloud Internal Test Items" to tests measuring reading/language arts for students with 504 Service Plans.

D. Prompting Upon Request:

Prompting upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting upon Request may be used on all tests, including those measuring reading/language arts, **as appropriate**, by students with **IEP** documentation of need.

This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The Test Administrator ***may not explain the meaning of any words*** read to the student.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator must verify the circle for **Special Accommodation D** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

E. Interpreter Signs/Cues:

This accommodation may be used only by students with a Hearing Impairment/Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to the word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut sign is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. ***Shortcut signs are not to be created during the actual administration of a TCAP test.***

Eligible students must receive this accommodation under the following conditions:

- Fingerspelling must not be used to administer items that require the student to demonstrate the skill of spelling.
- The interpreter is to sign greater/less than signs, equal signs, exponents, etc., in the same manner they are signed when used during classroom instruction and similar classroom assessments. The interpreter is not to sign information that would provide the student with the answer. For example, a question asks: Which digit is in the thousands place in the number 3,849? The interpreter would sign the number as "three—comma—eight—four—nine" instead of "three thousand eight hundred forty-nine."

Note: The audiotape edition of the TCAP Competency Tests may be utilized for those students requiring Accommodation B. Use of audiotape is considered a Special Accommodation. Students may use audiotape only or audiotape with the corresponding test booklet, based on the decision of the IEP Team.

- The student must be tested in an isolated area in which students who do not need the accommodation may not see the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator must verify the circle for **Special Accommodation E** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

F. Student Reads Into Auditory Recorder / Plays Back Immediately for Comprehension:

Special Accommodation E may be used on all TCAP Assessments by students with an IEP or 504 Service Plan. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Special Accommodation E may be useful for *students with 504 Service Plans* in situations where Accommodation B or C is not permitted (i.e., EOC English I and Gateway Language Arts Tests).

Extended Time limits may be determined by the student's IEP Team or 504 Review Committee. Eligible students must receive this accommodation under the following conditions:

- Ensure that a blank audio tape is provided to the student.
- Ensure that the student has a functional audio recorder.
- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
- Only the student may read into the audio recorder.
- The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
- The student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator must verify the circle for **Special Accommodation F** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.
- Place the student's answer document under the appropriate Group Information Sheet.

- The used audiotape must be returned according to the following procedures:
  1. Label the audiotape with the student's name, social security number, teacher name, school and system.
  2. Upon completion of the test, audiotapes should be returned to the clam shell and sealed.
  3. Place the sealed and labeled audiotape in an envelope for return.
  4. Via Priority Mail, send the envelope to:

Gateway/EOC Program Manager
Assessment, Evaluation and Research
Tennessee Dept. of Education
TPS Complex – Hardison Building
1252 Foster Avenue
Nashville, TN 37243

NOTE: If using U.S. Mail, use 37243 as the zip code. If using UPS or FedEx, use 37210.

G. Calculators:

CALCULATOR/MATHEMATICS TABLES: Calculators and/or mathematics tables are permitted on the mathematics portions of the TCAP Achievement (grades 3–8), the Gateway, and the End of Course (EOC) Tests. Therefore, use of calculators and/or mathematics tables on mathematics items is not considered a Special Accommodation. If the school system does not permit this Allowable Accommodation, the IEP Team or 504 Review Committee should document the use of calculators and/or mathematics tables on the *Allowable/Special Accommodations Addendum.*

H. Manipulatives:

Special Accommodation H may be used on mathematics tests by students with IEPs or 504 Service Plans ***where manipulatives are used consistently throughout the mathematics program***. Manipulatives include: counters, shapes, textured material (i.e., sandpaper), representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the ***same manipulatives*** used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the manipulatives during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Manipulatives used on TCAP testing must be the same manipulatives used by the student throughout classroom instruction and similar assessments.
- The Test Administrator may not review the test to determine if additional manipulatives are needed.
- The Test Administrator must verify the circle for **Special Accommodation H** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

I. Assistive Technology:

Special Accommodation I may be used by students with an IEP or 504 Service Plan goal where technology is used consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would "Read-Aloud" the Reading/Language Arts portions of the Achievement, Gateway or EOC Assessments requires IEP documentation of Accommodation B (read aloud internal test instructions/items). Students with 504 Service Plans may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
- The Test Administrator must follow all directions exactly as they are written in the *Test Administration Manual.*
- The Test Administrator must check the equipment prior to the test administration to ensure it is in working order.
- Use of prediction software, electronic spellers, spell check, and grammar check utilities is prohibited.
- All student responses must be transferred to a regular answer document.
- All documents, computer discs, or any record of student responses must be returned to the State.
- The Building Level Testing Coordinator must verify any test items or student responses are removed from computer hard drives.
- The test must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator must verify the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

K. Unique Accommodations:

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodations Request Form.* All *Unique Adaptive Accommodations Request Forms* should be received by the Special Education Division of the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students *Unique Adaptive Accommodations Request Forms* should be submitted to the Department of Education for review and approval.

The following guidelines should be used when determining if a *Unique Adaptive Accommodations Request Form* should be considered:

- The use of the accommodation must be currently documented in the student's IEP. (The unique accommodation does not have to be documented on the current *Allowable/Special Accommodations Addendum,* but a copy of the approved *Unique Adaptive Accommodations Request Form* should be attached to the IEP.)
- The accommodation must be used for the purpose of student access to the general education curriculum.
- The accommodation shall be age appropriate, related to the student's disability, and must meet the individual instructional needs of the student.
- The accommodation must be part of the student's regular instructional program, used consistently throughout the school year for all related classroom assignments and tests. (The accommodation may not be introduced for the first time on a TCAP assessment.)
- The student must be proficient in the use of the accommodation.
- Any accommodations that change the standards measured by altering the number of items on the test or answer choices ***will not be considered***.
- The Test Administrator must verify the circle for **Special Accommodation K** is darkened on the answer document to signify that the student used this accommodation. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours the student receives Special Education services is darkened on the answer document.

