

TCAP

Tennessee Comprehensive Assessment Program



Test Administration Manual PART ONE – TRADITIONAL

<u>TCAP TNReady</u>	<u>TCAP TNReady</u>	<u>TCAP ACH</u>	<u>TCAP EOC</u>
<ul style="list-style-type: none">• ELA (Grades 3-8)• Math (Grades 3-8)	<ul style="list-style-type: none">• English I• English II• English III• Algebra I• Algebra II• Geometry• Integrated Math I• Integrated Math II• Integrated Math III	<ul style="list-style-type: none">• Social Studies (Grades 3-8)	<ul style="list-style-type: none">• U.S. History

2015-16 Tennessee Comprehensive Assessment Program Calendar

Assessment Name	Administration	2015–16 Administration Window
Traditional Schedule TNReady ELA & Math and TCAP Social Studies Grades 3-8	Spring – Part I	February 22– March 18
	Spring – Part II	April 25 – May 6
Block Schedule TNReady ELA & Math and EOC US History Secondary	Fall	Part I November 2 – November 20
		Part II November 30 – December 18
	Spring	Part I April 18 – April 29
		Part II April 25 – May 10
Traditional Schedule TNReady ELA & Math and EOC US History Secondary	Spring – Part I	February 22– March 18
	Spring – Part II	April 25 – May 10
Science Grades 3-8 and Secondary	Fall Block	November 30 – December 18
	Grades 3-8 (Part II)	April 25 – May 6
	Secondary (Part II) Traditional & Spring Block	April 25 – May 10
K-2 (SAT10)*	Spring	April 25 – May 6
MSAA (ELA & Math)**	Spring	March 30 – May 13
TCAP-Alt (Social Studies & Science)**	Spring	March 7 – April 8
ACT	Spring	April 19 (Make-ups May 3, 2016)
ACT Explore, PLAN	Fall	September 14 – November 6
ACCESS for English Learners (EL)	Spring	March 7 – April 8 Additional information is posted to wida.us/membership/states/Tennessee.aspx
NAEP	Winter/Spring	January 25 – March 11
PISA	Fall	October 5 – November 13
EOC/TNReady All Subjects	Summer	TBD

*(Participation in K-2 is a district choice)

** TCAP includes alternative assessments available to students with disabilities for whom participation in the regular state assessment is inappropriate, even with the use of extensive accommodations.

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SECTION I: TEST SECURITY

Note: It is imperative that all district and school personnel familiarize themselves thoroughly with all test administration and security policies and procedures described in this test administration manual to ensure a secure test administration with valid and reliable results.

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.]

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 matters concerning security and test administration through the System Testing Coordinator.
- Provide methods to ensure accurate inventory of test resources and materials at the system and school levels.
- Conduct random visits during testing to ensure test security and consistency of administration.
- Provide Potential Breach of Security Request forms on the department website and in the online report of irregularity platform in EdTools to document local test security concerns.
- Review submitted Potential Breach of Security Requests and follow up as needed.
- Release student-specific test data only to authorized personnel.

State Test Security Guidelines

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

- 1) Adopt a locally monitored test security policy that incorporates, at a minimum, 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 and retain training documentation for system records.
 - State Test Security Law
 - State Test Security Guidelines
 - Local policy
 - Test administration procedures

- 3) Implement inventory verification procedures for all paper test materials including modified format and Braille test forms.
 - Restrict handling of any paper test materials to authorized personnel only.
 - Store test materials in a centrally located locked room that is inaccessible to unauthorized personnel.
 - Establish check-in and check-out process and ensure inventory control for each test session as well as at the school and system level during the testing window.
 - Return test materials immediately after each test session and when the entire test session is completed.
 - Secure paper test materials printed for homebound or students with disabilities after the test has been transcribed
- 4) Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passages before, during, and after testing.
 - Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited to protect the validity of the test.
- 5) Create secure, yet positive, environment for testing.
 - Place appropriate signage outside of test setting to limit interruptions (e.g., Do Not Disturb—Testing in Progress).
 - Electronic communication devices (cell phones, pagers, PDAs, tablets) are **NOT** allowed 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.
- 6) Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions.
 - Follow appropriate schedules as set by the state, district, and school.
 - Follow appropriate time limits outlined in all test directions.
- 7) Require Test Administrators and Proctors to remain with students and be observant and non-disruptive throughout the testing session.
 - Train Test Administrators and Proctors on appropriate observation protocol:
 - ✓ be aware of student activity during testing
 - ✓ do not read or do other activities that take attention away from students
 - ✓ turn off all electronics, **including cell phones, iPads, etc.**
 - Prohibit the coaching of students in any way during State assessments.
 - Ensure students respond to test items without assistance from anyone.
 - Prohibit the reading of test items and passages by anyone other than the students being tested, unless indicated in the test instructions or accommodations.
 - Secure assessment materials (including pilot or field test materials) so that they shall not be read, reviewed, or analyzed at any time before, during, or after test administration.
- 8) Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person.
 - Standard copyright laws must be maintained at all times.
 - Test materials shall not be copied (including taking photos with cell phones, iPads, etc.), filed, or used directly in instructional activities.

- Specific excerpts or paraphrased portions of the test may not be used for classroom examples or instruction.
- 9) Maintain confidentiality of student-specific accountability demographic information and test results at all times.
 - 10) Document test security concerns on a Potential Breach of Security Request form.
 - 11) Make sure to report any potential breach of security.

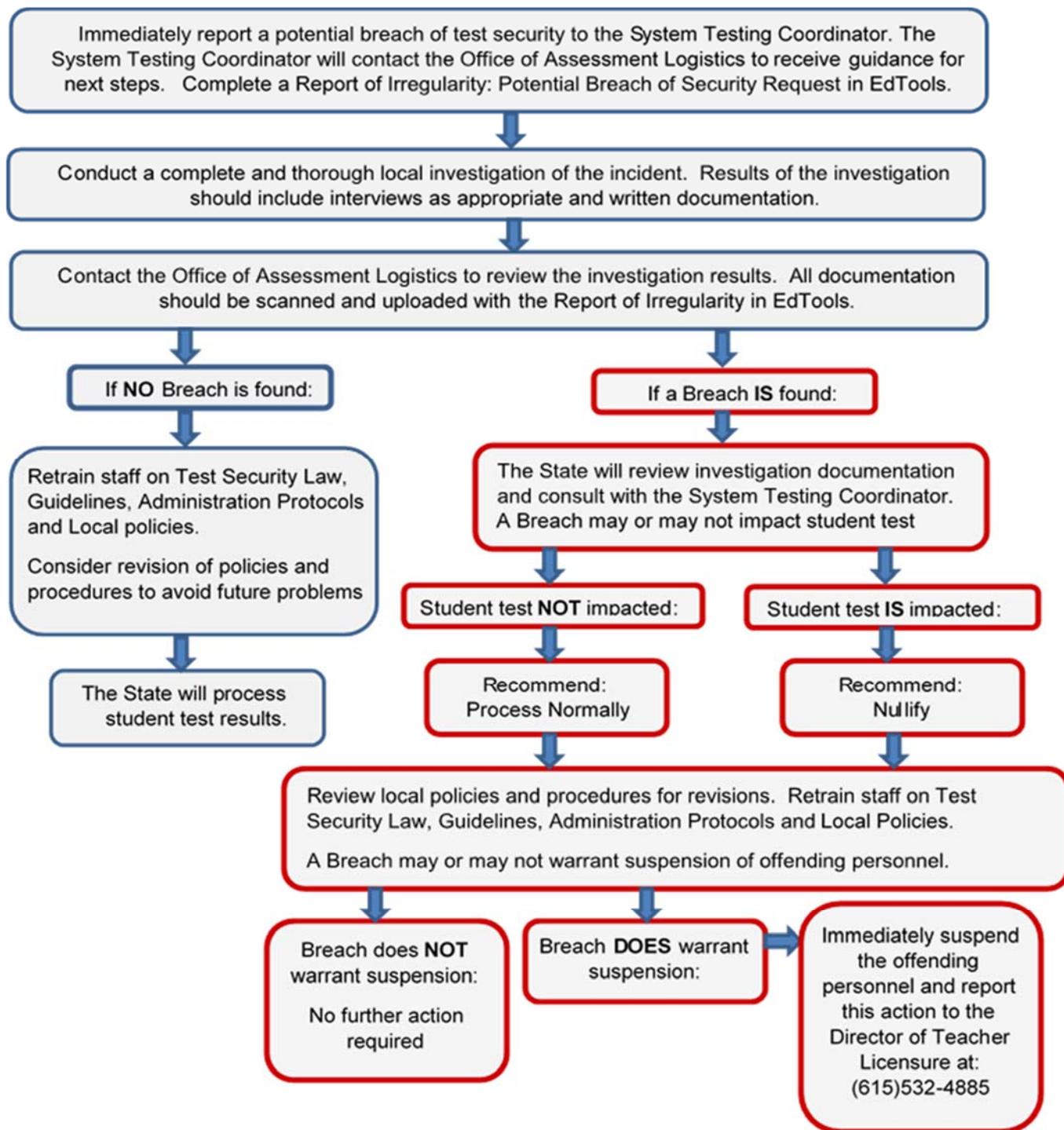
Failure to report a potential breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

State Test Administration Security Protocols

- Do not allow students to take the same subtest of the same TCAP assessment twice.
- If students are found with ANY electronic devices, including but not limited to cell phones, smartphones, iPods, PDAs etc. **during testing OR during breaks**, their test score will be **nullified**. The best practice would be for students to leave devices at home or in their lockers on the day of testing. Alternately, test administrators should collect electronic communication devices prior to testing and return them when all students have submitted their tests.
- If test administrators or proctors are found with ANY electronic devices, including but not limited to cell phones and smartphones, **during testing OR at any time when test information is accessible**, this violation will be treated as a breach of testing security.
- Students should not be placed in a test session with a test administrator or proctor who is a family member. In addition, with the exception of Home School students in grade 5 (or in special circumstances grades 3 or 4), the parent/guardian **may not** be present in the student's testing room.
- An educational environment should be maintained during testing so that students and faculty are comfortable and familiar with their surroundings. It is not necessary to cover the walls. However, it **is not** appropriate to create posters, bulletin boards, student samples, study aids, or other "decorations" that are so content specific as to provide students with possible answers to test questions.
 - Students who are looking at the walls for answers will most likely not have time to complete the test.
 - Students are likely to tell friends, teachers, and parents that there were answers to the test on the wall.
 - Students may use scratch paper and math reference sheets if available, no other guides or study aids should be given to students during testing.
 - If a teacher has content specific reference material on the wall, an investigation into a potential breach of security is required. If it is determined that the materials were so content specific as to give an unfair advantage to the students and/or that the teacher reminded students of the availability of the materials during testing – the event will be documented as a breach of security and steps will be taken through the Board.
 - Encourage teachers to look at their motives and remind them that materials posted on their walls are intended to encourage an educational environment. If the teacher would not want the materials posted for a test he/she is administering, then it should not be on the wall during the state summative assessments.

Breach of 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, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law, State Test Security Guidelines and State Testing Administration Security Protocols. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the Office of Assessment Logistics at tned.assessment@tn.gov.

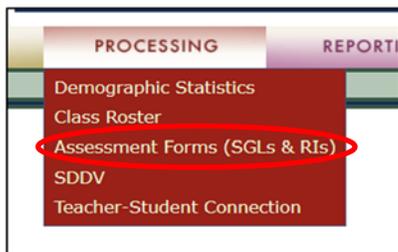


Report of Irregularity (RI): Potential Breach of Security

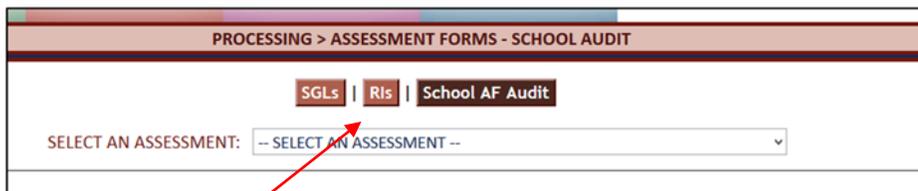
Immediately upon receipt of any information concerning a potential breach of security, the System Testing Coordinator must contact the Executive Director of the Office of Assessment Logistics. School and system administration must initiate an immediate and thorough investigation into the circumstances of the potential breach. The investigation should include written statements of all parties involved, including students if necessary, and any other evidence available to substantiate the claims of a breach in security.

Potential Breach of Security events **MUST** be entered online as a Report of Irregularity in EdTools at <https://tdoe.randasolutions.com> (requires a user name and password).

- To complete the online RI go to “Processing” tab, select “Assessment Forms (SGLs and RIs)”



- Select an Assessment from the drop down box on the School AF Audit



- Click on the **RIs** button and then Click on the **Add New RI ...** button.
- The screen will refresh to an RI (see sample on next page).
- Complete all required information including:
 - **Select Grade**
 - **Select Content Area**
 - **Select H – Breach of Security Request**
 - **Indicate Incident Date**
 - **Teacher Name** – should be the Test Administrator
 - **Contact Information** – Name and Email address of the person the State should contact to discuss the event.
 - **Type of Breach** – Student involved or Materials/non-student
 - **Test Date**
 - **Explanation of Testing Security Event** – provide as much information as possible
 - **Name of Reporter, Phone Number, E-mail address**
 - **Student information including First/Last Name and State Assigned Unique ID**
- Once all required fields have been completed, click the **Update** button at the bottom of the page
- To add documentation go to the top right of the RI form: **There are NO attachments (Click to Add)**

Report of Irregularity: Potential Breach of Security Request - Sample

RI Serial # After you have saved your RI, you will be able to add attachments

Test:

Grade:

Content Area / Subtest:

- Algebra I
- Algebra II
- Biology I
- Chemistry I
- English I
- English II
- English III
- Geometry
- Math I
- Math II
- Math III
- US History

Test Part:

Sub Test:

This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply below:

- A. A student or a group of students cheated
- B. Test administrator/proctor provided inappropriate assistance to student(s)
- 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 below
- 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. Inactive Test Materials Form: A student completed a test using multiple response documents, defective materials or the test became damaged or contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this form. Non-contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should be returned under the appropriate TAG or GIS for scoring.
- F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions
- G. Improper test modifications/accommodations were used
- H. Breach of Security Request
- I. Medical Exemption Request
- J. Other reasons. Please specify

Note: **The Breach of Security and Medical Exemption Request Forms are now to be completed online.** The PDF version of the [Breach of Security](#) and [Medical Exemption Request](#) are still available in case you need to print them.

