

# Tennessee Comprehensive Assessment Program

# TCAP

Test Administration Manual  
TNReady Assessments  
Grades 3 through 8



## Secure Document

This TCAP testing manual is secure material belonging to the Tennessee Department of Education. The contents may not be conveyed in any manner or copied. All tests must be administered during the designated testing window. All test materials must be returned to the test coordinator at the completion of testing.



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# Important Dates

## 2017 TCAP TNREADY CALENDAR

- **Material arrival date:** Monday, April 10
- **Testing dates:** Monday, April 17 through Friday, May 5
- **English:** Subpart 1 must be tested during the first week, Monday, April 17 through Friday, April 21, and returned to Questar no later than Monday, April 24.  
See guidance for absent students on page 61.
- **Last day to return material:** Wednesday, May 10

## Grades 3 through 8—TCAP Time Limits

Grades 3–5 Subject	Subpart 1	Subpart 2	Subpart 3	Subpart 4	Total Time
<b>English Language Arts</b>	75 minutes 1-3 passages 1 prompt*	35 minutes 1-2 passages 6-14 items/passage 1 editing task	35 minutes 1-2 passages 6-14 items/passage 1 editing task	50 minutes 2-3 passages 6-14 items/passage	195 minutes
<b>Math</b>	45 minutes 21-30 items No Calculator	30 minutes 10-15 items	40 minutes 12-16 items 2 integrated items*		115 minutes
<b>Social Studies</b>	50 minutes Items TBD Field Test				50 minutes
<b>Science</b>	3rd grade 53 minutes 35 items	3rd grade 51 minutes 34 items			3rd grade 104 minutes
	4th-5th grade 48 minutes 35 items	4th-5th grade 47 minutes 34 items			4th-5th grade 95 minutes

Grades 6–8 Subject	Subpart 1	Subpart 2	Subpart 3	Subpart 4	Total Time
<b>English Language Arts</b>	85 minutes 1-3 passages 1 prompt*	50 minutes 2-3 passages 6-14 items/passage	50 minutes 2-3 passages 6-14 itmes/passage	45 minutes 1-2 passages 6-14 items/passage 2 editing tasks	230 minutes
<b>Math</b>	40 minutes 16-20 items No Calculator	30 minutes 10-14 items	55 minutes 11-18 items 2 integrated items*		125 minutes
<b>Social Studies</b>	50 minutes items TBD Field Test				50 minutes
<b>Science</b>	48 minutes 35 items	47 minutes 34 items			95 minutes

\*For additional details see the test Blueprints on our website at: <http://tn.gov/education/topic/tcap-blueprints>



# Assessment Calendar for 2016–17 School Year

Assessment Name	Administration	2017 Administration Window
<b>Required Assessments</b>		
TCAP End of Course	Fall Block Spring Block/Spring Traditional	November 28–December 16 April 17–May 5
TCAP Grades 3–8 (The Social Studies field test will also be administered during this window.)	Spring	April 17–May 5
TCAP-Alt* Grades 3–11 (MSAA & Sci/SS)	Spring	March 6–May 12 (Sci/SS) March 27–May 12 (MSAA)
ACT (Grade 11)	Spring	March 21 April 19 & May 3 (make-up)
TCAP ELA Grades 3–8 Writing <b>Field Test**</b>	Spring	March 13–31
TCAP EOC U.S. History/Geography Written Response <b>Field Test**</b>	Spring	March 13–31
NAEP	Winter/Spring	January 30–March 10
ACCESS for ELLs	Spring	March 6–April 21
<b>Optional Assessments</b>		
Grade 2***	Spring	April 24–May 5
Grade 2 Alt***	Spring	March 6–May 12
Grade 2 <b>Field Test</b> (with 3rd graders)	Fall	September 19–23
Grade 2-Alt <b>Field Test</b> (with 3rd graders)	Fall	October 24–28
TCAP-Alt for Social Studies/Science (Grades 3–8), Biology <b>Field Test</b>	Fall	October 17–November 4
ACT Senior Retake (Grade 12)****	Fall	October 22

\* TCAP-Alt 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. Approximately one percent of the student population will participate in alternative assessments.