Questions regarding the TCAP ALT-ASA Assessment should be referred to the Alternative Assessment Coordinator in the Special Education Division at (615) 741-2851.

Testing Irregularities

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that these conditions are documented on the students' IEP or 504 Service Plans. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure all accommodations are applied appropriately.

- A *Report of Irregularity* should be submitted under the following conditions:
  1. A student qualifies for a Special Accommodation, but does not receive it.
  2. A student does not qualify for a Special Accommodation, but receives it.
  3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.

NOTICE: If Special Accommodations are needed for accommodating a student's disability and do not appear in the Special Accommodations Addenda, contact Jan Lanier (615) 532-6314 or Paula Gaddis (615) 741-3262 at the Division of Special Education, or Kevin Whittington (615) 253-1923 at Assessment, Evaluation and Research for guidance and further instructions.

State of Tennessee
Department of Education

ELL Students and Tennessee Assessments

2008–2009 English Language Learner (ELL) Accommodations

(No accommodations are allowed on the Comprehensive English Language Learning Assessment– Test of English Fluency)

Accommodation		TCAP Achievement	TCAP Writing	TCAP EOC/Gateway	Required Conditions for Accommodations
Q	**Extended Time**	Time and a half per subtest	Time and a half	End of Course—time and a half Gateway—N/A (not a timed test)	➢ ELL, **and** ➢ scores as below proficient on the State of Tennessee ESL assessment
R	**Bilingual Dictionary**	Not allowed for Language Arts, Reading, Spelling, Word Analysis nor Vocabulary subtests	Not allowed	Not allowed for English I or II	➢ ELL, **and** ➢ scores as below proficient on the State of Tennessee ESL assessment
S	**Read Aloud Internal Test Instructions in English**	All subtests	All tests	All tests	➢ ELL, **and** ➢ scores as below proficient on the State of Tennessee ESL assessment
T	**Read Aloud Internal Test Items in English**	Not allowed for Language Arts, Reading, Spelling, Word Analysis nor Vocabulary subtests	All tests	Not allowed for English I or II	➢ ELL, **and** ➢ scores as below proficient on the State of Tennessee ESL assessment

*All students are eligible for Allowable Accommodations, as needed, on any TCAP Assessment. Special Accommodations are available for students with an IEP or 504 Service Plan.

***Transitional ELL students** who have tested proficient on the state mandated language proficiency assessment and are in the two required years for monitoring **are not entitled to ELL accommodations** and should be coded only as T1/T2 on the TCAP answer document.

*If the student uses both ELL and Special Accommodations, Extended Time is determined by the IEP Team or 504 Review Committee.

Note: Questions regarding required conditions for use of ELL Accommodations should be directed to the TN ESL Coordinator at (615) 741-3262.

2008–2009 ENGLISH LANGUAGE LEARNER (ELL) ACCOMMODATIONS AND EXCLUSIONS

ELL First Year Excluded

There is no blanket exclusion of ELL students. Exclusions must be **individually determined** based on the guidelines listed below.

ELL students **may have their scores excluded** from the calculations for AYP Accountability for Gateway Language Arts if they:

a) are identified on the Home Language Survey as speaking a language other than English and
b) score less than advanced in two or more of the assessed domains on the test of English fluency and
c) are in their **first year of enrollment in a U.S. school**.

Students may not be excluded for more than one year for calculations for NCLB.

NOTE: ELL Excluded Bubble should only be darkened if the student meets ALL of the above guidelines.

ELL

All students are expected to achieve the same high standards in Tennessee. All English Language Learners (ELL) enrolled in a Gateway/EOC course must participate in the appropriate Gateway/EOC assessment. The State of Tennessee English Language Learners (ELL) Testing Policy states:

"The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet."

ELL status must be determined by the test of English fluency. A score of less than advanced in two or more of the assessed domains qualifies the student as ELL. School systems must document and determine accommodations each year, based on individual needs and abilities.

T1/T2

Transitional Limited English Proficient (LEP) students are non-English language background students who were classified with a score of advanced in two or more of the assessed domains on the test of English fluency.

T1 - Students are classified as Transitional 1 (T1) the first year after scoring proficient.

T2 - Transitional 2 (T2) for the second year. Transitional students are exited from monitoring following the second successful year scoring at proficient or above in reading and language arts on the State assessment.

T1 and T2 students are not eligible to receive ELL accommodations.

Questions regarding ELL Accommodations should be referred to the Tennessee ESL Coordinator at (615) 741-3262.

ELL Accommodations

The following is a complete list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the EOC and Gateway Tests. The following example of ELL Accommodations bubbles may not apply for all Gateway/EOC tests. See page 36 for applications.

ELL Accommodations			
Q	R	S	T
○	○	○	○

Q. Extended Time

This accommodation may be used for all EOC Tests. This accommodation does not apply to Gateway Tests as they are untimed.

The Test Administrator must verify the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students using this accommodation should be given one and one-half (1 1/2) times the standard time limit for a total of 113 minutes (1 hour 53 minutes).

R. Bilingual Dictionary

This accommodation **may not** be used for EOC English I or Gateway Language Arts Tests.

ELL Accommodation R may be used on the following EOC and Gateway Tests:
EOC Math Foundations II, EOC U.S. History, EOC Physical Science, Gateway Mathematics, and Gateway Science.

The Test Administrator must verify the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

S. Read Aloud Internal Test Instructions in English

This accommodation may be used for all EOC and Gateway Tests.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.

2. Internal test instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

The Test Administrator must verify the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

T. Read Aloud Internal Test Items in English

This accommodation is **not allowed** for EOC English I and Gateway Language Arts Tests.