District Name:	School Name:
<input type="text" value="00190 - DAVIDSON COUNTY"/>	<input type="text" value="0020 - ANTIOCH HIGH"/>
	Incident Date: <input type="text" value="11/2/2015"/>
Teacher Info (as on the Group Information Sheet):	Last Name: <input type="text" value="DOE"/>
	First Name: <input type="text" value="JOHN"/>
Contact Information for the State:	Name: <input type="text" value="JOHN DOE"/>
	Email: <input type="text" value="JOHN.DOE@EXAMPLE.COM"/>

Report of Potential Breach

- Type of Breach:
- Student involved event
 - Materials or non-student event

Test Date:

Explanation of Testing Security Event:

Print the online RI – Potential Breach of Security Request. Retain a copy for your system's records.

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity | Potential Breach

1 / 1 93.2% Tools Fill & Sign Comment

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM REPORT OF IRREGULARITY

RI Serial #: RI-022806
Test: 2015 TCAP
Grade: 11
Subtest(s): Algebra I
Part: 1

This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply 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 below.

While the incident is under investigation, the Potential Breach is available for review and printing. Once the investigation is complete and a determination that a breach has occurred, the state will generate a Breach of Security Report.

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Breach of Security | Report of Irregularity | Potential Breach

Print the online RI – Breach of Security Report. Retain a copy for your system's records.

At the end of the school year, all Breach of Security Reports are reviewed by the state security committee. Breaches are categorized based on the severity of event and intent of the offending personnel as follows:

- Very minor: disciplinary action handled at the local level, personnel receives additional training
- Minor: submission to the State Board for possible reprimand on teacher license
- Major: submission to the State Board for possible suspension of teacher license
- Severe: submission to the State Board for possible revocation of teacher license

Disciplinary action taken at the local level may or may not influence the recommendation of the committee. The Office of Assessment Logistics will communicate with the System Testing Coordinator after the committee meets and notify them of the next steps. Once submitted to the State Board, time for review and due process varies.

RI – Protocol for System Response to Missing Secure Test Materials

- 1) System Testing Coordinator completes a thorough investigation and documents all related facts.
- 2) System Testing Coordinator completes an Online Report of Irregularity with a Breach of Testing Security Request.
- 3) System Testing Coordinator notifies the Director of Schools concerning missing test materials.
- 4) System Testing Coordinator provides the State with a detailed investigation summary that includes the following information:
 - A) specifics (e.g., quantity, grade level) about missing secure test materials (e.g., test booklets, used answer documents, unused pre-ID answer documents)
 - B) date test materials were determined missing
 - C) last known location of missing test materials
 - D) description of storage area for secure test materials
 - E) names of all people who had access to area where test materials were stored
 - F) name and contact information of Building Testing Coordinator(s) and School Administrator(s)
 - G) statements from the administrators, Building Testing Coordinators, teachers, and any others involved
 - H) description of current security measures in county/school
 - I) plan for improved test security measures at system and school level

SECTION II: TEST ADMINISTRATION

Key Terms

- **Part:** indicates the content assessed and the test administration window. For spring 2016, the **Part I** window is February 22 – March 18 and **Part II** is April 25 – May 6 for 3-8 schools. Part I is April 18 - April 29 for high schools on spring block and Part II is April 25 – May 10 for high schools on block or traditional schedules.
- **Subtest:** a subsection within a test administration. For example, the ELA Part I assessments have two subtests of 90 minutes each. Subtests in the same content area **must** be given on the same day.
- **Session:** a testing time scheduled for a specific group of students.

End of Course Testing Policy

Students who are enrolled in an end of course class, regardless of grade level, must take the assessment pertinent to that class (i.e., Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III, U.S. History, Chemistry, Biology I, English I, English II, and English III.)

Tennessee State board of Education High School Policy 2.103

Only students who are enrolled in a course with an associated End of Course examination shall take the End of Course examination. Students enrolled in a substituting course without an End of Course examination explicitly tied to the State Board of Education-approved curriculum content standards of that course shall not take an End of Course examination. This exemption applies to all substituting courses, including, but not limited to, Advanced Placement, International Baccalaureate, dual enrollment, and dual credit courses.

Scheduling

- Districts will establish a district-wide testing schedule to fit the needs of their staffing and facilities.
- Each content area must be given on the same day in the school/and or district.
- Subtests **MUST** be taken on the same day.
- Breaks between Subtests may be established by the school
- EL and SPED students may not be tested outside the district/state testing window.
- Test Schedule:

	Grades 3-8	EOC
Day 1	Mathematics	Algebra I/Integrated Math I, English III
Day 2	English Language Arts	Algebra II/Integrated Math II, English I
Day 3	Social Studies	English II, U.S. History
Day 4	Science (Part II only)	Geometry/Integrated Math III, Biology/Chemistry (Part II only)
Day 5	Completion of all SPED, English Learners and make-up testing	

- Modifications may be made to the schedule above by submitting a proposed alternative schedule through a Contact Support Ticket in EdTools.
- Notify Office of Assessment Logistics if you need to change your Testing Window.
- [Office of Assessment Logistics](#) MUST approve new window.
- Maintain current test calendar in EdTools.

Administration Procedures

- Create a secure, positive environment for testing.
 - Turn off all communication devices.
 - It is NOT NECESSARY to conceal or remove instructional or reference materials in the testing area, the classrooms, or hallways. An instructional environment should be maintained during testing windows.
- Confirm each student has their own Pre-ID response document.
- Students may have clean, blank scratch paper during all Subtests of the assessments. Scratch paper may be lined, unlined, or graph paper and should be collected and securely destroyed after each test session.
- Whenever possible there should be a test administrator and a proctor available in the testing environment. Best practice is to schedule students with administrators and proctors who **are not** their regular classroom teacher.
- If a student finishes testing prior to the scheduled time, they may read or do other quiet activities that **are not** related to the content area being tested.

System Testing Coordinator's Checklist

Before Testing

- 1. Maintain contact with the Office of Assessment Logistics.
 - A) Update contact information in EdTools at <https://tdoe.randasolutions.com>.
 - (1) office e-mail address
 - (2) office phone number
 - (3) emergency phone number
 - (4) fax number
 - (5) district mailing address
 - (6) district shipping address, if different from mailing address
 - B) Check e-mail frequently for assessment information.
 - C) Distribute appropriate assessment information system-wide.
 - D) Contact the State with local school assessment concerns, as needed.
 - E) Check the Resources tab in EdTools for updates and additional resources often.
- 2. Implement local test security plan and disseminate information system-wide.
- 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
 - A) Ensure test material orders include all applicable schools, grades, courses, and students.
 - (1) students enrolled in tested grades
 - (2) special education students
 - (3) EL students
 - (4) transfer students
 - (5) students needing modified format tests (Large Print or Braille)
 - (6) homebound and home school students
 - (7) alternative school students
 - B) Ensure accuracy of orders to prevent shortages and late orders.
 - C) Complete orders according to State schedule, print a copy of your orders, 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 and disruption of the regular school day.
- 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.
- 9. Locate the school packing list and check it against your original order to ensure you have sufficient materials.
- 10. Notify the State immediately if additional test materials are needed.
- 11. Distribute secure test materials to Building Testing Coordinators, adhering to security guidelines.
 - A) test materials—confirm for appropriate course
 - (1) test booklets, separate documents for each grade/course
 - (2) response documents, color coordinated to test booklets
 - (3) pre-id labels
 - B) modified format tests, as needed

- C) State assessment forms, per school procedures:
 - (1) School Group List (SGL) can be located at TDOE EdTools:
<https://tdoe.randasolutions.com/>
 - (2) Test Administration Group (TAG) form
- 12. Receive shipment of test materials.
 - A) Retain shipment boxes at the system/building for return shipment.
 - B) Locate the System Box containing Return Kit.
 - (1) **Red and white FedEx ground return labels** and instructions are included in the plastic bag labeled Return Kit System Box.
 - (2) If the red and white FedEx return labels are not located, or if there is an insufficient number, notify the Measurement Incorporated Helpdesk at (877) 516-2403.
 - C) Retain return shipping labels for return of all testing materials once the test administration is completed.
 - D) Establish a system for the Building Testing Coordinator to pack and return materials to System Testing Coordinator.
- 13. Implement procedures to ensure all students are assessed and accounted for as required.
- 14. Contact the Office of Assessment Logistics with any questions by filling out a Contact Support Ticket in EdTools.

During Testing

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

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.
 - B) Verify all counts on the Packing List.
 - C) Complete the School Group Lists online, print off copies, and include the appropriate list in each school box.
 - D) Verify that the TAG is completed accurately and included with each group of answer documents for the Test Administrator listed on the TAG.
- 3. Complete a Breach of Testing Security Request online for any discrepancies in inventory of test booklets.
- 4. Verify proper coding for all demographic information, including Absent.
- 5. Review State assessment forms for appropriate use and accurate completion.
 - A) Report of Irregularity (RI)
 - (1) Review RI information online, approve, and submit in EdTools:
<https://tdoe.randasolutions.com>. See Section VI: Post Test Procedures.
 - (2) Potential Breach of Security Request
 - a. Initiate an investigation
 - b. Add all documentation to the RI – retain originals at the district office
 - c. See Section I: Test Security for additional details
 - (3) Medical Exemption Request
 - a. Add all relevant medical documentation to the RI – retain originals at the district office
 - b. See Section VI: Post Test Procedures for additional details
 - (4) Inactive Test Materials (ITM)
 - a. MI has provided a print form in the school box of materials, this can be used to document information but an RI **must** be completed in EdTools.
 - b. Do not write comments on answer documents returned under an RI-ITM form.
 - c. Do not include response documents for students who did not attempt, or refused, to test.
 - d. See Section VI: Post Test Procedures for additional details
- 3. RI documentation for Breach and/or Medical exemptions should NOT be returned to Measurement Incorporated.
- 4. Secure any PDF test forms for students with IEP along with student responses after they have been transcribed and hold at the district office until after scoring.
- 5. Ensure any Braille materials are packed in the original shipping boxes and returned to Measurement Incorporated within 3 business days after testing.
- 7. Ensure all used and unused test materials are returned. Materials must be **packed in the original shipping boxes** in the specified order (see Section VI, Post-Test Procedures, Return Procedures).
- 8. All prewriting papers used by students must be securely destroyed upon completion of this test.
- 9. Keep a copy for your records of the completed Packing List and the number of boxes per school being returned.
- 10. Return test materials to Measurement Inc. (see Section VI, Post-Test Procedures, Return Procedures).

Building Testing Coordinator's Checklist

Before Testing

- 1. Assist System Testing Coordinator in setting testing calendar and ordering materials.
- 2. Attend training session for Building Testing Coordinators.
- 3. Coordinate with 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).
- 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians. Announce the test dates to students and parents/guardians, and discourage scheduling appointments that would conflict with the testing sessions.
- 5. Conduct test administration and security training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.
- 6. Establish a restricted, secure, centrally-located storage area for test materials.
- 7. Inventory all materials to confirm test materials received and document on the Packing List (**retain boxes and return kit that includes address labels for return shipment**).
- 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
 - A) **Use the Test Quantity Verification Form** in this section to check-in and check-out test materials.
 - B) Require Test Administrator's signature before and after each testing session.
 - C) Count test materials before and after each testing session.
- 9. Ensure all Test Administrators have access to the Test Administration Manual and the Test Administrator/Proctor Scripts for the appropriate grade and/or content area. These documents are located under *Test Administration Manual* on the *Resources* tab in [EdTools](#).
- 10. Make sure test forms are kept secure prior to testing.
- 11. Monitor to verify the building and each test setting are appropriately prepared.
 - A) For Math assessments: Math tables should be concealed or removed.
 - B) Seating is arranged to ensure students work without assistance from others.
 - C) All testing areas have appropriate materials (scratch paper, # pencils, highlighters, etc.)
- 12. Ensure all students have been scheduled for test sessions and that accessibility features and accommodations have been appropriately assigned.
- 13. Distribute restricted test materials immediately prior to each testing session, adhering to security guidelines. Restricted test materials include:
 - A) test booklets and answer documents—confirm for appropriate grade and/or course
 - B) modified format tests (Large Print, Braille), as needed
 - C) State assessment form, Test Administration Group (TAG) form per school procedures:

During Testing

- 1. Monitor to enforce the local test security plan and test schedule.
 - A) Ensure that all electronic communication devices are turned off and collected.
 - 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 texts unless indicated in test instructions or accommodations.
 - E) Notify System Testing Coordinator and/or Principal of any suspected testing security concerns.
- 2. Work with school administration to minimize test disruptions (e.g., announcements, bells, lunch schedule).
- 3. Maintain security of all test materials before and after test sessions.