\*\* Approximately, one-half to one-third of schools and districts will be required to participate in these field tests on a rotating basis every two to three years.

\*\*\* Participation in Grade 2 operational assessment is a district option and includes Alt if chosen.

\*\*\*\* Participation is limited to seniors who took the ACT as a junior.

# Section I: Test Security

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**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 system central office for documentation.
- 2) Train all personnel involved in testing 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 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 processes and ensure inventory control for each testing session as well as at the school and system level during the testing window.
  - Return test materials immediately after each testing session and when the entire testing window is completed.
  - Secure paper test materials printed for homebound students 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 a secure, yet positive, environment for testing.
  - Place appropriate signage outside the 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 beginning on page 48, making sure that calculators are cleared before and after administration of each test.

## Section I: Test Security

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- 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, tablets, etc.**
  - Prohibit the coaching of students in any way during the testing session.
  - 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 may 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, tablets, 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.

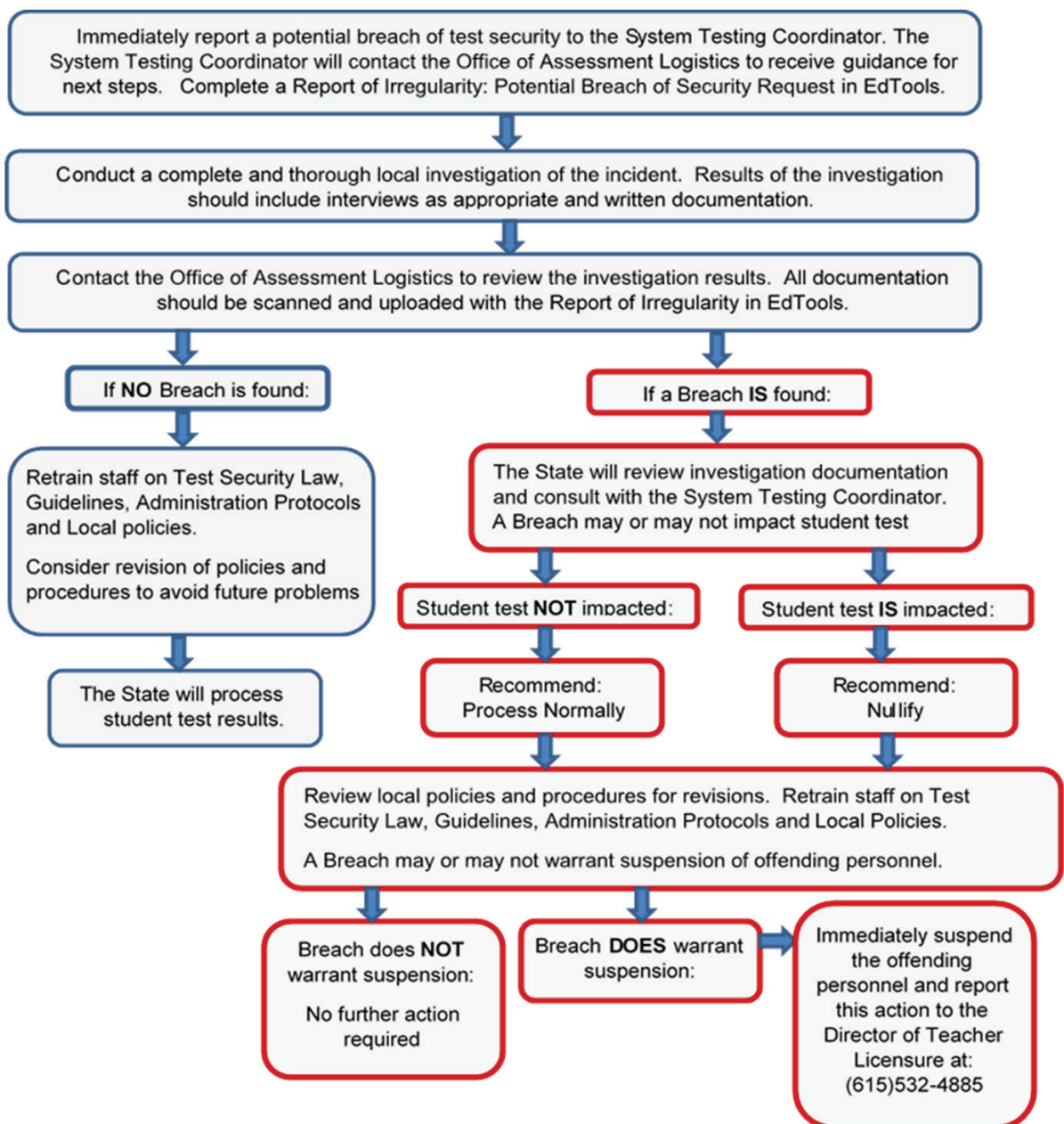
**Failure to report a potential breach of security compromises the integrity of the testing process and the failure itself should be treated as a breach of testing security.**