ELL Accommodation T may be used on the following EOC and Gateway Tests:
EOC Math Foundations II, EOC U.S. History, EOC Physical Science, Gateway Mathematics, and Gateway Science.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.

2. Internal test items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

The Test Administrator must verify the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

> T.C.A.49-6-3050(b)(5)(A)
> Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same state board-approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;
>
> (B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade five (5). Both parent-teacher and home school student shall be under the supervision of the test administrator.

Church Related

Church-related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K–8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the time that the church-related school tests their regular day school students.

> T.C.A.49-6-3050(a)(2)(C)(ii)
> Any parent conducting a home school for children in grades nine through twelve (9–12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be Home School. See answer document instructions on pg. 18.
2. Complete a **separate Group Information Sheet** (GIS) for each student tested.
3. List all Home School students on a single School/Group List (SGL) per content area. Make sure the TEACHER NAME is exactly the same on the SGL and the GIS. Fill in the Content Area in the space provided at the top of the SGL.
4. Place ALL Home School GISs and answer documents in an Answer Sheet Envelope by content area. Write the number of students, HOME SCHOOL, and the Content Area on the outside of the envelope.
5. The Home School Answer Sheet Envelope(s) are placed **below** the Gateway Language Arts or EOC US History answer documents when taken to the system central office and to the scanning site.

   a) Write **HOME SCHOOL** in the box for System Name.

   b) Code 00981 for the Home School system number.

   c) Code **YOUR SYSTEM NUMBER**, omitting the first zero, (e.g., 0470 for Knox County) for the **SCHOOL NUMBER**.

   d) Fill in **YOUR SYSTEM NAME** for the School Name.

   e) Bubble the assessment type, Gateway or End of Course.

   f) Write the name of the test in the box labeled content area, i.e., Mathematics or English I.

   g) Fill in **TEACHER'S LAST NAME** spaces with HOME and the **TEACHER'S FIRST NAME** spaces with student's last name.

   h) Fill in student's **SOCIAL SECURITY** number or other identification number.

   i) Bubble **CLASS PERIOD** other.

   j) Bubble **NUMBER OF STUDENTS TESTED** as example 001.

   k) Bubble **NUMBER OF STUDENTS ABSENT** as example 000.

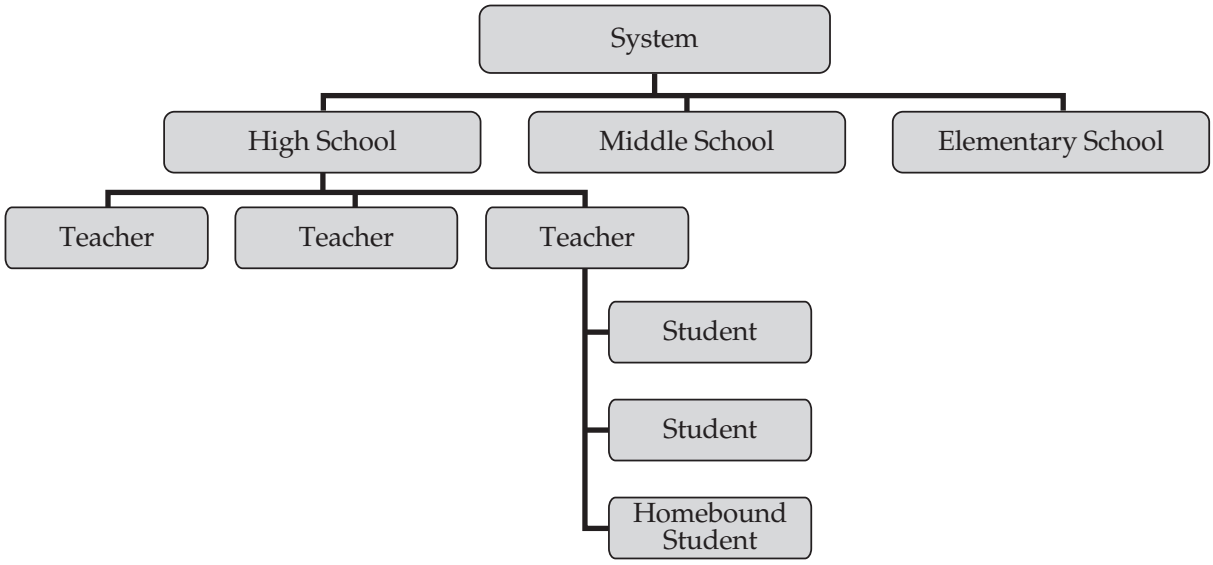
   l) Bubble **NUMBER ANSWER DOCUMENTS RETURNED** as example 002.

Testing Homebound Students

Testing of Homebound students should be addressed in each student's education plan. Allowable accommodations may be used. Special Accommodations may be used if students meet required conditions. Special attention should be given to test security. Students must be tested during the system-designated testing dates.

An answer document MUST be completed and scanned for ALL Homebound students enrolled in Gateway or End of Course classes. Homebound students' assessments will be processed under his/her school and teacher. See Section V: Post-Test Procedures.

Homebound Students



Group Information Sheet (GIS)

Coding Instructions

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents whose scores are to be reported together. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate group reports and/or final reports. GISs precoded with school specific data must not be interchanged between schools or systems.**

- ❑ Ensure GIS information is properly marked.
  - ○ use No. 2 pencil to make dark solid marks that fill the circle completely
  - ○ make no stray marks
  - ○ marking more than one circle in each column will invalidate the coding
  - ○ erase changes completely
  - ○ do not fill in circles beneath blank boxes
- ❑ Keep the following points in mind when preparing the GIS.
  - ○ note that some information may have been preprinted
  - ○ answer documents to be scanned must be placed under a GIS
  - ○ answer documents to be destroyed should not be placed under a GIS
  - ○ content areas should not be combined under a GIS
  - ○ if completing a blank GIS, use a precoded GIS to ensure information is identical for processing
- ❑ Complete GIS information.