After Testing

- 1. Complete online assessment forms in EdTools.
 - A) Complete and submit Reports of Irregularity.
 - B) Make a copy of any documentation and retain for school use.
 - C) Place original documentation in an envelope for return to the System Testing Coordinator.
- 2. Ensure proper transcription of Braille and/or students who have responded in test booklets, if applicable, (see Section IV Assessment Accessibility and Accommodations).
- 3. Package Braille materials for return shipment to Measurement Incorporated.
- 4. Collect and count all test materials after each testing session.
- 5. Obtain Test Administrator's signature after each testing session on the Test Quantity Verification Form as confirmation of count.
- 6. Ensure proper completion and placement of each TAG (see Section VI, Post-Test Procedures).
- 7. Verify students' answer documents included under the TAG have been placed with the appropriate Test Administrator.
- 8. Sort, check, and count test materials at conclusion of all testing.
 - A) Do not write comments on answer documents.
 - B) Answer documents must be stacked with demographic grids face up and in the same direction.
- 9. Review answer documents and record totals on the Packing List. All used answer documents must be accompanied by a TAG or RI-ITM form. Duplicates and those documents filled out in error must go under a completed RI-ITM with the appropriate box checked. There must be NO loose, used answer documents in the returned materials.
 - A) used answer documents:
 - (1) Verify all student accountability demographic information,
 - (2) Ensure pre-id labels are properly placed in the appropriate area,
 - (3) Place answer documents under the appropriate TAG.
 - B) used modified format tests (see Section IV, Assessment Accessibility and Accommodations):
 - (1) Ensure proper transcription of Large Print and Braille responses, if applicable.
 - (2) Place transcribed answer document(s) for Large Print, Students who tested in the test booklet or word processor-generated responses under the appropriate TAG with their classmates. Paper band all student original response documents that were transcribed and label 'Original Responses'. Ensure student name and USID are on the original responses and return in the used materials boxes for processing.
 - C) Ensure answer documents are stacked with demographic grids face up and in the same direction.
- 10. Review Inactive Test Material RIs.
 - A) Check to see that inactive test materials are placed behind a printed RI and paper-banded.
 - B) Ensure materials are those documented on the form.
 - C) Verify that each RI corresponds to allowed reasons only.
 - D) Ensure that duplicate answer documents that are **not to be scored** are placed under an ITM.
 - E) Ensure only paper has been used for bands (adding machine tape works well).
 - F) Materials with manufacturing defects (e.g., missing pages, illegible printing) (Paper-band and label such materials with "manufacturing defects." Notify the Office of Assessment Logistics.)
 - G) Sign completed forms.
- 11. Review other used and unused materials, and record on the Packing List.
 - A) used test booklets
 - B) unused test materials
 - (1) test booklets
 - (2) unused answer documents

(3) unused pre-id labels

(4) unused TAGs

- 13. Complete the necessary School/Group Lists online on EdTools at <https://tdoe.randasolutions.com>.
 - A) Verify that the information corresponds with the information listed on the Test Administration Group form.
 - B) Print off a copy of the School/Group Lists and pack on the top of each school box.
- 14. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes**, and return to the System Testing Coordinator (see Section VI, Post-Test Procedures).
- 15. Make a list of each box's contents (e.g., course/teacher information) to retain for school records.

Packing List - Sample

The packing list provides a summary of materials in each box for the school.

PACKING * LIST

TNReady 2016

ATTN: SCHOOL TESTING COORDINATOR
0312 CITY HIGH



MI Order: 12345678901

Ship To: 00321 CITY SCHOOLS
ATTN: SYSTEM TESTING COORDINATOR
101 MAIN STREET
NASHVILLE, TN 37243
(615) 253-8811

PRODUCT	QUANTITY
Please refer to the Security List for additional information.	
MEMO (WHITE)	1
BOX: 1	(1)
RETURN MAILING LABEL(S) KIT	1
BOX: 1	(1)
INACTIVE TEST MATERIALS FORM	1
BOX: 1	(1)
TEST ADMINISTRATION GROUP(S)	1
BOX: 1	(1)
GENERIC BARCODE LABEL(S)	1
BOX: 1	(1)
TEST BOOKLETS (PACK OF 10) - TNReady English I PART I	1
BOX: 1	(1)
TEST BOOKLETS (PACK OF 10) - TNReady English III PART II	1
BOX: 1	(1)
TEST BOOKLETS (PACK OF 10) - TNReady Algebra II PART II	1
BOX: 1	(1)
TEST BOOKLETS (PACK OF 10) - TNReady Geometry PART II	1
BOX: 1	(1)
TEST BOOKLETS (PACK OF 10) - EOC Biology I	1
BOX: 1	(1)
TEST BOOKLETS (PACK OF 10) - EOC Chemistry	1
BOX: 1	(1)
TEST BOOKLETS (PACK OF 10) - EOC U.S. History	1
BOX: 1	(1)
ANSWER BOOKLETS - TNReady English I PART I	1
BOX: 1	(1)
ANSWER BOOKLETS - TNReady English III PART II	1
BOX: 1	(1)
ANSWER BOOKLETS - TNReady Algebra II PART II	1
BOX: 1	(1)
ANSWER BOOKLETS - TNReady Geometry PART II	1
BOX: 1	(1)
ANSWER BOOKLETS - EOC Biology I	1
BOX: 1	(1)
ANSWER BOOKLETS - EOC Chemistry	1
BOX: 1	(1)
ANSWER BOOKLETS - EOC U.S. History	1
BOX: 1	(1)
LARGE PRINT KIT(S), TNReady English I PART I	1
BOX: 2	(1)
BRaille KIT(S), TNReady English III PART II	1
BOX: 3	(1)

FOR INFORMATION ABOUT RECEIVING, PACKAGING, OR RETURNING TESTING MATERIALS, CONTACT THE MEASUREMENT INCORPORATED HELPDISK AT 877-516-2403. FOR INFORMATION ABOUT ORDERING TESTING MATERIALS, CONTACT THE TENNESSEE DEPARTMENT OF EDUCATION OFFICE OF ASSESSMENT LOGISTICS AT 615-741-0720 OR tned.assessment@tn.gov.

Printed: 2015.09.21
Index:1

FedEx Ground
Initials: _____

Security List – Sample

The security list provides the detail of materials. Each package of test booklets or answer documents is identified on this list by the shrink pack bar code number. The shrink pack bar codes are listed in numerical order. The packs themselves may not be in numerical order.

SECURITY * L I S T

TNReady 2016

ATTN: SCHOOL TESTING COORDINATOR
0912 CITY HIGH



MI Order: 12345678901

Ship To: 00321 CITY SCHOOLS
ATTN: SYSTEM TESTING COORDINATOR
101 MAIN STREET
NASHVILLE, TN 37243
(615) 253-8811

PRODUCT	QUANTITY
RETURN MAILING LABEL(S) KIT	1
RMLP0211201	
GENERIC BARCODE LABEL(S)	1
GBLPH021101	
TEST BOOKLETS (PACK OF 10) - TNReady English I PART I	1
TNRTBE1P1	
TEST BOOKLETS (PACK OF 10) - TNReady English III PART II	1
TNRTBE3P2	
TEST BOOKLETS (PACK OF 10) - TNReady Algebra II PART II	1
TNRTBA2P2	
TEST BOOKLETS (PACK OF 10) - TNReady Geometry PART II	1
TNRTBE3P2	
TEST BOOKLETS (PACK OF 10) - EOC Biology I	1
TNRTBB1EOC	
TEST BOOKLETS (PACK OF 10) - EOC Chemistry	1
TNRTBC1EOC	
TEST BOOKLETS (PACK OF 10) - EOC U.S. History	1
TNRTBH1EOC	
LARGE PRINT KIT(S), TNReady English I PART I	1
TNRLPE1P1	
BRaille KIT(S), TNReady English III PART II	1
TNRLPE3P2	

FOR INFORMATION ABOUT RECEIVING, PACKAGING, OR RETURNING TESTING MATERIALS, CONTACT THE MEASUREMENT INCORPORATED HELPDISK AT 877-516-2403. FOR INFORMATION ABOUT ORDERING TESTING MATERIALS, CONTACT THE TENNESSEE DEPARTMENT OF EDUCATION OFFICE OF ASSESSMENT LOGISTICS AT 615-741-0720 OR tned.assessment@tn.gov.

Printed: 2015.09.21

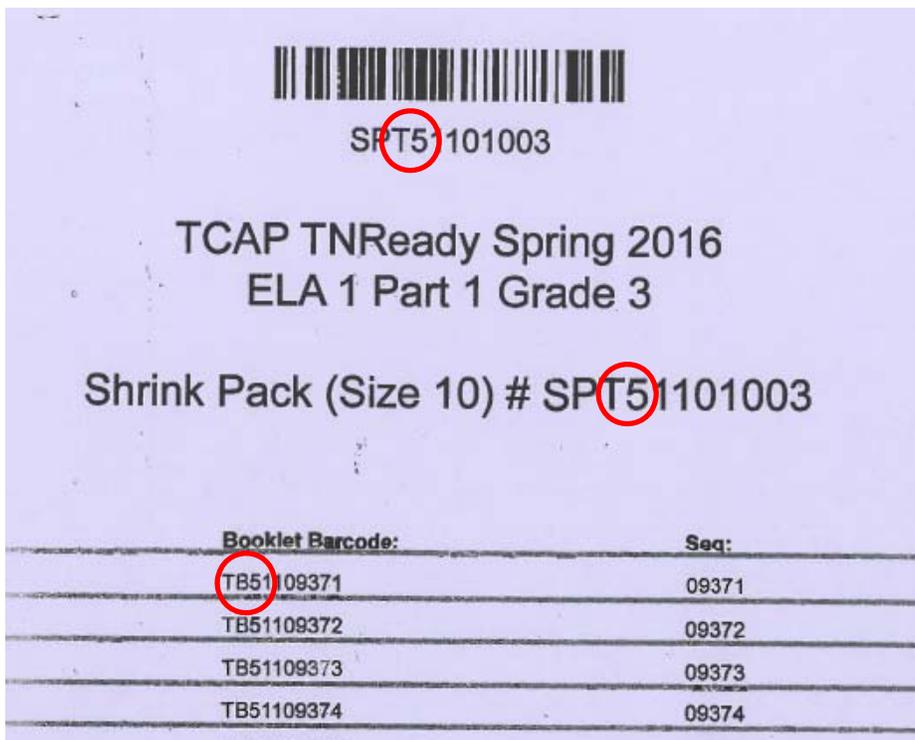
Index:1

FedEx Ground

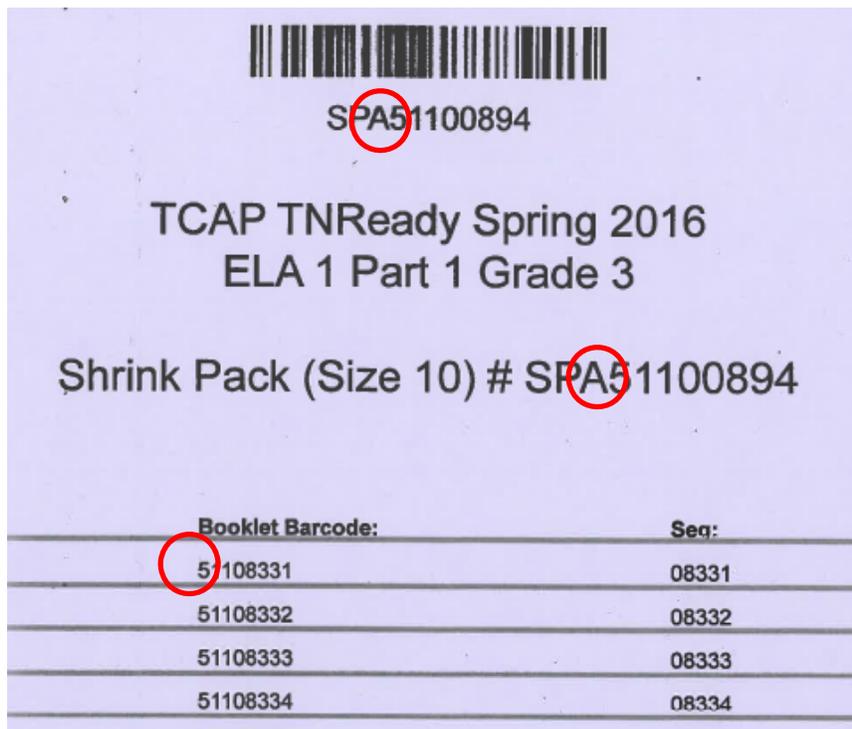
Initials: _____

Shrink Pack Cover – Sample

Test Booklets include a “T” in the cover bar code and the documents have “TB” at the start of their bar codes.



Answer Documents include an “A” in the cover bar code and the documents do not have alpha characters in their bar codes.



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* and, the *Test Administrator / Proctor Scripts*. Scripts are specific to grade groups and/or content areas. These documents are located under *Test Administration Manual* on the *Resources tab* in EdTools.
- 6. Identify students needing Accessibility Features, Accommodations for Students with Disabilities, English Learner Accommodations, English Learner Exclusion, and/or modified format tests (see Section IV, Assessment Accessibility and Accommodations).
- 7. Provide reference sheets to students and familiarize them with appropriate methods for making responses using any Accessibility Features or Accommodations for Students with Disabilities.
- 8. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.
- 9. Place pre-id labels in the designated section on the lower right hand corner of the student answer documents. For students that do not have pre-id labels and for fields that are not pre-id'd complete the student demographic information. (see Section II, Test Administration: Student Demographic Information).
- 10. Prepare the test setting.
 - A) Arrange the test setting to ensure students work without any assistance from others.
 - B) Turn off and collect all electronic devices prior to testing.
- 11. Ensure appropriate testing materials are available for each testing session.
 - A) Test booklets – confirm appropriate grade and content area.
 - B) Answer documents are distributed to the correct student, color coded to match test booklets
 - C) No. 2 pencils with erasers
 - D) Two blank sheets of paper for student use (blank, lined or graph paper is allowed)
 - E) Highlighter (optional)
 - F) Watch or clock with second hand
 - G) Materials required for student accommodations or modified format tests
 - H) Appropriate reference sheets for mathematics only
 - I) Calculator for mathematics only
 - J) *Test Administration Manual*
 - K) *Test Administrator/Proctor Script - Mandatory*
- 12. **Do not read** or discuss test contents with anyone before testing.