## STATE TEST ADMINISTRATION SECURITY PROTOCOLS

- Do not allow students to take the same subpart 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. Alternatively, 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 testing session with a Test Administrator or Proctor who is a family member. In addition, 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 reference sheets for Math. 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 State 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 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](mailto:tned.assessment@tn.gov).



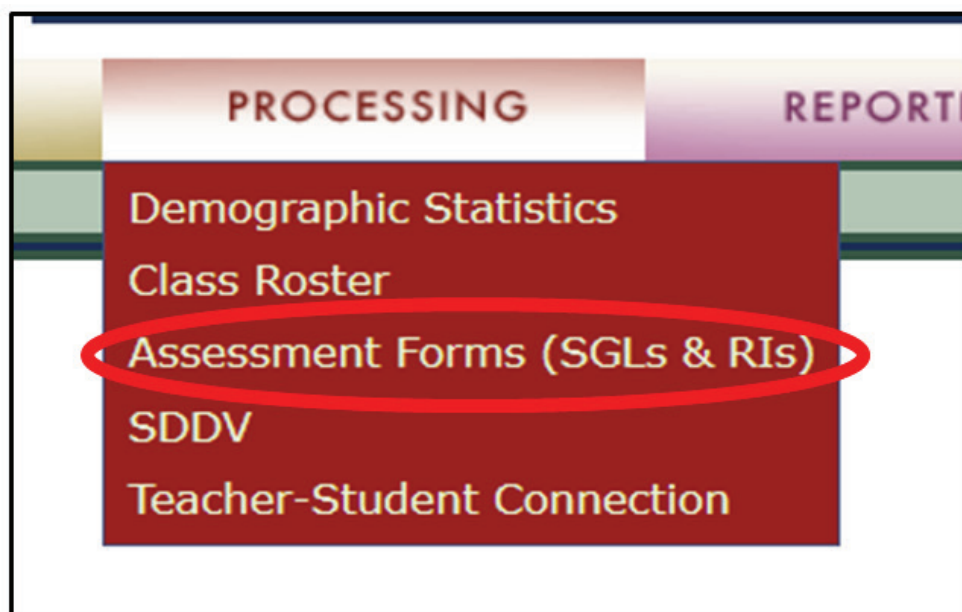


## REPORT OF IRREGULARITY (RI): POTENTIAL BREACH OF SECURITY

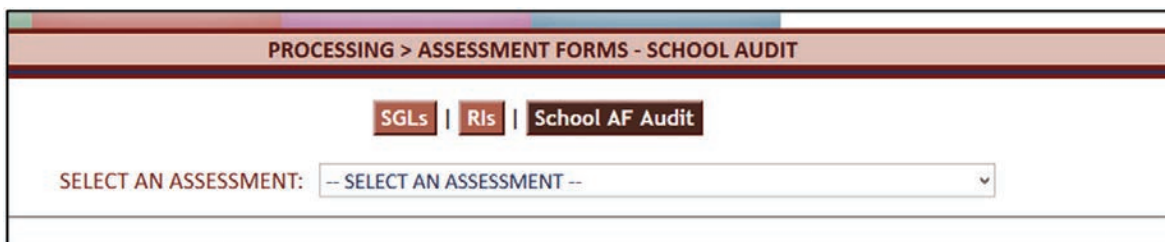
Immediately upon receipt of any information concerning a potential breach of security, the System Testing Coordinator must contact the Executive Director of the Office of Assessment Logistics. School and system administration must initiate an immediate and thorough investigation into the circumstances 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 user name and password).

- To complete the online RI, go to the *Processing* tab and 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 the next page).

## Section I: Test Security

- Complete all required information, including:
  - Select **Grade**
  - Select **Content Area**
  - Select **Subpart**
  - 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, email address
  - Student Information**—include 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](#))

[SGLs](#) | [RIS](#) | [School RI Audit](#) | [District AF Audit](#)

RI Serial #

Test: **SPRING 2017 GRADES 3-8**

Grade: **3**

Content Area / Subtest:
 

☐ Reading / Language Arts  
☐ Mathematics  
☐ Science  
☒ Social Studies

Sub Test: **All**

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

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 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: **00010 - ANDERSON COUNTY**

Teacher Info (as on the Test Administration Group):

Contact Information for the State:

School Name: **0005 - ANDERSONVILLE ELEM**

Incident Date: **3/27/2017 12:42:50 PM**

Last Name: **DOE**

First Name: **JOHN**

Name: **JOHN DOE**

Email: **JOHNDOE@EXAMPLE.COM**

**Report of Potential Breach**

Type of Breach:

☒ Student involved event  
☐ Materials or non-student event

Test Date: **3/2/2017**

Explanation of Testing Security Event:  
 Explanation of security event.



Print the 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