1. **System Name:** This may be preprinted. Print system name. (For private schools, the system name and school name are the same.) For out-of-system instructions, see p. 45.
2. **Assessment Type:** Bubble Gateway or End of Course
3. **Content Area:** In BLUE or BLACK ink, indicate the content area being tested.
4. **System Number:** This may have been precoded. If using a blank GIS, fill in system number. Precede system number with zero(s), if needed, to complete the 5-digit number.
5. **School Number:** This may have been precoded. If using a blank GIS, fill in system number. Precede system number with zero(s), if needed, to complete the 4-digit number.
6. **School Name:** The school name may have been preprinted. If using a blank GIS, print the school name exactly as it appears on a preprinted GIS. If preprinted forms are not available, the System Testing Coordinator must contact Assessment, Evaluation and Research for correct coding information.
7. **Teacher Last Name:** Print teacher's last name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**
8. **Teacher First Name:** Print teacher's first name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**
9. **Teacher Social Security Number:** The teacher's social security number must be filled in accurately.
10. **Class Period:** Fill in appropriate class period.
11. **Number Students Testing:** Print in the boxes the number of students testing (this includes any student who refuses to test or leaves the testing area). Fill in the corresponding bubble below each number. Single- or double-digit numbers must be preceded by zero(s).

Checklists may be copied—Do not remove from manual

12. **Number Students Absent:** Print in the boxes the number of students absent who were required to test. Fill in the corresponding bubble below each number. Single-or double-digit numbers must be preceded by zero(s).

13. **Number Answer Documents Returned:** Print in the boxes the total number of students testing and students absent (e.g., Box 11 + Box 12 = Box 13).

Note: Out of System Students: The need for this coding occurs mainly during Summer administration but may arise during other administrations.

1. System Number: Print testing system number.
2. School Number: Print 9999.
3. System Name: Print Out-of-System.

1 SYSTEM NAME

2 ASSESSMENT TYPE (choose one)

○ Gateway ○ End of Course

3 CONTENT AREA

4 SYSTEM #

5 SCHOOL #

6 SCHOOL NAME

PRECODED

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Make solid marks that fill the response circle completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT:

Tennessee Group Information Sheet

TEACHER INFORMATION

7 TEACHER LAST NAME

8 TEACHER FIRST NAME

9 SOCIAL SECURITY

10 CLASS PERIOD

○ First
○ Second
○ Other

Teacher's Social Security Number MUST be filled in accurately!

11 NUMBER STUDENTS TESTING + **12 NUMBER STUDENTS ABSENT** = **13 NUMBER ANSWER DOCUMENTS RETURNED**

Mark Reflex® by NCS Pearson IM-170632-304:321 Printed in U.S.A.

Group Information Sheet, Sample

School/Group List (SGL)

Completion Instructions

Building/System personnel must enter SGL information on the TCAP Reports website (https://www.eval.k-12.state.tn.us/tcapreports) prior to returning test materials. TDOE will not process test materials without completed online SGLs. Print SGL forms per content areas and take them with answer document envelope to scan site and retain a copy for the system/school. The [School/Group List (SGL)] provides a comprehensive list of all GIS forms for each school. Use the SGL to cross reference information from the GIS forms and to verify the number of answer documents to be scanned/scored. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate reports and/or AYP data.**

- ❑ Keep the following points in mind when preparing the SGL.
  - ○ if a teacher/administrator has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately
  - ○ for Gateway/End of Course, each content area must be listed on a separate SGL **(combining content areas on an SGL will delay processing)**
- ❑ Complete the online SGL information.
  1. **Test Name:** Document the Administration in the space provided at the top of the sheet (e.g., 2008 Spring Gateway).
  2. **System and School Name:** Type the system number, system name, school number, and the school name.
  3. **Contact person:** Type in the Building Testing Coordinator's name, telephone number including the area code, and e-mail address. This has to be completed in both Gateway and EOC assessments.
  4. **Teacher:** List each teacher by the last name and the first name shown on the GIS. The name should be spelled and written EXACTLY as it is on the GIS. Note: If a teacher has multiple GIS forms, list each separately on the SGL. Make sure the name is exactly the same on the GIS.
  5. **Class Period:** List the class period shown on the GIS.
  6. **Number Students Tested:** List the number of students tested (this includes any student who refuses to test or leaves the testing area).
  7. **Number Students Absent:** List the number of students absent who were required to test.
  8. **Total Number of Answer Documents Returned:** A total should appear for each teacher entry. This number should match the corresponding GIS.
- ❑ Out-of-System Students

  The need for this coding occurs mainly during summer administrations but may arise during other administrations.
  1. **System Number:** Print testing system number.
  2. **School Number:** Print 9999.
  3. **School Name:** Print Out-of-System.

Test Name:

2008 SUMMER Gateway

SGL Summary Report

School No.