During Testing

- 1. Post a “DO NOT DISTURB” sign at the entrance of the testing site.
- 2. Make sure that the Test Administrator and/or Proctor has necessary information to contact the Building Testing Coordinator in case of student emergencies or other issues during testing.
- 3. Ensure all electronic communication devices are turned off and collected.
- 4. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks).
- 5. Confirm each student has appropriate materials for each test session.
 - A) No. 2 pencils
 - B) Clean scratch paper (lined, blank or graph)
 - C) Highlighter (optional)
 - D) Appropriate calculator, reference sheets, or other manipulatives as needed
 - E) Ensure students have their own test booklet and answer document after each break or subtest
- 7. Instruct students on appropriate methods for taking the test:
 - A) Students should read the test content carefully.
 - B) Students should write only on the topic given.
 - C) Students should watch for careless errors.
 - D) Students should use the blank paper or graph paper distributed to them.
- 8. Ensure students understand directions for taking the test (see Section III, Directions for Administrators).
 - A) Encourage students to respond to the questions.
 - B) Make sure students respond to the test without help from anyone.
 - C) Do not provide assistance that could indicate an answer.
- 9. Administer the test, observing all time limits and start/stop commands.
- 10. Remain with the students and be observant and non-disruptive throughout the testing session.
- 11. Manage test disruptions to ensure the validity of test results.
 - A) Test disruptions must be avoided.
 - B) Students who **must** temporarily leave during the testing session **must not** have access to reference materials.
 - C) Applicable time limits must be enforced, beginning and ending of any disruption or temporary absence must be documented, and testing session stopping time for affected student(s) must be modified accordingly.
 - D) Document incidents on RI, as appropriate.
- 12. If the school schedule permits, administer the Student Survey portion of the test (see Test Administrator/Proctor Script for the grade and content area).

NOTE: For security purposes, this survey MUST be administered to students at the end of the testing session. It cannot be administered to students at any other time. The survey is untimed. Time needed to complete the survey is not included in state testing times and should not take away from student testing time.

After Testing

- 1. Notify the Building Testing Coordinator immediately of any suspected testing security concerns.
 - 2. Collect all test materials after every testing session.
 - A) Count to confirm that all answer documents are collected.
 - B) Include the answer document for any student required to test who does not attempt to test; **do not code these tests as absent**, complete an RI for did not attempt.
 - C) Verify that pre-id labels are properly placed or that demographic information has been properly completed. Also ensure that all student demographic information that is relevant to each student is hand-bubbled as needed.
 - D) Remove any tape, sticky notes, staples, paper clips, etc.
 - E) Count to confirm that all test booklets have been collected.
 - F) Notify the Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review.
 - G) Complete a separate RI form for each incident type, sign, and paper-band with the affected documents.
 - H) Bind RI-ITM materials using only **paper** for bands (adding machine tape works well).
 - 3. Ensure that all student scratch paper has been collected.
 - 4. With two adults present, transcribe student responses from Large Print, Braille or students with IEP to write in the test booklet onto regular answer documents in a secure setting (see Section IV Assessment Accessibility and Accommodations).
 - 5. Complete the Test Administration Group form according to instructions per school procedures (see Section VI, Post-Test Procedures).
 - 6. Follow school policy for the completion of all assessment forms (see Section VI, Post-Test Procedures).
 - 7. Complete RIs as needed on EdTools at <https://tdoe.randasolutions.com> including Potential Breach of Testing Security Requests, Medical Exemption Requests, and Inactive Test Materials.
 - 8. Return all student scratch paper to the Building Testing Coordinator to be securely destroyed.
 - 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) completed TAG per school instructions
 - B) Under the completed TAG, include the following documents stacked with demographic grids face up and in the same direction:
 - (1) used answer documents
 - (2) transcribed answer documents for students with IEPs or students using modified format tests.
 - C) paper-banded RI-ITM form and related materials,
 - (1) duplicate answer documents (document to be scored should be under the appropriate TAG)
 - (2) damaged or defective materials
 - (3) other documents as indicated on the RI-ITM form (contaminated documents should be securely destroyed at the school – DO NOT return contaminated documents).
 - D) other used and unused test materials
 - (1) used and unused test booklets
 - (2) unused answer documents
 - (3) unused pre-id labels
 - (3) blank and inaccurately completed State assessment forms
- NOTE: A blank or partially completed test must be submitted for students who are present but do not attempt to test or who leave during the test administration. An RI may be completed if appropriate.

Student Demographic Information

The required demographic information included in pre-id labels or hand bubbled on student response documents includes:

- First and Last Name
- USID (Unique Student Identification Number)
- Date of Birth
- Grade
- Gender

Additional fields included on the student response document that must be hand bubbled if appropriate are:

- 504 service plan
- Special Accommodations
- EL Accommodations
- Modified Test Format
- Absent

Guidelines for completing demographic information on the student response document are:

- Use a No. 2 pencil to make dark, solid marks that fill the bubble completely.
- **Do not** use a red pen to bubble.
- Make no stray marks.
- Darkening more than one bubble in each column will invalidate the coding.
- Erase changes completely.

All other demographic information will be collected and updated in EdTools (<https://tdoe.randasolutions.com>). Improvements have been made in EdTools to enable quicker editing of student information for Student Demographic Data Verification (SDDV) and Teacher Student Connection (TSC), including editing multiple students. Details will be included in the Part II Test Administration Manual (TAM).

Incorrect or incomplete information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Ensure student demographic information is accurate during SDDV after Part II.

Procedures for Completing Student Demographic Information

The following instructions are for completing demographic information for students who did not receive a pre-id label. A blank answer document must be used for **all** students who did not receive a pre-id label and all relevant fields must be completed.

1. **NAME:** Print (the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there is not enough space for a name, print only as many letters as space allows. Darken the corresponding bubble below each letter. If the letter space is blank, darken the blank bubble at the top of the column under that letter space.
2. **UNIQUE STUDENT ID (USID) NUMBER:** Print the student's Unique Identification Number that is obtained through the EIS System. Darken the corresponding bubble below each number. If the number is fewer than nine digits, use leading zero(s). (Non-Public schools/facilities will not have EIS generated numbers. Do not code with 999-99-9999. If a USID is not available, an alternative ID number must be generated per the guidance below.)

Alternative Identification Numbers for Public School Students and Alternative School Students: If a student does not have a USID in EIS, **DO NOT USE SSN or PIN** from district student management system. Create an Alternative ID using the following format:

- 9 + **3-digit system #** + 00001 to 99999 (Ex.: 912300012)

The school of remand must maintain a record of the assigned USIDs for Alternative School Students.

Alternative Identification Numbers for Non-Public School Students: DO NOT USE Social Security Number (SSN) in the *Unique Student ID* (USID) field. Because non-public students do not have EIS-generated USIDs, an Alternative Identification Number must be used. Use the following format to create an Alternative ID number:

- 9 + **5-digit RANDA processing #** + 001 to 999 (Ex.: 912345001, 912345002, etc.)

Non-public schools must keep up with the assigned USIDs.

Alternative Identification Numbers for Home School Students

Home School students must use nine-digit USID numbers. Home School students **may not** use Social Security numbers in the *Unique Student ID* (USID) field. Home School students who came from a public school may have an EIS-generated USID and this should be used whenever possible. For Home School students who do not have EIS-generated USIDs, an Alternative Identification Number must be used. Use the following format to create an Alternative ID number:

- **3-digit system #** + 981 + 001 to 999. (Ex.: 130981001, 130981002, etc.)

Systems must keep up with the assigned USIDs.

3. **BIRTH DATE:** Print the student's birth date in the spaces provided. Darken the appropriate bubbles in each column for the month, day, and year of birth. If the day is a single-digit number, precede it with a zero (0).
4. **SCHOOL NUMBER and SYSTEM NUMBER:** Enter your school's five-digit number in the System # box. This is the 5-digit number that appears on TDOE EdTools Order Entry Site at <https://tdoe.randasolutions.com> and on your school's Packing List and generic barcode label from Measurement Inc. Be sure this information exactly matches the information recorded on the TAG and SGL. Private schools will use school number 0001.
5. **GENDER:** Select the appropriate option.
6. **GRADE:** Select the option corresponding to the student's assigned grade level.
7. **ABSENTEE STATUS:** The Absent option must be bubbled only if the student is absent during the entire testing window. The Absent option should **not** be bubbled for students who are present but refuse to test or students who leave during the test administration without completing the test.
8. **MODIFIED FORMAT TEST:** Fill in the bubble corresponding to the modified format used (see Section IV, Special Accommodations). Note: Incorrectly or inappropriately completing these selections may affect the student's score.
 - Braille
 - Large Print
9. **Program:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.
 - 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan
 - Special Accommodations: Fill in the corresponding circle(s) for accommodation used. (See Section IV: Assessment Accessibility and Accommodations)
 - EL Accommodations: Fill in the corresponding circle(s) for accommodation used (See Section IV: Assessment Accessibility and Accommodations)

Procedures for Testing Students who Require Braille Test Booklets per IEP

Testing of students requiring a Braille test booklet must be addressed in each student's educational plan.

- Special attention must be given to test security.
- A student must be tested during the system's designated testing dates.
- A Braille kit containing the Braille booklet, an ink print version of the Braille booklet, test administrator notes, and transcription instructions will be sent to your school system.
- Students may mark responses directly in the test booklet.
- Accommodations may only be use if indicated on the student's IEP. See Section IV: Assessment Accessibility and Accommodations, for additional information.
- Complete the student demographic information on the student's answer document. Ensure that the circles for Braille and any accommodations used have been filled in.
- Upon completion of the test, a school official will transcribe the response verbatim onto an answer document. Refer to the transcription instructions provided in the Braille kit.
- **There should be two adults present during any transcription of student responses.**
- The scribe **must** be a licensed or certificated employee of the district. Any person providing the scribing accommodation **must** be an adult non-relative of the student. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may verify the transcription. The same individual should transcribe the entire response.
- Place the transcribed answer document under the appropriate TAG for the student's teacher and return with the SCORABLE test materials. Braille tests must have a separate TAG.
- Upon completion of the transcription, the ink print version of the Braille test booklet and the student's original response document (if the student used a Braille writer and did not mark responses in the test booklet) must be returned to Measurement Inc.

Procedures for Testing Students that Require Large Print Test Booklets

Testing of students requiring a Large Print test booklet must be addressed in each student's educational plan.

- Special attention must be given to test security.
- A student must be tested during the system's designated testing dates.
- Students may mark responses directly in the test booklet.
- Complete the student identification label on the back cover of the test booklet.
- Accommodations may only be use if indicated on the student's IEP. See Section IV: Assessment Accessibility and Accommodations, for additional information.
- Complete the student demographic information on the student's answer document. Ensure that the circles for Large Print and any accommodations used have been filled in.
- Carefully transcribe answers verbatim from the Large Print test booklet to the corresponding student answer document.
- **There should be two adults present during any transcription of student responses.**
- The scribe **must** be a licensed or certificated employee of the district. Any person providing the scribing accommodation **must** be an adult non-relative of the student. The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may verify the transcription. The same individual should transcribe the entire response.
- Place the transcribed answer document under the appropriate TAG for the student's teacher and return with the SCORABLE test materials.
- The Large Print test booklet should be returned to Measurement Inc. with the NON-SCORABLE test materials.

Procedures for Testing Homebound Students

Testing of Homebound students must be addressed in each student's educational plan. Accessibility Features may be used. Accommodations for Students with Disabilities may be used if the student meets the required conditions.

- Special attention must be given to test security.
- Student must be tested during the system's designated testing dates.
- The Homebound student must be coded at his/her school of remand.
- The Homebound teacher will take a copy of the test to the student's home if the student is unable to test at the school.
- Students may use the blank sheets of paper provided by the test administrator. All note paper and graph paper used by students must be securely destroyed upon completion of this test.
- The completed answer document must be placed under a Test Administration Group (TAG) form for his/her Test Administrator.

Verify that student demographic information is coded correctly on the answer document **to ensure accurate reporting**.

Procedures for Testing Alternative School Students

Transferring to an Alternative School is NOT considered a break in continuous enrollment at the remanding school. If a student would be coded as continuously enrolled had he/she not been transferred to the Alternative School, that student will still be coded as continuously enrolled with Membership = 1. Students enrolled in Alternative Schools during the 2015-16 TCAP Assessments can test at either their Alternative Schools or Schools of Remand.

- Students placed in Alternative School may be tested at the Alternative School.
- Student response documents should be returned to the School of Remand for Processing
- The name of the test administrator should be used on the TAG for processing the student response documents.

Procedures for Testing Students in Residential Facilities

Students who have been placed in a TN residential facility and are still considered enrolled in their school of remand should participate in the TCAP Assessments.

- Remanding public school: the student's record will be in EIS. During SDDV, public schools will mark the EIS record as "Residential Facility". The student will not be included in reporting for the school or the district if an assessment record is submitted by the facility.
- Residential Facility: test the student and submit the document for scoring and reporting, if the student is unable to test submit a response document marked "absent".

Note: if the Residential Facility does not submit an answer document, the student will be reported as "absent" from the remanding school.

TNReady Calculator Policy for Mathematics

The TNReady Calculator Policy is based on two central beliefs:

- 1) Calculators are important tools and, in order to be ready for career and college, students need to understand how to use calculators effectively, and
- 2) In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

Therefore, at all grade levels and in all courses, TNReady will include both calculator permitted subtests and calculator prohibited subtests.

- Part I will allow calculator use at all grade levels.
- Part II will include a calculator permitted subtest and a calculator prohibited subtest at all grade levels.

The following considerations will shape how items are assigned to each subtest:

- Questions based on standards that require students to perform calculations in order to arrive at an answer will appear on the calculator prohibited subtest of the assessment. For example, 5.NF.A.1 expects students to add/subtract fractions with unlike denominators.
- Other questions may be based on standards where a calculation is a means to demonstrating other understanding. In this case, a student's error could be based on a misconception or a miscalculation, which would color the evidence of what is intended by the assessment. For example, 6.G.A.1 expects students to find the area of composite figures and the calculations performed should not be a barrier for students demonstrating understanding of how to determine the area. This would be an example of questions that would appear on the calculator permitted subtest.
- Questions based on standards like 3.G.A.1 which ask students to recognize examples of quadrilaterals may appear on either the calculator permitted or calculator prohibited subtest.