<p>TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM REPORT OF IRREGULARITY</p> <p>RI Serial #: RI-022806</p> <p>Test: 2015 TCAP</p> <p>Grade: 11</p> <p>Subtest(s): Algebra I</p> <p>Part: 1</p> <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="checkbox"/> A. A student or a group of students cheated.</p> <p><input type="checkbox"/> B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.</p> <p><input type="checkbox"/> 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>	

While the incident is under investigation, the Potential Breach is available for review and printing. Once the investigation is complete, and it is determined 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 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 receive 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 for materials only.
- 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 in the RI:
  - specifics (e.g., quantity, grade level) about missing secure test materials (e.g., test booklets, used answer documents, unused Pre-ID answer documents)
  - date test materials were determined missing
  - last known location of missing test materials
  - description of storage area for secure test materials
  - names of all people who had access to area where test materials were stored
  - name and contact information of Building Testing Coordinator(s) and School Administrator(s)
  - statements from the administrators, Building Testing Coordinators, teachers, and any others involved to include efforts to locate missing materials
  - description of current security measures in county/school
  - plan for improved test security measures at system and school level

## System \_\_\_\_\_ School \_\_\_\_\_

[Acts 1992, Ch. 535, § 4.]

[illegible]

## Section II: Test Administration

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### KEY TERMS

- **RI (Report of Irregularity):** a report filed immediately upon receipt of any information concerning a potential breach of test security. This report prompts school and system administrators to begin a thorough investigation.
- **Subpart:** a subsection within a test administration. Subparts must be given in consecutive order.
- **TAM (Test Administration Manual):** a manual for system and school administrators that provides guidance on coordinating testing programs and following security protocol with administration and secure materials handling.
- **TAPS (Test Administrator/Proctor Script):** a manual with details for administering the assessment to students. The proctor scripts ensure consistent presentation of the material to ALL students.

### OPERATIONAL TEST SCHEDULING

- Districts will establish a district-wide testing schedule to fit the needs of their staffing and facilities.
- Breaks between tests must be established by the school.
- EL and SPED students may not be tested outside the district/state testing window.