School Name:

Mathematics

List #	Contact Person	Phone	E-Mail
125			

	Teacher Name	Class Period	Stud. Testing	Stud. Absent	Total
		3	20	0	20
Comments:					
		2	30	0	30
Comments:					
		5	32	2	34
Comments:					
		4	28	2	30
Comments:	1 large print				
		3	20	2	22
Comments:					
		4	30	0	30
Comments:					
				Content Area Total:	166

00003 E

School/Group List, Sample

Return Procedures

Guidelines for Handling RI/Breach Materials

- ❑ 1. See Section VI, Administration Anomalies, for information regarding appropriate use and handling of RI/Breach forms.
- ❑ 2. **Contact a Gateway/End of Course Program Manager for verification of RI/Breach nullify or void recommendation. See contact information at end of manual.**
- ❑ 3. If there are RI/Breach issues involving nullification or voids, a review of the described circumstances must be completed before the Quick Score Report will be sent. **DO NOT WRITE VOID OR NULLIFY ON ANY ANSWER DOCUMENT!**
- ❑ 4. If the test is to be **VOIDED**, the **ORIGINAL** answer document(s) should be attached with a **PAPER CLIP** to a copy of the RI printed from the website and returned in the Breach envelope. **NOTE: This would be a very rare occurrence and TDOE approval must be obtained to void a student answer document.**
- ❑ 5. Place original copy of the Breach in the Breach Envelope. Include the AYP Demographic Review Form and any Medical Exemption Request Forms.
- ❑ 6. Report RI/Breach descriptions at https://www.eval.K-12.state.tn.us/tcapreports
- ❑ 7. Send the completed Breach forms to the appropriate program manager.

Priority Mail:	Fed Ex:
Tennessee Dept. of Education	Tennessee Dept. of Education
Assessment, Evaluation and Research	Assessment, Evaluation and Research
1252 Foster Avenue	1252 Foster Avenue
Hardison Building	Hardison Building
Nashville, TN 37243	Nashville, TN 37210

Do not take Breach Envelopes to the Field Service Scanning Site. Do not mail empty envelopes. Return unused envelopes with other unused materials.

Processing Definitions

- Process Normally — Test will be scanned and included in all reports as if no incident occurred.
- Nullify — Test will be scanned but will show on reports as "nullify." Score will not reflect on system data.
- Void — Test will not be scanned and no record of test will exist. This is rarely done since it provides no record of a student's opportunity to test.

NOTE: Any Breach of Testing Security Report forms submitted to the System Testing Coordinator should be returned to Assessment, Evaluation and Research by overnight mail.

❑ 1. Use containers other than the original shipping boxes to bring materials to the Field Service Scanning Site (original shipping boxes should be reserved for return of used/unused materials).

❑ 2. Gather all materials to be taken to the Field Service Scanning Site.
A) all SGLs per content area in the same order as the Answer Document Envelopes
B) all Answer Document Envelopes, grouped by content area, in order with lowest school number on top to highest on bottom
C) Home School Envelopes
D) Large Print and Braille Envelopes
E) Class Rosters
F) list of absent students
G) list of ELL Excluded students

❑ 3. Place materials in boxes in the following stack order.

Gateway Box – Stack Order

Top of Box

- **Class Roster**— same order as the answer documents with absent and ELL excluded students documented
- **SGL**— same order as answer documents
- **Answer Document Envelopes**— by content area, in order with…
- **Inactive Test Documents (ITM)**
- **Math Answer Documents**
- **Language Arts Answer Documents**
- **Science Answer Documents**
- **Home School Envelopes**
- **Large Print & Braille Envelopes**

Bottom of Box

End of Course Box – Stack Order

Top of Box

- **Class Roster**— same order as the answer documents with absent and ELL excluded students documented
- **SGL**— same order as answer documents
- **Inactive Test Documents (ITM)**
- **U.S. History Answer Documents**
- **Physical Science Answer Documents**
- **English I Answer Documents**
- **Math Foundations II Answer Documents**
- **Home School Envelopes**
- **Large Print & Braille Envelopes**

Bottom of Box

❑ 4. Verify appointment with the Field Service Scanning Site.

Preparing for Shipment

Notice: All test materials must be returned to the Tennessee Test Distribution Center no later than **one week** following the test administration. The System Testing Coordinator is responsible for arranging the pickup of test materials **by the same company** that delivered them. Contact Assessment, Evaluation and Research at (615) 741-0720 if there are any problems packing materials or arranging for pickup.

❑ 1. Locate the return address labels, which were packed on Box #1 of each school's test materials.

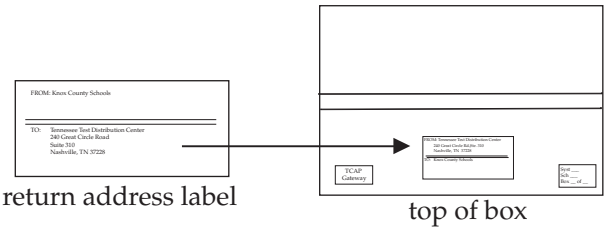
❑ 2. **Do not remove identifying labels from any boxes.**

❑ 3. Check return materials for completed ITMs and loose used answer documents.

❑ 4. Assemble the materials to be returned in the following order, top to bottom:
A) Shipping Order form on top
B) unused precoded answer documents paper banded
C) used test booklets
D) unused test materials
E) ancillary materials

Checklists may be copied—Do not remove from manual

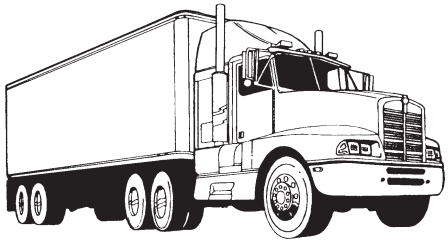
- ❑ 5. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.
- ❑ 6. Pack all used, unused, and ancillary materials **by school**, in the same boxes in which they were originally received.
  - A) if the original shipment boxes cannot be reused, or if additional boxes are used
    - (1) print "Gateway" or "End of Course" in lower left corner on the top of the new box
    - (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box
  - B) if the original total box count number has increased or decreased
    - (1) correct the total box count on the label in the lower right corner of the box
    - (2) notify Assessment, Evaluation and Research if additional UPS Return Service (RS) labels are needed



return address label

top of box

- ❑ 7. Affix the white return address label directly on top of the yellow address label.
- ❑ 8. Seal boxes per system instructions.
- ❑ 9. Store materials in a dry, secure location until pickup.
- ❑ 10. Shipping instructions and materials for return to the Tennessee Test Distribution Center were included with shipment of test materials.
  - A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
  - B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
- ❑ 11. Carefully follow the return shipping instructions.