Calculator Specifics

- It is the responsibility of the Test Administrator to ensure the regulations outlined in this policy pertaining to calculator use are followed.
- All memory and user-entered programs and documents must be cleared or removed before and after the test.
- A student may use any permitted calculator at any grade level on a calculator-permitted subtest. For calculator-permitted subtests of TNReady, students may use a handheld calculator provided by the school/district or one owned personally.
- Students should have access to no more than one handheld calculator device for calculator-permitted subtests of TNReady.
- Students will have access to practice with calculator functionalities on both the item sampler and the practice tests.

Handheld Calculator Types

Students may use any four-function, scientific, or graphing calculator, which does not include any of the prohibited functionalities. Please note: this is not an exhaustive list of calculator types, and students should be familiar with particular functions at the appropriate grade level.

Examples of Permitted functionalities:

- Square root ($\sqrt{\quad}$)/Square key (x^2 and/or x^y)
- Graphing capability
- Matrices
- Pi (π)
- Data entry
- Regression

- Trigonometric functions (sine, cosine, tangent)
- Logarithm (log and/or ln) and exponential functions (a^x and/or e^x)

Examples of permitted calculators:

- TI-30
- Sharp EL344RB
- TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)
- Casio FX260
- TI-84 plus family

Below are calculator functionalities and examples of calculators that are prohibited on TNReady:

Calculator functionalities that are prohibited:

- Any calculator with CAS (computer algebra system) capabilities (including any programs or applications)
- Wireless communication capability
- QWERTY keyboard
- Cell phones, tablets, iPads, etc.

Examples of prohibited calculators:

- TI-89
- HP-40G
- TI-NSpire (CAS version)
- Casio CFX-9970

Math Tables

As stated in the TNReady calculator policy, the rationale for using calculators at all levels is as follows:

“Calculators are important tools and, in order to be ready for career and college, students need to understand how to use calculators effectively”.

Allowing students to use operational tables in place of calculators undermines this rationale.

Further, there are standards which explicitly require students to look for patterns within operational tables. For example, standard 3.OA.D.9 requires students to “identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations”. Having a complete multiplication or addition table available could potentially provide a student with an unfair advantage answering questions targeted to standards such as the one listed above.

Therefore, the use of operational tables in place of a calculator will not be permitted on TNReady.

SECTION III: DIRECTIONS FOR ADMINISTRATORS:

Administering the Part I Assessments

- Distribute answer documents with pre-id labels if available, otherwise use blank documents.
- Prior to administering the test, verify that each student’s demographic information has been entered correctly and completely:
 - First Name
 - Last Name
 - USID (Unique Student Identification Number)
 - Date of Birth
 - Gender
 - Grade
- Distribute two sheets of clean scratch paper to each student. Scratch paper may be lined, blank or graph.
- Ensure that each student has two No. 2 pencils
- Provide students with highlighters and math reference sheets if needed.
- Verify that **all** electronic communication devices have been turned off and collected.
- Select the appropriate testing time for the content area:

Directions for administering the Part I Assessments

Please note that there are nine separate sets of Test Administrator/Proctor Scripts, based on the content area being assessed:

1. ELA Grades 3-5
2. ELA Grades 6-8
3. Math Grades 3-5
4. Math Grades 6-8
5. Social Studies Grades 3-8
6. English I, II, III
7. Algebra I, Geometry, Algebra II
8. Integrated Math I, II, III
9. U.S. History

Test Administrator/Proctor Scripts are available on the Resources tab in EdTools at <https://tdoe.randasolutions.com>.

Grades 3 through 8 – TCAP Time Limits

*Revised 12/9/2015

Grade 3 Subject	Part 1		Part 2		Total Time
	Subtest 1	Subtest 2	Subtest 1	Subtest 2	
English Language Arts	75 minutes 1 prompt	75 minutes 1 prompt	70 minutes 27-28 items	70 minutes 26-27 items	290 minutes
Math	55 minutes 17 items + 1 performance task		40 minutes 20 items	40 minutes 22 items	135 minutes
Social Studies	45 minutes 1 extended response item		50 minutes 29 multiple choice items	50 minutes 29 multiple choice items	145 minutes
Science (paper only)			53 minutes 35 items	51 minutes 34 items	104 minutes

Grades 3 through 8 – TCAP Time Limits

*Revised 12/9/2015

Grades 4 - 5 Subject	Part 1		Part 2		Total Time
	Subtest 1	Subtest 2	Subtest 1	Subtest 2	
English Language Arts	75 minutes 1 prompt	75 minutes 1 prompt	70 minutes Gr4: 22-23 items Gr5: 25-27 items	70 minutes Gr4: 27-28 items Gr5: 28-30 items	290 minutes
Math	55 minutes Gr4: 15 items + 1 performance task Gr5: 16 items + 1 performance task		40 minutes Gr4: 22 items Gr5: 22 items	40 minutes Gr4: 23 items Gr5: 23 items	135 minutes
Social Studies	45 minutes 1 extended response item		50 minutes 29 multiple choice items	50 minutes 29 multiple choice items	145 minutes
Science (paper only)			48 minutes 35 items	47 minutes 34 items	95 minutes

Grades 6 - 8 Subject	Part 1		Part 2		Total Time
	Subtest 1	Subtest 2	Subtest 1	Subtest 2	
English Language Arts	90 minutes 1 prompt	90 minutes 1 prompt	70 minutes Gr6: 26-29 items Gr7: 27-30 items Gr8: 26-27 items	70 minutes Gr6: 30-33 items Gr7: 31-34 items Gr8: 31-32 items	320 minutes
Math	60 minutes Gr6: 17 items + 1 performance task Gr7: 18 items + 1 performance task Gr8: 18 items + 1 performance task		45 minutes Gr6: 22 items Gr7: 22 items Gr8: 19 items	45 minutes Gr6: 22 items Gr7: 23 items Gr8: 19 items	150 minutes
Social Studies	45 minutes 1 extended response item		50 minutes 29 multiple choice items	50 minutes 29 multiple choice items	145 minutes
Science (paper only)			48 minutes 35 items	47 minutes 34 items	95 minutes

For Part I, the ELA assessments are divided into two subtests. Schools and districts have some flexibility in how breaks in ELA testing are scheduled.

For English assessments, they can choose to:

- Take a 20 minute break between Subtests 1 and 2.
- Test Subtest 1 in the morning and Subtest 2 in the afternoon of the same day.
- Both Subtests **MUST** be taken on the same day.

If testing both ELA subtests in one session, allow students to take a break from testing between the two subtests.

All students in a content area within the district and/or school **must** adhere to the same test schedule with the exception of students who are taking make-up tests or require Special Accommodations (SPED or EL)

SECTION IV: ASSESSMENT ACCESSIBILITY AND ACCOMMODATIONS

Some students may require individualized access through accessibility features and/or accommodations. This section provides guidance on the use of accessibility features and accommodations for students with disabilities and English Learners. This section does not provide guidance for the alternate assessment available for students with significant cognitive disabilities. For guidance or information, please visit the Assessments for Students with Disabilities page on the State website (<http://tennessee.gov/education/topic/special-education-assessments>).

The Accessibility Guidelines apply to all students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This section of the Test Administration Manual focuses on the Allowable Test Administration Conditions, Accessibility Features, Accessibility Features Identified in Advance, and Accommodations for Students with Disabilities.

For additional information and decision-making guidance, please reference the TNReady Accessibility website at <http://tennessee.gov/education/article/tnready-accessibility>.

Allowable Test Administration Conditions

Allowable test administration conditions are specific testing situations and conditions that may be offered to any student in order to provide a comfortable and distraction-free testing environment. Some examples may include:

- Testing in small groups, testing in an individual setting, testing in a separate location or in a study carrel
- Preferential seating in a specific location within the testing room or seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test (i.e., glasses, contacts, magnification, special lighting)
- Using devices that allow the student to hear test directions; hearing aids, amplification
- Signing the scripted directions
- Reading the test quietly to himself/herself as long as other students are not disrupted
- Using clean scratch paper provided by the test administrator. Scratch paper may be lined, blank, or graph paper. Graphic organizers are **not** allowed for student use.

Because of security issues, TDOE must maintain the single day administration for all paper testing. Both writing prompts are contained in the same test booklet, and permitting the administration of a single subject paper test over multiple days would allow for educators and students to review the second passage in advance.

Therefore, breaks during subtests are an allowable test administration condition for the Part I administration of ELA.

- These breaks must be monitored and test booklets must be closed.
- No discussion of the task is allowed.
- Test administrators may institute as many breaks as they need to complete the administration of ELA in a single school day.
- As always, schools can choose to break-up the subtests with another activity, such as completing one prompt before and one prompt after lunch or taking a recess between prompts.

Should an individual student based on a need as outlined in a behavior plan, IEP, EL or medical plan require additional rest/breaks, the team should select the rest/breaks accommodation.

Accessibility Features for All Students

The following accessibility features are built into the MIST online testing platform. These features are available to all students and may be accessed any time during the assessment. For students to be successful in using these features they **must be given the opportunity to practice** using these features throughout the school year using the MICA and/or MIST practice platforms.

Accessibility Features for All Students	Description
Highlighter	Highlight text in a passage or item.
Line Reader	Allows student to track the line he or she is reading. Students are able to focus their attention on a specific piece of text at a time.

Accessibility Features for All Students Identified in Advance

A small number of students will require additional accessibility features to meet their individual needs. These accessibility features will be selected ahead of time based on the individual needs and preferences of the student.

It is recommended that a consistent process be used to determine these supports for individual students.

If a student uses an Accessibility Feature allowable for all students, for example Read Aloud in Math, the Accessibility Feature must be coded in SDDV.

Accessibility Features for All Students Identified in Advance	Description	Recommendations for Use
Answer Masking and Custom Masking	The student will cover answer options or portions of text while taking the assessment.	This feature is recommended for students who have attention difficulties. It may also be needed by students with print disabilities or visual impairments. Students may need to mask content not of immediate need which may be distracting.
Color Contrast (Background/Font Color)	Students will use their color overlay, based on student needs or preferences.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities. Choice of colors should be informed by evidence that color selections meet the student's needs.
Read Aloud/Human Signer for Math	Test is read aloud to students per teacher. Students must be tested in small group setting with only those with the need. Numbers must be read digit by digit so as not to give away place value information.	This feature is not recommended for students who are currently reading on or just below grade level. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessment. The use support should only be reserved for the struggling readers who need assistance accessing text. This may be used with beginning and intermediate ELs.

Accommodations

Accommodations are available only to students with a disability served under an Individual Education Program (IEP), 504 Plan, or students classified as EL, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately.

Please note: one exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm), these students may use the scribe accommodation, as noted in this section.

Administering TCAP with Testing Accommodations

Prior to the test, test administrators must know what accommodations each student will be using and how to administer them properly. Testing accommodations provided for one student may not impede or impact other students in the testing room. It is the responsibility of the Test Administrator to see that each student who qualifies for testing accommodations receive them with efficacy while also ensuring that other students who do not receive accommodations are not affected. Accommodations must be properly recorded.

Accommodations for Students with an Injury

Students with an injury, such as a broken hand or arm, that would make it difficult to participate in TCAP may use, as appropriate, any of the following accommodations.

Accommodations for Students with an Injury	Description
Adult Transcription	An adult marks selected response items based on student answers provided orally or using gestures. An adult transfers student responses to the answer document
Assistive Technology	Use of assistive technology for the writing response and/or other open response items. An adult must transfer the student's responses exactly as written to the answer document. Any print copy must be shredded. Any electronic copy must be deleted. This accommodation also requires Adult Transcription.

Accommodations for Students with Disabilities

Students with disabilities may use any of the accessibility features identified in advance, and any of the following accommodations, as designated in their IEP or 504 Plan.

Accommodations for Students with Disabilities	Description
Adult Transcription (A)	An adult transfers student responses to an answer document.
Assistive Technology (B)	<p>Use of assistive technology for the writing response and/or other open response items. An adult must transfer the student's responses exactly as written to the answer document. Any print copy must be shredded. Any electronic copy must be deleted. This accommodation also requires Adult Transcription.</p> <p>Students may use the same assistive technologies to respond as they do during daily instruction.</p>
Braille/Large Print Test Booklet	Provide a paper Braille or Large Print test booklet.
Extended Time (C)	Not to exceed double time. If a student has a need to exceed double time, please submit a Unique Accommodation Request.
Read Aloud/Human Signer for ELA & Social Studies (D)	Read Aloud or Human Signer can be provided to students who have a severe deficit in vision, hearing or a print disability based on accommodation selection guidance.
Visual Representations for Math (E)	This accommodation may be used in place of scratch paper for students who typically use an abacus or manipulative such as cubes, tiles, rods, blocks, etc. This accommodation may not be used on the non-calculator sections of the assessment and is only applicable for students with a visual impairment.
Rest/Breaks (F)	This allows for the assessment to be paused at any time and restarted. Each subtest must be completed within one test day. For ELA, both subtests must be completed within one test day.
Unique Accommodation Request (G)	This request process is provided to review any accommodation not listed for a student with an identified need. The accommodation may not invalidate or modify any intended test construct.

Accommodations for English Learners

Students who are not proficient in English, as determined by ACCESS for ELLs, may use, as appropriate, any of the accessibility features and any of the following accommodations. Students whose parents have waived services are eligible to receive accommodations for ELs. As ELs gain in English proficiency, their need for support may decrease. The language proficiency of the student should be taken into consideration when determining appropriate EL accommodations.

EL students who are in their **first year of enrollment** in a U.S. school may be excluded from participation in the ELA and Social Studies/US History assessments. First-year EL students are still required to participate in math and science assessments, however their math scores may be excluded from Accountability.

NOTE: EL Excluded should be verified using the Search or Mass Edit features in SDDV on EdTools. Students may not be excluded from Accountability calculations for more than one year.

Accommodations for EL and T1/T2 Students	Description
Extended Time (R)	Not to exceed double time.
Word-to-Word Dictionary (S)	The student may use an approved bilingual, word-to-word dictionary. Dictionaries that include definitions, phrases, sentences, or pictures are not allowed. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. If no hard copy word-to-word dictionary can be found for a specific language, contact the Tennessee Department of Assessment for additional guidance.
Rest/Breaks (T)	This allows for the assessment to be paused at any time and re-started. Each subtest must be completed within one test day. For ELA, both subtests must be completed within one test day. Required testing times may not be exceeded.