**Subpart 1 of the English Language Arts assessment, which includes writing responses, must be administered in the first week of the administration window.** Districts may select any day or days within the week to complete Subpart 1. *However, all materials must be shipped back to the vendor no later than **Friday, April 21.***

- For the spring 2017 TCAP Grades 3–8 administration, the first week of the test administration window is April 17–April 21, 2017.

**For the remaining assessments,** districts must complete test administration over no more than 10 school days, and those days do not have to be consecutive.

- Districts do *not* have to use all 10 days and may complete administration over fewer days.
- Districts can choose to administer each subpart on different days to allow schools to maintain the regular bell schedule for most tests.

Testing schedules should be established by the district at the school and/or district level. It is the district's option to allow schools to set their own testing schedules, independent of a district schedule.

- **English Language Arts:** Subparts 2, 3, and 4 may be completed over as many as three days.
- **Mathematics:** Subparts 1, 2, and 3 may be completed over as many as three days.
  - Subpart 1 is the calculator-prohibited section.
  - Schedules should provide a break between Subpart 1 and Subpart 2 to allow for the distribution of calculators, if completing those subparts back-to-back on the same day.
- **Social Studies:** This test contains only one subpart that must be completed in 1 day.
- **Science:** Subparts 1 and 2 may be completed over as many as two days.

For English Language Arts and Mathematics, the subparts must be completed in numerical order.

Subparts can be combined to administer them on the same day, if the district and/or school so chooses.

Students in a test session do not have to be on the same subpart unless it is a read-aloud session. However, districts should be mindful that subparts may differ in the time allowed for student completion.

Maintain the district testing schedule in the calendar in EdTools. Notify the Office of Assessment Logistics with any changes or special scheduling requirements for your schools and/or district.

Please see details for times and item counts within the subparts for each content area on page 8 of this manual or at this location: <http://www.tn.gov/assets/entities/education/attachments/TestTimesCharts.pdf>.

### ADMINISTRATION PROCEDURES

- Create a secure, positive environment for testing.
  - Turn off all electronic devices: cell phones, computers, etc.
  - 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 his or her own pre-ID answer document. For both test booklets and answer documents, ensure the version numbers are correct.
- Students may have clean, blank scratch paper during all assessments. Scratch paper may be lined, unlined, or graph paper and should be collected and securely destroyed after each testing session.
- Whenever possible, there should be a Test Administrator and a Proctor available in the testing environment.
- If a student finishes testing prior to the scheduled time, they may do quiet **academic** activities that **are not** related to the content area being tested.
- Districts/Schools may choose to create labels for the cover of student test booklets. Labels should contain:
  - Student first and last name
  - Teacher name
  - School name
  - District name

## 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 email 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 email 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 the 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.