R&L Carriers Return Instructions

After test materials are packed:

- ❑ 1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions." If you are unable to locate the Bill of Lading, contact Assessment, Evaluation and Research at (615) 741-0720.
- ❑ 2. Ensure Bill of Lading is for the assessment materials being returned.
- ❑ 3. If late order materials arrived UPS, return those materials with this shipment.
- ❑ 4. Materials **must** be shrink-wrapped and stacked on **pallets** for pickup. If a pallet is needed for your materials, notify R&L Carriers when you schedule pickup.
- ❑ 5. Call R&L Carriers to arrange pickup of test materials.
  - A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
  - B) arrange date, time, and location for pickup
- ❑ 6. Shipping is prepaid; no local charges should be incurred.
- ❑ 7. If a shipping invoice is received, notify Assessment, Evaluation and Research.
- ❑ 8. Ensure system personnel are present to supervise pickup.
- ❑ 9. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

R&L Carriers Contact Numbers

- ○ For Giles, Lawrence, Lincoln or Wayne Counties: Call 1-800-298-8116
- ○ For Anderson, Blount, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Morgan, Overton, Pickett, Putnam, Roane, Scott, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties:

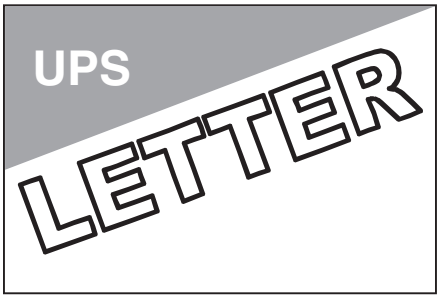
  Call 1-800-242-2147
- ○ For Benton, Carroll, Chester, Crockett, Decature, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties:

  Call 1-800-242-8596
- ○ For Bedford, Cannon, Cheatham, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties:

  Call 1-800-242-2146
- ○ For Bledsoe, Bradley, Coffee, Hamilton, Marion, McMinn, Meigs, Monroe, Moore, Polk, Rhea, or Sequatchie Counties:

  Call 1-800-448-1043

Checklists may be copied—Do not remove from manual



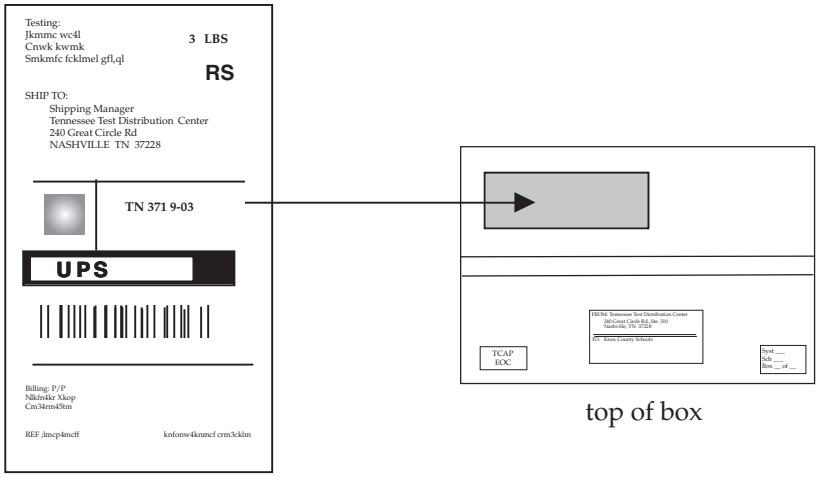
UPS Return Instructions

After test materials are packed:

❑ 1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions." If additional labels are needed, contact Assessment, Evaluation and Research at (615) 741-0720.

A) ensure the RS labels are for the assessment materials being returned

B) the weight on the return label must match the weight on the delivery label



top of box

RS label

❑ 2. Affix an RS label to each box. Ensure the label covers the barcode label that is currently on the box (leave only the return barcode label exposed to avoid conflicting barcodes).

❑ 3. If UPS does not stop daily at the system office, then notify UPS at 1-800-742-5877 to schedule a pickup.

A) the driver will not pick up boxes unless the RS labels are affixed

B) UPS may request the tracking number which is printed on the RS label

C) the tracking number begins with "1Z..." and is printed on each RS (Do not use the tracking number on the original delivery label.)

❑ 4. Ensure system personnel who coordinates UPS pickups is notified test materials are ready for pickup, the number of boxes, and where the materials are located.

❑ 5. If pickup has not been made within five (5) days, contact Assessment, Evaluation and Research.

Make-up Testing

Plans should be made to allow all students to make up any tests not attempted during the regular test session. EOC make-ups should be administered within four school days of the initial test date. Gateway test should be made up on the assigned make-up day.

Before Testing

- ❑ 1. Plan a school make-up testing schedule to complete make-up testing as soon as possible within the testing window.
- ❑ 2. Identify and contact students who need to make up a test(s).
- ❑ 3. Schedule students listed on the Absentee List to make up a test(s).
- ❑ 4. Gather materials needed to administer the test, e.g., test booklet, answer document, *Test Administration Manual*.

During Testing

- ❑ 1. Establish a quiet, secure place for the administration of the make-up tests.
- ❑ 2. Code or help students code the Student Demographic Data on the answer documents, according to instructions in this manual.
- ❑ 3. Administer the test, adhering to test directions and time limits defined in this manual.