Assigning and Collecting Data on Accessibility Features and Accommodations

The accommodations are assigned as appropriate and can be marked on the answer document and reviewed in EdTools during SDDV. Accommodations can also be marked during SDDV in EdTools. SDDV will take place during and following Part II of the TCAP Assessments.

Improvements have been made in EdTools to make it easier to see which students have utilized accommodations for students with disabilities, as well as features to enable quicker editing of those accommodations. Details on the improved SDDV process will be included in the Part II TAM (Test Administration Manual).

A Unique Accommodation Request may be submitted for students with needs that are not addressed in the accessibility features and accommodations defined for the TCAP assessments. Complete a Unique Accommodation Request form and have your district testing coordinator upload it into EdTools. Once the form is submitted, contact Lori Nixon at lori.nixon@tn.gov to make her aware of your request.

SECTION V: HOME SCHOOL STUDENTS

Testing Home School Students

Home School students are required to be assessed in 5th, 7th and 9th grade for any assessed content area in which the student is enrolled. If a Home School student in a different grade requests to participate in an assessment, it is the district's decision as to whether or not the student may do so. Parents who have obtained a court order for Home School testing may have their student tested regardless of grade.

Independent

Independent Home Schools are conducted by a parent-teacher who is 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 (5). Both parent-teacher and home school student shall be under the supervision of the Test Administrator.

NOTE: The presence of the parent-teacher of a grade 5 Home School student is an exception to the normal test security guideline that prohibits the presence of a parent or guardian in the testing area. Parents are allowed in the testing area but may not interact with students while they are testing.

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. Home School students should take the assessments during the testing window of their School of Remand.

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

SECTION VI: POST-TEST PROCEDURES

Make-up Testing

Plans should be made to allow all students to make-up Part I tests for which the student was absent during the school test schedule. Make-up tests should be administered during the district's five day testing window.

Students must take subtest 1 before they take subtest 2 for all content areas.

Student Relocation

If a student withdraws from school after taking subtest 1, the response document should be placed under the TAG with other student response documents for processing. During scoring and reporting, if the student has moved to another TN school the response for subtest 1 will be merged with the rest of the student responses; otherwise, the student will count towards the school participation rate and the score will be nullified.

If a student moves into a school after testing has begun, and indicates that they have already taken subtest 1, schedule the student to take both subtest 1 and subtest 2. Complete an RI for Part I subtest 1 and use reason "J. Other" Specify "Potential Duplicate subtest due to relocation." If available, provide the previous school and district names in the Document Occurrence. Duplicate tests will be resolved during processing.

If a student moves into a school after testing has begun and indicates that they have already taken all of Part I, do not retest the student.

TEST ADMINISTRATION GROUP (TAG) FORM

The Test Administration Group (TAG) form provides data that will appear on reports. It is essential that a complete and accurate TAG be placed on top of each stack of answer documents whose scores are to be reported together. **Incorrect, incomplete, or illegible information will result in inaccurate group reports, will delay test processing, and may have a negative impact on final reports.**

- Ensure TAG information is properly marked.
 - A) Use no. 2 pencil to make dark, solid marks that fill the bubble completely.
 - B) Make no stray marks.
 - C) Marking more than one bubble in each column will invalidate the coding.
 - D) Erase changes completely.
 - E) Do not darken bubbles beneath blank boxes.
 - F) Fill in the Test Administrator name.
- Keep the following points in mind when preparing the TAG:
 - A) Answer documents to be scanned must be placed under a TAG.
 - B) Answer documents to be destroyed must **not** be placed under a TAG.
 - C) Courses must not be combined under a TAG.
 - D) No more than 49 documents can be placed under a single TAG.
- Complete TAG information.

BARCODE LABEL: Affix generic barcode label below the School Name box and above the Test Administrator Last Name grid.

1. The label is system- and school- specific. Be sure to use the label for your system and school.
2. **SYSTEM NAME:** Print the system name. For non-public schools, system and school names are the same.
3. **SCHOOL NAME:** Print the school name exactly as it appears on the barcode label.
4. **GRADE:** Darken the appropriate bubble for the grade/course of the students being tested.
5. **NUMBER OF STUDENTS TESTING:** Print in the boxes the number of students testing (this includes any student who refuses to test or leaves the testing area). Darken the corresponding bubble below each number. Single-digit or double-digit numbers must be preceded by zero(s).
6. **NUMBER OF STUDENTS ABSENT:** Print in the boxes the number of students absent from the entire testing window. Darken the corresponding bubble below each number. Single-digit numbers must be preceded by a zero.
7. **NUMBER OF STUDENT DOCUMENTS RETURNED:** Print in the boxes the total number of students testing plus the total number of students absent. Darken the corresponding bubble below each number. Single-digit numbers must be preceded by a zero.
8. **SYSTEM NUMBER:** Fill in the system number. Precede the system number with zero(s), if needed, to complete the 5-digit number. Darken the corresponding bubble below each number.
NOTE: Non-public schools should fill in the 5-digit school number here.
9. **SCHOOL NUMBER:** Fill in the school number. Precede the school number with zero(s), if needed, to complete the 4-digit number. Darken the corresponding bubble below each number.
NOTE: Non-public schools should enter 0001.
10. **TEST ADMINISTRATOR LAST NAME:** Print the last name of the Test Administrator for reporting purposes in the boxes. Darken the corresponding bubble below each letter.
11. **TEST ADMINISTRATOR FIRST NAME:** Print the first name of the Test Administrator for reporting purposes in the boxes. Darken the corresponding bubble below each letter.

SCHOOL GROUP LIST (SGL)

The School Group List provides a comprehensive list of all Test Administration Groups for each school. School Group Lists are going to be a critical component of our processing window as they will identify the test materials being returned to MI for scanning. The SGL is used to confirm the number of Test Administration Groups (TAG) that have been shipped and received to ensure that all student responses are processed, scored and reported. Incorrect or incomplete information may result in delayed test processing and inaccurate reports and/or data. Each TAG must be entered into the SGL. Content areas cannot be combined under TAGs or SGLs.

SGLs are located under *Assessment Forms (SGLs & RIs)* on the Processing tab in EdTools. Click on the SGL box to begin.

The SGLs have been redesigned at the school level to provide a better overview which incorporates information previously provided in SCAP (Scan Completion Acknowledgement Page).

Move the mouse across a graph to see the details.

ELA grade 3

ELA grade 3

ELA grade 3

All Grades

All Grades

All Grades

Orders EIS SGL Scan

Orders EIS SGL Scan

Orders EIS SGL Scan

View SGL Details

View SGL Details

View SGL Details

To complete the SGL click on the “View SGL Details” at the bottom of the content area graph. The Content Area will default to the selected content area.

Content Area

Chemistry I

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Paper Test Sessions

Save Changes To Paper

Proctor Last Name	Proctor First Name	Tag Number	Grade	Students Tested	Students Absent	Total Documents	Comment
			N/A			0	

Save Changes To Paper

To complete the online SGL information:

- **Test Administrator Last Name/ Test Administrator First Name:** Enter each teacher by the last name and the first name shown on the TAG. The name should be spelled and typed exactly as it is on the TAG.
Note: if a teacher has multiple TAGs, enter each separately on the SGL. Make sure the name is exactly the same as on the TAG.
 - **TAG Number:** Unique Serial number located at the bottom right of the TAG form.
 - **Class period:** enter the class period for this group.
 - **Students Tested:** enter the number of response documents to be scored (this includes any student who did not attempt to test or leaves the testing area).
 - **Students Absent:** enter the number of response documents for absent students, be sure the “Absent” bubble has been filled in on these documents.
 - **Total Documents:** automatically calculated, this should match the total number of documents under the TAG.
 - **Comment:** identify TAGs for Braille, or for any other unique groups that require special processing.
- To enter a separate content area, use the drop down box at the top of the page.

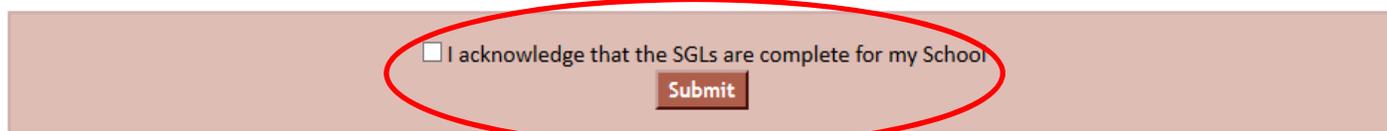


Once all TAGs have been entered, click [Save Changes To Paper](#) to the right.

To return to the SGL audit page click [< Back to Overview](#)

SGLs must be submitted from the School and District in order to proceed with processing. After all SGLs for been entered, click in the:

“I acknowledge that the SGLs are complete for my School” and Click Submit.



The District will submit SGLs and RIs from the District Audit page.

REPORT OF IRREGULARITY (RI)

The Report of Irregularity is used to report a serious irregularity during testing. Reports of Irregularity are a critical component of processing as they identify tests which need to be addressed prior to scoring.

Part I RIs should be **completed** during the Part I testing window. The Part I RIs control the flow of test data for Part II so it is critical these are completed in a timely manner to ensure correct data for Part II. The District Testing Coordinator must review each RI and make a recommendation, i.e. process normally or nullify. Once the District Testing Coordinator has made a recommendation, state staff will review and take an action on the RI, this information will be included in the test record for students during Part II processing. Schools and Districts **must** submit or indicate “No RI’s” for Part I.

For Spring 2016 Part I and Part II RIs will be processed separately in EdTools. **All Part I RIs will be processed before Part II.** Entering additional RIs for Part I will create double work on the district testing coordinator during the SDDV/TSC window.

The RI should be used only for the irregularities listed on the RI form.

Sample Circumstances	Action	Recommendation
Incomplete test section due to disciplinary reasons, illness, tardiness, etc.	Complete RI (<i>Option C</i>) or Local Documentation	Part I: Nullify Part II: Process Normally
Student did not attempt to test (no answers or random answering)	Complete RI (<i>Option J</i>)	Did Not Attempt
Cannot test due to serious long-term illness	Complete RI (<i>Option I</i>) Medical Exemption	Medical Exemption
Time limits not followed (less than 30 minutes)	Complete RI (<i>Option D</i>) or Local Documentation	Process Normally
Time limits not followed (more than 30 minutes)	Complete RI (<i>Option D</i>)	Nullify
Student took wrong test (wrong grade level, wrong content area, etc.)	Complete RI (<i>Option F</i>)	Void
Disruptions (loud noises, student behaviors, short power outage, brief computer/network issues, etc.)	Local Documentation	N/A
Major disruptions (long power outage, lengthy computer/network issues, fire alarm, bomb threat, etc.)	Contact State	Contact State
Student Cheating	Complete RI (<i>Option A</i>)	Nullify
Test Administrator (or Proctor) Misconduct	Complete RI Potential Breach of Security (<i>Option H</i>)	Nullify
Received accommodation and is not a SPED student	Complete RI (<i>Option G</i>) Local Documentation	Depends on accommodation
	Complete RI (<i>Option G</i>)	Nullify if Read Aloud (Text-to-Speech or Text Reader)
Accommodations not given to a student with an IEP	Complete RI (<i>Option G</i>)	Process Normally
Calculator used on a non-calculator subtest	Complete RI (<i>Option G</i>)	Nullify
Student electronic devices in the testing area	Complete RI (<i>Option A</i>)	Nullify

Completing Reports of Irregularity:

- Test Administrator Responsibilities:
 - Do not write comments on student response documents.
 - Document testing irregularities, including date, content area, affected subtests, and specific details.
 - List names and Unique Student Identification Numbers of all affected students.
 - Submit documentation to the Building Testing Coordinator, attach duplicate documents only if applicable to an ITM.
- Building Testing Coordinator Responsibilities:
 - Enter all RI information online and submit to the system.
 - Keep a copy of each RI for school records.
- System Testing Coordinator Responsibilities:
 - Review RI information online, make recommendations, and submit to the state in EdTools:
 - ✓ Process Normally - Test will be scored and included in all reports as if no incident occurred.
 - ✓ Nullify - Test will be scored but will show on reports as “nullify.” Score will not reflect on system data.
 - ✓ Void - Test will not be scored and no record of the test will exist. This is rarely done since it provides no record of a student’s opportunity to test.
 - ✓ Nullify FT - Operational test items will be scored; field test items will be nullified.
 - ✓ Medically Exempt - Test will be scored and reported as medically exempt instead of absent.
 - ✓ Did Not Attempt (DNA) - Test will be scored, the student will receive a 0 score but the score will not be included in school, district or state summary data.
 - Once all RIs are complete for a system, System Testing Coordinator must submit to the State in EdTools.

If there are RI issues involving nullifications or voids, a review of the described circumstances must be completed.

IMPORTANT:

When all testing for Part I is completed, if a school has no RI issues to report, select “No RIs for 2016 Spring TCAP – Part I” under RIs on the Processing tab on EdTools at <https://tdoe.randasolutions.com>.

No RI's for 2015 Fall TCAP

Notes:

Add New RI ...