## Section II: Test Administration

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- ☐ 8. Establish a restricted, secure storage area for test materials at the system level and ensure secure areas are designated at each school.
- ☐ 9. Receive shipments of test materials.
  - A) Retain shipment boxes at the system/building for return shipments.
  - B) Locate the “Admin Materials-System” Box/Envelope containing Return Kits:
    - (1) UPS return labels and instructions are included in the plastic bags labeled Return Kits in the first “Admin Materials-System” Box/Envelope.
    - (2) If the UPS return labels are not located, or if there is an insufficient number, please contact Tennessee Customer Support at 877-997-0421 or via email at [TN.help@questarai.com](mailto:TN.help@questarai.com).
  - C) Retain return shipping labels for return of all test 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.
  - E) Test Book Security Forms have been provided at the system level for your use to check-in and check-out test 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 course (verify version number)
    - (2) answer documents, color coordinated to test booklets (verify version number)
    - (3) modified format tests, Braille or Large Print, as needed
    - (4) *Test Administrator/Proctor Scripts* (TAPS) (downloaded from EdTools)
  - B) State assessment forms, per school procedures:
    - (1) School Group List (SGL) can be located in EdTools
    - (2) Test Administration Group (TAG) form
- ☐ 12. Implement procedures to ensure all students are assessed and accounted for as required.
- ☐ 13. 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) Verify that the TAG is completed accurately and included with each group of answer documents for the Test Administrator listed on the TAG.
  - D) Complete the School Group Lists online, print off copies, and include the appropriate list in each school box.
- ☐ 3. Complete an RI for Potential Breach of Testing Security Request online for any discrepancies in inventory of test booklets.
- ☐ 4. Verify proper coding for all demographic information.
- ☐ 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  
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). Do not write comments on test booklets returned under an RI—ITM form
      - (b). Do not include test booklets for students who did not attempt, or refused to test
      - (c). See Section VI: Post-Test Procedures for additional details
  - B) School Group List (SGL)
- ☐ 6. RI documentation for Breach of Security and/or Medical Exemption requests should NOT be returned to Questar.
- ☐ 7. Secure any paper test forms for students with an IEP along with student responses after they have been transcribed, and return with Non-Scoreable materials.
- ☐ 8. Ensure any Braille materials are packed in the original shipping boxes and returned to Questar within 3 business days after testing.

## Section II: Test Administration

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- ☐ 9. 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).
- ☐ 10. All scratch paper used by students must be securely destroyed upon completion of this test.
- ☐ 11. Keep a copy of the completed Packing List and the number of boxes per school being returned for your records.
- ☐ 12. Return test materials to Questar (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) Test Book Security Forms have been provided in the shipment for your use 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* (TAM) and the *Test Administrator/Proctor Scripts* (TAPS). The TAM and TAPS are both 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, No. 2 pencils, highlighters, calculators for Math Subparts 2 & 3, and reference sheets for Math.)
- ☐ 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—confirm version number
  - B) answer documents—confirm version number
  - C) modified format tests (Large Print, Braille), as needed

### 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 each testing session.

### After Testing


- ☐ 1. Complete Reports of Irregularity in EdTools.
  - A) Make a copy of any documentation and retain for school use.
  - B) 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 (see Section IV: Assessment Accessibility and Accommodations).
- ☐ 3. Package Braille materials in original shipping boxes for return shipment to Questar.
- ☐ 4. Collect and count all test materials after each testing session.
- ☐ 5. Obtain Test Administrator's signature after each testing session on the Test Book Security Form (School) 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 or Teacher of Record.
- ☐ 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) Place answer documents under the appropriate TAG with demographic grids face up and in the same direction; place in the Scoring Services Envelope.
  - 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 Braille, 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 answer documents that were transcribed and label 'Original Responses'. Ensure student name and USID are on the original responses and return in the Non-Scoreable materials boxes for processing.
- ☐ 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 only paper has been used for bands (adding machine tape works well).
  - E) Materials with manufacturing defects (e.g., missing pages, illegible printing), should be paper-banded and labeled "manufacturing defects" and returned with Non-Scoreable materials. Notify the Office of Assessment Logistics via Contact Support Ticket in EdTools.
- ☐ 11. Review other used and unused materials and record on the Packing List.
  - A) unused answer documents
  - B) used and unused test booklets
- ☐ 12. Complete the necessary School/Group Lists in EdTools.
  - A) Verify that the information corresponds with the information listed on the Test Administration Group (TAG) form.
  - B) Print off a copy of the School/Group Lists and pack on the top of each school box.
- ☐ 13. 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).
- ☐ 14. Make a list of each box's contents (e.g., course/teacher information) to retain for school records.