After Testing

- ❑ 1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.
- ❑ 2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.
  - A) ensure all absent students **who were unable to take a make-up test** have a completed answer document with the ABSENT circle darkened under the appropriate Group Information Sheet (GIS) in the stacks of completed answer documents;
  - B) ensure that the ABSENT circle has been completely erased for all students **who have taken a make-up test and that** the answer document containing their responses is under the appropriate GIS;
  - C) if students **who have taken a make-up test used a new answer document** and also have an answer document with the ABSENT circle darkened in the stacks of answer documents, remove the answer document that **does not contain responses** and place it under an Inactive Test Material form with the appropriate incident type checked—Be sure that no student has **two answer documents to be scanned and scored.**

Checklists may be copied—Do not remove from manual

Adequate Yearly Progress Demographic Review

System: _____ System #:_____

School: _____ School #:_____

Date: _____

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

School Level Completion

I/We have reviewed all student data on the Student Accountability Demographic Sheets from our school. To the best of our knowledge the data is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

(Circle one)

There **were** / **were <u>not</u>** RI/Breach incidents for our school.

Building Testing Coordinator: _____ Date: _____

Signature

System Level Completion

I/We have verified with the Building Testing Coordinator that all student data on the Student Accountability Demographic Sheets is accurate and complete. I/We acknowledge that this data will be utilized to fulfill reporting requirements for NCLB, TVAAS and the State report card.

(Circle one)

RI/Breach incident forms **are** / **are <u>not</u>** enclosed for this school.

System Level Testing Coordinator: _____ Date: _____

Signature

Complete the form for each school administering a TCAP Assessment. The form needs to be signed by both the Building Testing Coordinator ***<u>and</u>*** the System Testing Coordinator.

Submit the form in the **Breach Envelope** to the appropriate Program Manager in the Office of Assessment, Evaluation and Research.

Medical Exemption Request

System: _____ System #:_____

School: _____ School #: _____

Assessment: Achievement ☐ Writing ☐ Gateway/ End of Course ☐

Test Administration: Fall ☐ Spring ☐ Summer ☐

School Level Completion

The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student Name: _____

Student SSN: _____ Student DOB:_____ Student Grade:_____

Teacher Name/Header Information: _____

School Test Dates: _____

Student Absent Dates: _____

Explanation of Emergency (Include name of hospital):

Building Testing Coordinator: _____ Date:_____

Signature

System Level Completion

I have verified with the Building Testing Coordinator that the above student was absent during the TCAP Assessment marked above for documented medical reasons. Please exclude him/her from our student count for participation rate calculations.

System Level Testing Coordinator: _____ Date: _____

Signature

Complete this form for ***each*** student absent for documented medical reasons. Attach copies of supporting documentation.

Submit the form in the **Breach Envelope** to the appropriate Program Manager in the Office of Assessment, Evaluation and Research.

Medical Exemption Requests are subject to approval by the Tennessee Department of Education. Enter the information on the medical exemption request on the TCAP Online RI Form prior to scanning.

Report of Irregularity (RI)

The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** If the school has no RI issues to report, do not complete an RI form. Other circumstances may require an Inactive Test Material (ITM) form.

Sample Circumstance	Action	Recommendation
Incorrect subtest taken	**Complete RI**	Void
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	**Complete RI**	Nullify
Student left with parent /guardian during testing session	**Complete RI**	Process Normally
Student refused to take test; Test Administrator ensured completion of demographics	**Complete RI**	Process Normally
School was dismissed during testing due to inclement weather	**Complete RI**	Process Normally
Student erased holes in answer document; answers were transcribed to another answer document	**Complete ITM** RI is not required	
Flu epidemic during testing caused large numbers of absences	**Process Normally** RI is not required	
Student tried to look at the paper of a neighboring student whose answers were covered	**Process Normally** RI is not required	
Student made random responses or drew on test	**Process Normally** RI is not required	
Student upset about external events	**Process Normally** RI is not required	
Student left glasses at home	**Process Normally** RI is not required	

- ❑ Test Administrator Responsibilities
  - ○ do not write comments on answer documents
  - ○ record irregularities and make sure each section is completed
  - ○ list names and Social Security Numbers of all affected students
  - ○ submit completed RI form(s) to the Building Testing Coordinator; **do not attach related answer document(s)**
- ❑ Building Testing Coordinator Responsibilities
  - ○ do not write comments on answer documents
  - ○ verify appropriate use; enter RI information on TCAP Reports website
  - ○ keep RI for school use
- ❑ System Testing Coordinator Responsibilities
  - ○ do not write comments on answer documents
  - ○ review RI information online, approve and submit
- ❑ Instructions for the **NEW** RI website are available separately. The website is https://www.eval.k-12.state.tn.us/tcapreports

Report of Irregularity, Sample

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
TEST ADMINISTRATOR'S REPORT OF IRREGULARITY

System Name _____ **No.** _____ **School Name** _____ **No.** _____

Test Administrator Name _____

Teacher Name (as on the Group Information Sheet) _____ Grade_____

COMPLETE THE APPROPRIATE INFORMATION BELOW

Achievement Test: Subtest(s) affected (mark all that apply)

Reading/ LA Part:	Math Part:	Science Part:	Social Studies Part:	Other (Specify)	ALL

Gateway Tests: Test affected

Mathematics	Science	Language Arts

End-of-Course Tests: Test affected

English I	Math Foundations II	U.S. History	Physical Science

Writing Test: Grade affected _____

Name (as on the test document) and Social Security Number of Student(s) Involved (attach list if needed) _____

_____

This form is to be used only if the following irregularities occurred. Mark all that apply and include specific details below:

- ❑ A. A student or a group of students cheated.
- ❑ B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.
- ❑ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and **number of items completed** in documentation above.
- ❑ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest.
- ❑ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used **only** if the transfer of all information to another answer document **could not** be made.
- ❑ F. A student took the wrong test or subtest. **System Testing Coordinator must contact the State for further instructions.**
- ❑ G. Improper test modifications/accommodations were used.
- ❑ H. A student refused to take the test.