Report of Irregularity (RI), Sample

PROCESSING > REPORTS OF IRREGULARITY (RI)																		
SGLs RIs School RI Audit District AF Audit State AF Audit Processing Admin																		
RI Serial #	<input type="text"/>	After you have saved your RI, you will be able to add attachments																
Test:	<input type="text"/>																	
Grade:	<input type="text" value="-- Select --"/>																	
Content Area / Subtest:	<input type="radio"/> Algebra I <input type="radio"/> Algebra II <input type="radio"/> Biology I <input type="radio"/> Chemistry I <input type="radio"/> English I <input type="radio"/> English II <input type="radio"/> English III <input type="radio"/> Geometry <input type="radio"/> Math I <input type="radio"/> Math II <input type="radio"/> Math III <input type="radio"/> US History																	
Test Part:	<input type="text" value="All"/>																	
Sub Test:	<input type="text" value="All"/>																	
<p>This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply below:</p> <p><input type="radio"/> A. A student or a group of students cheated</p> <p><input type="radio"/> B. Test administrator/proctor provided inappropriate assistance to student(s)</p> <p><input type="radio"/> 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 below</p> <p><input type="radio"/> 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</p> <p><input type="radio"/> E. Inactive Test Materials Form: A student completed a test using multiple response documents, defective materials or the test became damaged or contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this form. Non contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should be returned under the appropriate TAG or GIS for scoring.</p> <p><input type="radio"/> F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions</p> <p><input type="radio"/> G. Improper test modifications/accommodations were used</p> <p><input type="radio"/> H. Breach of Security Request</p> <p><input type="radio"/> I. Medical Exemption Request</p> <p><input type="radio"/> J. Other reasons. Please specify</p> <p>Note: The Breach of Security and Medical Exemption Request Forms are now to be completed online. The PDF version of the Breach of Security and Medical Exemption Request are still available in case you need to print them.</p>																		
<table style="width: 100%; border: 1px solid black;"> <tr> <td style="width: 40%; padding: 5px;">District Name: <input type="text" value="00020 - BEDFORD COUNTY"/></td> <td style="width: 60%; padding: 5px;">School Name: <input type="text"/></td> </tr> <tr> <td style="padding: 5px;">Teacher Info (as on the Group Information Sheet):</td> <td style="padding: 5px;">Incident Date: <input type="text"/></td> </tr> <tr> <td style="padding: 5px;">Contact Information for the State:</td> <td style="padding: 5px;">Last Name: <input type="text"/></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">First Name: <input type="text"/></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Name: <input type="text"/></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Email: <input type="text"/></td> </tr> </table>				District Name: <input type="text" value="00020 - BEDFORD COUNTY"/>	School Name: <input type="text"/>	Teacher Info (as on the Group Information Sheet):	Incident Date: <input type="text"/>	Contact Information for the State:	Last Name: <input type="text"/>		First Name: <input type="text"/>		Name: <input type="text"/>		Email: <input type="text"/>			
District Name: <input type="text" value="00020 - BEDFORD COUNTY"/>	School Name: <input type="text"/>																	
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	First Name: <input type="text"/>																	
	Name: <input type="text"/>																	
	Email: <input type="text"/>																	
<table style="width: 100%; border: 1px solid black;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 25%; text-align: left;">Student Info</th> <th style="width: 25%; text-align: left;">Unique ID</th> <th style="width: 25%; text-align: left;">Last Name</th> <th style="width: 25%; text-align: left;">First Name</th> <th style="width: 25%; text-align: left;">Middle Name</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Last Name (as appear on test document): <input type="text"/></td> <td colspan="4" style="text-align: center; padding: 5px;">No data available in table</td> </tr> <tr> <td style="padding: 5px;">First Name (as appear on test document): <input type="text"/></td> <td colspan="4"></td> </tr> </tbody> </table>				Student Info	Unique ID	Last Name	First Name	Middle Name	Last Name (as appear on test document): <input type="text"/>	No data available in table				First Name (as appear on test document): <input type="text"/>				
Student Info	Unique ID	Last Name	First Name	Middle Name														
Last Name (as appear on test document): <input type="text"/>	No data available in table																	
First Name (as appear on test document): <input type="text"/>																		

- ❑ To complete the online RI information:
 - Go to EdTools at <https://tdoe.randasolutions.com>
 - On the Processing Tab select *Assessment Forms (SGLs & RIs)*
 - Click on the RIs button and then Click “Add New RI...”
 1. Select Grade and Content Area
 2. Select the Test Part (I or II) and Subtest (Subtest 1, Subtest 2, or both)
 3. Select the irregularity: Option A–J.
 4. Enter Incident Date.
 5. Enter Teacher Info (as on the roster) (Last Name, First Name).
 6. Enter Contact Info (Name, E-mail).
 7. Enter Student Info (Last Name, First Name, Middle, Unique Student ID).
 8. Be sure to select the “Add Student to List” button.
 9. If an irregularity involves all students in a content area all students must be entered for a recommendation to Nullify test scores. **If the recommendation is Process Normal**, type the following in the Student Info section:
 - Last Name: ALL
 - First Name: STUDENTS
 - Unique Student ID: 000000000
 10. Document the Occurrence: Provide a detailed explanation of the irregularity. Incomplete information may result in delayed test processing.
 11. Click UPDATE to enter the RI
- ❑ For information on reporting a potential breach of test security see page (Report of Irregularity, pg. 8).
- ❑ Once all RIs are complete for a school, check the box “I acknowledge that RIs are complete for my School” and click **Submit to District**.

I acknowledge that RIs are complete for my School

Submit to District

RI – Inactive Test Material (ITM)

Documents attached to an Inactive Test Material (ITM) form are inactive and will not be scored. Answer documents should only be considered inactive for the reasons listed on the online form. If an answer document contains responses, the responses and student demographics **must be transcribed** to a new answer document before placing the inactive document under this form. (Contaminated and biohazard documents, e.g., blood or vomit, should be destroyed locally and documented on this form). If an online form is completed, print the form and attach any related test materials and insert into the ITM envelope.

Follow the instructions on page 63 to complete the RI/ITM. Select Option E: Inactive Test Materials and complete the requested information.

Return Instructions for ITM Forms:

The following test materials should not be included under ITM:

- Braille and Large Print test books (Return these with other test books in the non-scorable boxes.)
- Transcribed answer documents (Place these under the correct TAG with the scorable materials.)
- Test booklets with only student names or random marks (Place these in the non-scorable boxes.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator must contact Measurement Inc. for further instructions.)
- Unused, pre-coded TAG forms (Place them with non-scorable materials.)

Test Administrator Responsibilities

- Do not write on answer documents.
- Identify any answer documents or test booklets to be included under ITM.

Building Testing Coordinator Responsibilities

- Do not write on answer documents.
- Ensure materials under the ITM are those documented on the online form.
- Verify the use of form corresponds to allowed reasons only.
- Sign completed forms.
- Ensure that damaged/contaminated documents are transcribed to a clean answer document that is placed under the appropriate TAG form.
- Ensure any duplicate answer documents under an ITM have a corresponding document under the appropriate TAG form.
- Pack and return the ITM envelope to the System Testing Coordinator per instructions.

System Testing Coordinator Responsibilities

- Do not write on answer documents.
- Review the ITM for appropriate use and accurate completion.
- Confirm that damaged/contaminated answer documents were transcribed.
- Destroy contaminated answer documents, and note on the ITM form that they were destroyed.
- Sign the RI-ITM form and place in the ITM envelope.
- Return the ITM envelopes in the scorable boxes with the yellow return label.
- Review the RI-ITM in EdTools. Provide comments including cause of ITM, duplicate record, or destruction of document.
- Recommend “Process Normal” for the document returned under the TAG for processing.

Note: materials returned in the ITM envelope are not processed. If no envelope is available, include the printed RI: ITM form and band together.

To Print the RI/ITM form:

RI Serial #

Test: 2015 SPRING END OF COURSE

Grade: 9

Content Area / Subtest:

- Algebra I
- Algebra II
- Biology I
- Chemistry I
- English I
- English II
- English III
- US History

Download ITM Form ✕

The ITM form needs to be included with answer documents/test booklets even if the inactive materials have been destroyed. Make sure you have a copy of the form to include when test materials are returned. Choose to "download" the ITM form for printing or "Continue" if you already downloaded the form.

Download & Continue

Continue

This form is to be used only if one of the following irregularities occurred. **Please mark the most appropriate that apply below:**

- A. A student or a group of students cheated
- B. Test administrator/proctor provided inappropriate assistance to student(s)
- 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 below
- 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. Inactive Test Materials Form: A student completed a test using multiple response documents, defective materials or the test became damaged or contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this form. Non-contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should be returned under the appropriate TAG or GIS for scoring.
- F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions
- G. Improper test modifications/accommodations were used
- H. Breach of Security Request
- I. Medical Exemption Request
- J. Other reasons. Please specify

Note: The Breach of Security and Medical Exemption Request Forms are now to be completed online. The PDF version of the [Breach of Security](#) and [Medical Exemption Request](#) are still available in case you need to print them.

RI – MEDICAL EXEMPTION

The Medical Exemption Request form should only be used for severe, documented medical circumstances. Each request will be reviewed on a case-by-case basis. **A medical exemption cannot be requested until after the testing window has closed** and all efforts to assess the student have been unsuccessful. The Absent selection in the MIST online testing system in the Absentee Status box must be appropriately marked. The current, detailed doctor documentation should include a statement from the doctor explaining why the student (including a Homebound student) cannot take the assessment.

- Medical Exemption Requests MUST be entered online as a Report of Irregularity from EdTools at <https://tdoe.randasolutions.com>.
- If needed prior to entering online, blank copies of the Medical Exemption Request form are available on our Web site – Tools & Resources page at <http://tennessee.gov/education/topic/tools-and-resources>.
- Print the online RI – Medical Exemption Request. Retain a copy for your System’s records. Submit any requested documentation following the directions online.

RI – MEDICAL EXEMPTION (SAMPLE)

All Medical Exemption Requests must be entered online. To access a Medical Exemption Request:

- Go to EdTools at <https://tdoe.randasolutions.com>.
 - From the Processing Admin Audit, select Add an RI.
- Select Grade and Content Area
- Select Test Part and Sub Test
- Select **I. Medical Exemption Request**.

PROCESSING > REPORTS OF IRREGULARITY (RI)

SGLs | RIs | School AF Audit

RI Serial # [redacted] After you have saved your RI, you will be able to add attachments

Test: [redacted]

Grade: [dropdown]

Content Area / Subtest:

- ELA grade 3
- ELA grade 4
- ELA grade 5
- ELA grade 6
- ELA grade 7
- ELA grade 8

Test Part: Part 1 [dropdown]

Sub Test: All [dropdown]

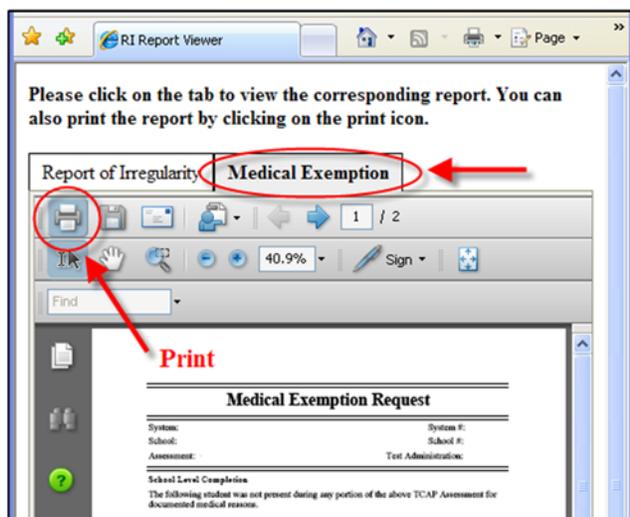
This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply below:

- A. A student or a group of students cheated
- B. Test administrator/proctor provided inappropriate assistance to student(s)
- 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 below
- 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. Inactive Test Materials Form: A student completed a test using multiple response documents, defective materials or the test became damaged or contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this form. Non-contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should be returned under the appropriate TAG or GIS for scoring.
- F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions
- G. Improper test modifications/accommodations were used
- H. Breach of Security Request
- I. Medical Exemption Request
- J. Other reasons. Please specify

- System and School Name will be pre-populated.
- Enter all required information, including:
 - Incident Date
 - Teacher Information (Last Name, First Name)
 - Contact Information (Name, Email)
 - Student Date of Birth
 - Student Absent Dates
 - School Test Dates
 - Explanation of Emergency (including name of hospital, if applicable)
 - Name, Phone Number, and Email address of Building Testing Coordinator
 - Verification checkbox that student was absent during the TCAP Assessment for documented medical reasons
 - Name, Phone Number, and Email address of System Testing Coordinator
 - Student Information (Last Name, First Name, Unique Student ID)
 - Be sure to click “Add Student to List”
- In the “Document the Occurrence” field, copy and paste the entire Explanation of Emergency.
- Once all required fields have been completed, click “Update.” Upload all medical documentation to the RI in EdTools – a doctor’s statement is required.

To print the online RI – Medical Exemption request for your records:

- Select the “Print” button at the bottom of the RI.
 - RI Report View will pop up on the screen.



- Select the “Medical Exemption” tab to view Medical Exemption request.
- For this form to print properly, be sure to select the Print icon. Do not use the print option in the Menu Bar.

Preparing for Shipment

Notice: All Scorable test materials must arrive at Measurement Incorporated (MI) in Durham, North Carolina, no later than **one week** following the test administration. The TDOE has provided guidance that all districts must ship their Scorable materials **within 3 business days following testing**. The System Testing Coordinator is responsible for arranging the pickup of the test materials **by FedEx**. Contact the MI Helpdesk at (877) 516-2403 if there are any problems packing materials or arranging for pickup.

- 1. Locate the **red and white FedEx ground return labels**, which arrived in your School Box for Private schools, or your System Box for Public Schools. These labels are packed in a plastic bag labeled "Return Kit."
- 2. **Do not remove identifying labels from any boxes.**
- 3. Check return materials for completed ITMs and loose, used answer documents.
- 4. Instructions for returning materials to MI:

SCORABLE MATERIALS: Place only the scorable materials to be returned in the box which includes the following in this order (top to bottom):

- A) Printed copies of School Group Lists (SGLs)
- B) Completed TAG forms paper-banded with Completed student answer documents
- C) paper-banded stacks of used answer documents, with the completed Test Administration Group (TAG) for each Test Administrator.
 - Word-processor-generated responses: Verify that the eight-digit unique Litho code number from the regular answer document has been copied onto the original student response.
 - Braille student responses: Verify that the eight-digit unique Litho code number from the regular answer document has been copied onto the original student response. These responses **MUST BE** under a separate TAG and paper-banded in separate batches.
 - Student answer documents: There must be an answer document for every paper-tested student enrolled. Every absent paper-tested student must have an answer document with the student demographic information completed on page 1. The Absent bubble in the Absentee Status box must be darkened or the student will receive a score of zero.