Document the occurrence (attach additional pages as needed) _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

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Inactive Test Material (ITM)

Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper banded separately from other test materials. Check only one box. Do not complete an ITM if there are no materials to accompany the ITM form.

The following test materials **should not** be included under ITM:

- Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

❑ Test Administrator Responsibilities

- ○ do not write comments on answer documents
- ○ identify any answer documents, test booklets, or Absentee Forms to be included under ITM
- ○ notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
- ○ complete ITM, **sign**, and paper band with any affected answer documents or test materials
- ○ use only paper for bands (adding machine tape works well)
- ○ return paper-banded ITM to Building Testing Coordinator

❑ Building Testing Coordinator Responsibilities

- ○ do not write comments on answer documents
- ○ ensure materials under ITM are those documented on the form
- ○ verify use of form corresponds to allowed reasons only
- ○ **sign** completed forms
- ○ ensure that damaged/contaminated documents are transcribed to a clean answer document which is placed under the appropriate GIS
- ○ ensure any duplicate answer documents under an ITM have a corresponding document under the appropriate GIS
- ○ ensure only paper has been used for bands (adding machine tape works well)
- ○ pack and return paper-banded ITM to System Testing Coordinator per instructions

❑ System Testing Coordinator Responsibilities

- ○ do not write comments on answer documents
- ○ review ITM for appropriate use, accurate completion, and **sign**
- ○ make copy for system use
- ○ confirm that damaged/contaminated answer documents were transcribed and that an ITM form was completed
- ○ destroy contaminated answer documents and note on ITM form that they were destroyed
- ○ take paper-banded ITMs to the scan site

Inactive Test Material, Sample

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
INACTIVE TEST MATERIAL

System Name _____ **No.** _____ **School Name** _____ **No.** _____

Test _____ **Grade/Content** _____ **Test Administrator** _____

Complete one form for each incident type per grade/content area.
This form is to be used **only** if the listed incidents occurred.

Do NOT place the following under this form:
- Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks, except K-3 Achievement (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

- ❑ A student marked responses in the test booklet (excluding K-3 Achievement). Demographic data and answers have been transcribed onto an answer document and placed under the appropriate GIS. Test booklet to be destroyed is under this form.
- ❑ A pre-coded answer document for a student no longer enrolled is under this form. A pre-coded answer document for a student absent from the Writing Assessment is under this form, and a completed Absentee Form for the absent student is under the appropriate Writing Assessment GIS. (Students absent from other assessments are noted on the answer document and placed under the appropriate GIS for that assessment.)
- ❑ A completed Absentee Form for a student who later took the make-up test is under this form (Writing Assessment Only). The document to be scored is under the appropriate GIS.
- ❑ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS.
- ❑ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ❑ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ❑ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.
- ❑ A student filled in circles on an answer document in ink. Information has been transcribed onto a new answer document and placed under the appropriate GIS. The document to be destroyed is under this form.

Number of Documents paper banded under this form: _____

Student Name(s) and Social Security Number(s): _____

_____

_____

TEST ADMINISTRATOR:	Place this completed form on top of the related test material, paper band and return to the Building Testing Coordinator.	_____ **Test Administrator's Signature**
BUILDING TESTING COORDINATOR:	Return this form and materials to the System Testing Coordinator.	_____ **Building Testing Coordinator's Signature**
SYSTEM TESTING COORDINATOR:	Make a copy of this form for system use. Return the form and materials per instructions in the *Test Administration Manual*.	_____ **System Testing Coordinator's Signature**
		_____ **System Testing Coordinator's Phone Number**

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SECTION VII: TROUBLESHOOTING

If this happens…	*Do this:*
Test materials do not arrive by the specified date.	Contact Assessment, Evaluation and Research at (615) 741-0720.
Inadequate quantities of test materials or ancillary materials are received.	Contact Assessment, Evaluation and Research. Document any shortages on your copy of the Shipping Order form.
Large Print or Braille versions are not received.	Check all boxes. These materials are packaged independently. If the tests have not been received within two days, contact Assessment, Evaluation and Research.
Test materials are defective or damaged.	Contact Assessment, Evaluation and Research immediately. Return defective test materials separately per instructions.
Additional test materials are needed on the testing date.	Building Testing Coordinators should first contact the System Testing Coordinator. If the quantity of materials is still insufficient, the System Testing Coordinator should contact Assessment, Evaluation and Research.
One or more test booklets and/or manuals are not accounted for after test administration.	Contact Test Administrators to see if the missing materials can be located. Note the shortage in the "Missing" column of the Shipping Order form and complete a **Breach of Testing Security Report** form.
Not all used and unused answer documents are accounted for after test administration.	Check test booklets first to see if any answer documents were placed inside them. If answer documents are not found, contact the Test Administrator. Note the shortage in the "Missing" column of the Shipping Order form and complete a **Breach of Testing Security Report** form.
NOTE: A completed **Breach of Testing Security Report** form must be returned to Assessment, Evaluation and Research to explain any discrepancies on the Shipping Order form for test booklets and answer documents not being returned. This form should be sent in the Breach Envelope directly to Assessment, Evaluation and Research.	

GATEWAY/END OF COURSE PROGRAM MANAGERS

Contacts:

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Assessment, Evaluation and Research
Tennessee Department of Education
TPS Complex – Hardison Building
1252 Foster Avenue
Nashville, TN 37243
615-741-0720

NOTE: If using UPS or FedEx, use 37210.

Return these materials to the Tennessee Test Distribution Center.

Tennessee Department of Education
Assessment, Evaluation and Research
Tennessee Test Distribution Center
240 Great Circle Road, Ste. 310
Nashville, TN 37228