D) **BE SURE TO PLACE SCORABLE LABEL (LIGHT BLUE) FROM RML KIT ONTO THE BOX.**

NON-SCORABLE MATERIALS: Place the remaining materials to be returned in the box which includes the following in this order (top to bottom):

- A) Packing List
- B) Used test booklets, paper-banded by course/grade
- C) Other unused test materials
- D) Ancillary materials
- E) Report of Irregularity - Inactive Test Material (ITM) forms
- F) Unused Pre-ID Return Form
- G) Unused Pre-ID labels or answer documents
- H) **BE SURE TO PLACE THE NON-SCORABLE (BROWN) LABEL FROM THE RML KIT ONTO THE BOX.**

- 5. Make sure the test label in the lower left corner on the box reads "TNReady Part I". If possible, return the Scorable materials in the boxes in which they arrived.
- 6. Pack all SCORABLE used materials and NON-SCORABLE unused materials (including any ancillary materials) **by school**, in the original shipment boxes provided by MI.
 - A) If the original shipment boxes cannot be reused, or if additional boxes are used:
 - 1) Print "TCAP Part I" 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) Call the MI Helpdesk at (877) 516-2403 if additional return shipping labels are needed.

- 7. Seal boxes per system instructions.
- 8. Store materials in a dry, secure location until pickup.
- 9. Carefully follow the FedEx return procedures below.



**DO NOT FORGET: YOU MUST CONTACT FEDEX
GROUND TO ARRANGE PICKUP OF YOUR MATERIALS.
THERE IS NO PRESCHEDULED PICKUP DAY.**

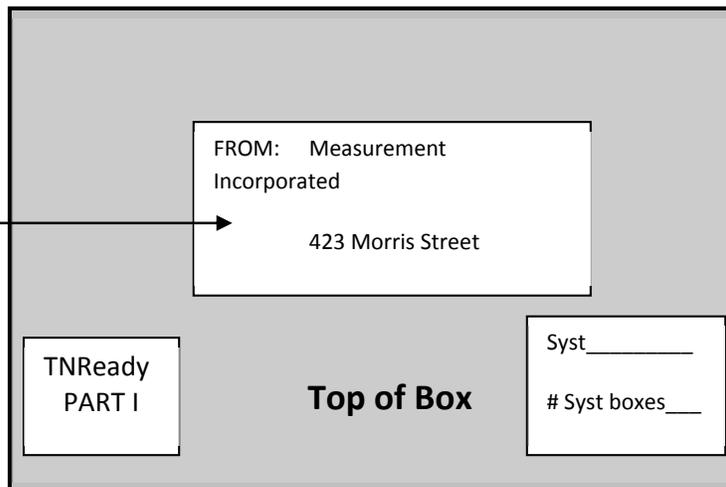
FedEx Return Procedures

After test materials are packed:

1. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes securely with packing tape.



Red and White FedEx Ground
Return Address Label



2. Affix the red and white FedEx Ground return label directly on top of the previous address label. These are the red and white return shipping labels that are in your School Box (Private Schools) or System Box (Public Schools) in a plastic bag labeled "Return Kit." If you do not have enough labels, you must request additional labels by calling the MI Helpdesk at (877) 516-2403. FedEx Ground cannot pick up any box without a label. **You must use the shipping labels provided to you in order to guarantee that your boxes can be accurately tracked when you ship them to MI.**
3. Affix the **SCORABLE** (light blue) or **NON-SCORABLE** (brown) label to the box. If you have only one box, place both the **SCORABLE and NON-SCORABLE** label on that box.
4. Print your district's name and address in the space provided on each FedEx Ground return label. Keep the Receipt tab (from the top center of the FedEx Ground return label) for your records.
5. **Important:** When all of the boxes to be shipped are assembled in one secure place and ready for shipping, count the number of boxes. In the lower right-hand corner of the top of each box, mark the number of the box and the total number of boxes being returned. For example, if you have five boxes, mark them "1 of 5," "2 of 5," and so on.
6. **Important:** Keep a record of all shipping information so that you can easily track your packages. The Receipt tab number provides tracking information. Boxes can be tracked online at www.fedex.com or by calling (888) 777-6040.
7. **Requesting a pickup for the Package Returns Program (PRP)**

Follow these instructions to return your materials. You must contact FedEx Ground to arrange a pickup of your materials. There is NO prescheduled pickup day. Please note that after arrangements are made, FedEx Ground will pick up your materials the following business day.

Have your receipt tab(s) handy when you make your request. You may request a pickup by using one of the following three methods:

- Use www.fedex.com: select "Ship," then select "Schedule a Pickup" from the drop-down menu, then select "Schedule Ground Return Pickup." **OR**
- Call FedEx Customer Service: (888) 777- 6040 and explain that you need a "Package Returns Program" pickup. **OR**
- Give the packages to your regular FedEx Ground driver.

If you have any questions or issues with boxing or returning your materials, please contact the MI Helpdesk at (877) 516-2403.



TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
TCAP
UNUSED PRE-ID or PRE-LABELED ANSWER DOCUMENT
RETURN FORM

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

Test _____ Proctor/Test Administrator _____

Complete one form for each school per assessment.

This form is to be used **only** to return unused Pre-ID or pre-labeled answer documents. For any student not testing, you **must** place any unused labels on the appropriate blank answer document and return under this form. Please paper-band all documents together.

Please specify the number of unused Pre-ID or pre-labeled answer documents in the spaces provide below for each grade or content area.

Number of Documents Returned (write in actual number of documents per grade/course)

TNReady			Achievement		EOC
English I -	ELA Gr 3 -	Math Gr 3 -	Sci Gr 3 -	SS Gr 3 -	U.S. Hist -
English II -	ELA Gr 4 -	Math Gr 4 -	Sci Gr 4 -	SS Gr 4 -	Bio I -
English III -	ELA Gr 5 -	Math Gr 5 -	Sci Gr 5 -	SS Gr 5 -	Chem -
Algebra I -	ELA Gr 6 -	Math Gr 6 -	Sci Gr 6 -	SS Gr 6 -	
Geometry -	ELA Gr 7 -	Math Gr 7 -	Sci Gr 7 -	SS Gr 7 -	
Algebra II -	ELA Gr 8 -	Math Gr 8 -	Sci Gr 8 -	SS Gr 8 -	
Integ Math I -					
Integ Math II -					
Integ Math III -					

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

Do NOT place the following under this form:

- Any material listed on the Inactive Test Material (ITM) form
- Braille and Large Print test material - Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Test Administration Group (TAG).
- Generic answer document with only student name or random marks - Place with used test material.
- Generic answer document that is completely blank - Place with non-scorable test material.
- Answer document with manufacturing defects - The System Testing Coordinator **must** contact the TDOE for further instructions.
- Unused Pre-ID Student Group List and TAG - Place with used test material.

IF YOU HAVE A PRE-ID OR PRE LABELED ANSWER DOCUMENT WITH INCORRECT INFORMATION DO NOT PLACE IT UNDER THIS FORM. RETURN THE DOCUMENT WITH THE INCORRECT STUDENT INFORMATION WITH YOUR SCORABLE MATERIALS FOR PROCESSING AND CORRECT THE STUDENT INFORMATION DURING THE SDDV PROCESS.

SYSTEM RETURN SHIPPING KIT

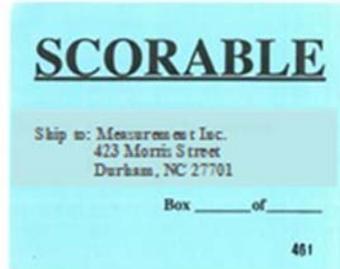
Return instructions provide you with the details needed to assemble and schedule your pick-up of materials.



Return labels for your Scorable Materials (includes answer documents and TAG forms) – this includes your FedEx Return Label and designated colored Scorable label for the program you are returning.



AND



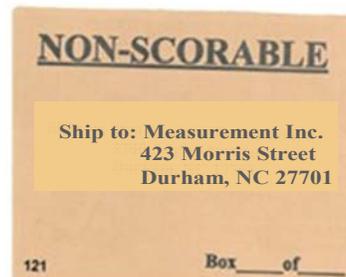
AND



Your kit will include FedEx Return labels for the return of your Non-Scorable materials.



AND

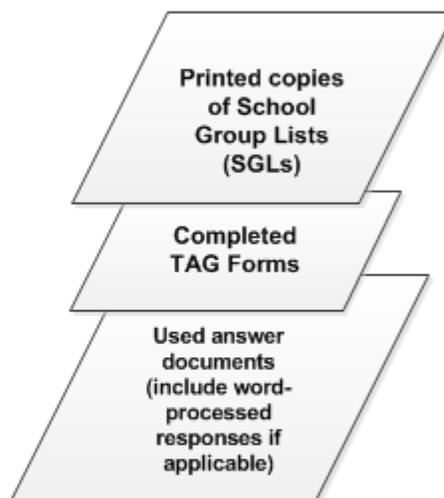


NOTE: All testing materials will be shipped to the main Measurement Incorporated warehouse located at 423 Morris Street, Durham, NC 27701 for processing.

PACKING DIAGRAM FOR SCORABLE (USED) TESTING MATERIALS

KEY REMINDERS:

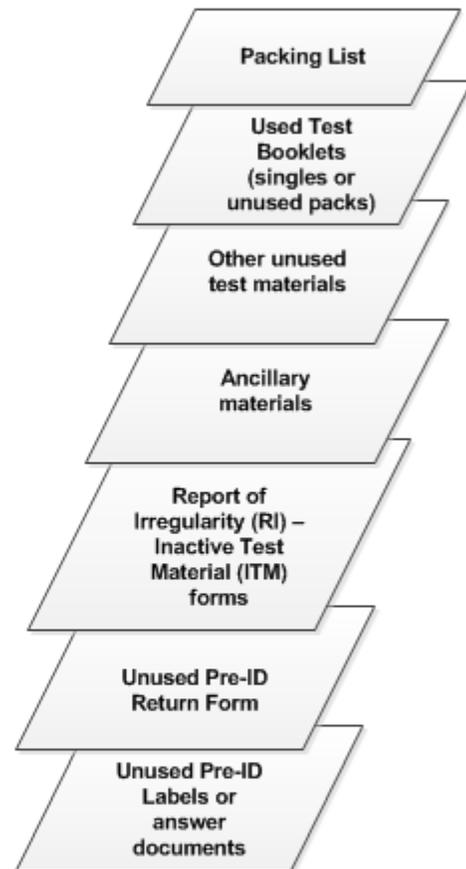
- PLACE FEDEX RETURN LABEL ON TOP OF SEALED BOX
- PLACE LIGHT BLUE COLORED SCORABLE LABEL ONTO TOP OF THE BOX
- LABEL BOXES 1 OF X, 2 OF X, ETC. WITH X BEING THE TOTAL NUMBER OF BOXES WITH LIGHT BLUE COLORED LABELS
- LARGE PRINT TESTS: Transcribe any Large Print test to a regular answer document and include the answer documents with scorable materials
- BRAILLE TESTS: Transcribe any Braille test to a regular answer document, place under its own TAG form for proper scoring, and include the TAG and answer document with scorable materials. Do not combine with other regular answer documents.
- **DO NOT MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS – FAILURE TO DO SO WILL RESULT IN THE DELAY OF PROCESSING YOUR STUDENT TESTS**



PACKING DIAGRAM FOR NON-SCORABLE (UNUSED) TESTING MATERIALS

KEY REMINDERS:

- PLACE FEDEX RETURN LABEL ON TOP OF SEALED BOX
- PLACE BROWN COLORED NON-SCORABLE LABEL ONTO TOP OF SEALED BOX
- LABEL BOXES 1 OF X, 2 OF X, ETC. WITH X BEING THE TOTAL NUMBER OF BOXES WITH COLORED LABELS
- RETURN ALL LARGE PRINT AND BRAILLE TEST BOOKLETS AND CDS IN THE ORIGINAL BOXES IN WHICH THEY WERE SENT
- ANY TEST BOOKLET USED BY AN EXAMINER TO ASSIST IN ADMINISTERING THE TEST MUST BE RETURNED WITH THE TEST BOOKLETS
- **DO NOT MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS** – FAILURE TO DO SO WILL RESULT IN THE DELAY OF PROCESSING YOUR STUDENT TESTS



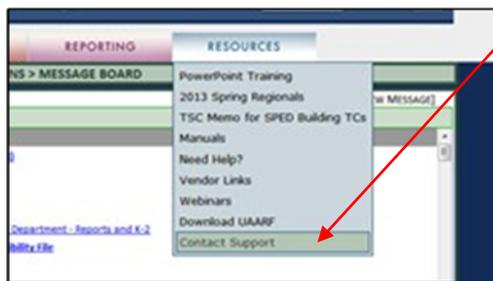
CONTACT US

To provide the most efficient support to our users in Tennessee, please submit your inquiries via EdTools: <https://tdoe.randasolutions.com/>

Need help with login? (i.e., forgot password, don't have an account) Simply click "Login Help" on the home page of the site:



Following login, you may submit other inquiries by selecting "Contact Support" under the Resources tab:



Complete the "Submit New Support Ticket" form. Your personal information will be filled in automatically and you will have only 3 fields to complete. For MIST questions the intended recipient is MIST (Measurement Inc.), for EdTools questions the intended recipient is RANDA, for test administration questions the intended recipient is State. Select a subject from the drop down box that most closely meets your needs and enter as much information as possible in the description.



Thank you for using EdTools to submit questions and support requests, allowing for more efficient tracking and quickest resolution.

Contact Information for TCAP Assessment

tned.assessment@tn.gov

**Office of Assessment Logistics
710 James Robertson Pkwy
Andrew Johnson Tower, 10th Floor
Nashville, TN 37243**

EdTools Support Email

tdoesupport@randasolutions.com

Measurement Inc. Help Desk

TCAPHelp@measinc.com

877-516-2403

6:30 am to 5:30 pm EST