## Section II: Test Administration


### SYSTEM PACKING LIST—SAMPLE

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

Tennessee Comprehensive Assessment Program (TCAP)						
Fall 2016						
System Packing List						
Shipment 1 - LTL						
System Code: 99999		Packed For System: QAI Internal District ATTN: QAI Internal PDC 14720 Energy Way Apple Valley, MN 55124		Ship To System: 99999 QAI Internal District ATTN: QAI Internal PDC 14720 Energy Way Apple Valley, MN 55124		
System: QAI Internal District						
				Questar Order #: 743742 TN1703 EOC		
				Order Date: October 26, 2016		
				Pack Date: November 3, 2016		
Ord'd	Shipped	BO'd	Material Name	Packing Information	Received	Returned
1	1	0	Shipment 1 Cover Memo	Box 1: 1 Each		
2	2	0	Test Administration Group Sheet	Box 1: 1 Pkg/2		
1	1	0	System Return Kit	Box 1: 1 Each		
5	5	0	Biology Answer Document Form T	Box 1: 1 Pkg/5		
5	5	0	Biology Testbooklet Form T	Box 1: 5 Each		
Upon receipt of this shipment, please use this packing list to verify quantities of materials shipped to you. If you find materials missing or damaged, please contact Tennessee Customer Support at 877-997-0421 or via email at <a href="mailto:TN.help@questarai.com">TN.help@questarai.com</a> or complete a Contact Support ticket in EdTools at <a href="https://doe.randomsolutions.com">https://doe.randomsolutions.com</a> .						<b>Total Boxes</b> <b>1</b>
Questar Assessment, Inc.						
Page 1 of 1						
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### SCHOOL PACKING LIST—SAMPLE

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

Tennessee Comprehensive Assessment Program (TCAP)						
Fall 2016						
School Packing List						
Shipment 1 - LTL						
School Code: 9999		Packed For School: QAI Internal School		Ship To System: 99999 QAI Internal District ATTN: QAI Internal PDC 14720 Energy Way Apple Valley, MN 55124		
School: QAI Internal School						
System Code: 99999				Questar Order #: 743741 TN1703 EOC		
System: QAI Internal District				Order Date: October 26, 2016		
				Pack Date: November 3, 2016		
Ord'd	Shipped	BO'd	Material Name	Packing Information	Received	Returned
1	1	0	Shipment 1 Cover Memo	Box 1: 1 Each		
2	2	0	Test Administration Group Sheet	Box 1: 1 Pkg/2		
1	1	0	School Return Kit	Box 1: 1 Each		
1	1	0	Tyvek Scoring Envelope (Labeld) 9x12x2	Box 1: 1 Each		
20	20	0	Biology Answer Document	Box 1: 20 Each		
5	5	0	Biology Testbooklet Form T	Box 1: 5 Each		
Upon receipt of this shipment, please use this packing list to verify quantities of materials shipped to you. If you find materials missing or damaged, please contact Tennessee Customer Support at 877-997-0421 or via email at <a href="mailto:TN.help@questarai.com">TN.help@questarai.com</a> or complete a Contact Support ticket in EdTools at <a href="https://doe.randomsolutions.com">https://doe.randomsolutions.com</a> .						<b>Total Boxes</b> <b>1</b>
Questar Assessment, Inc.						
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## 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. Provide reference sheets to students.
- ☐ 6. Review the *Test Administration Manual* (TAM) located on the *Resources* tab in EdTools.
- ☐ 7. Review the *Test Administrator/Proctor Scripts* (TAPS), these are content specific and are located on the *Resources* tab in EdTools.
- ☐ 8. 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).
- ☐ 9. Familiarize students with appropriate methods for marking responses using any Accessibility Features or Accommodations for Students with Disabilities.
- ☐ 10. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.
- ☐ 11. 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.
  - C) For Grade 3, clocks must be removed for math tests due to the assessment of time standards.
- ☐ 12. Ensure appropriate test materials are available for each testing session.
  - A) Student Test Booklets—confirm appropriate grade and version number
  - B) Answer Documents—confirm distribution to correct student, color-coded to match test booklets and verify the version number
  - C) Pre-ID labels, if your school received them, applied to the answer documents or available for students to apply to their own documents. **Note:** This only applies to grades 5-8. Grade 4 (all content areas) and Grade 3 (sc/ss) will have pre-slugged answer documents. For Grade 3 ELA and Math, there will be labels for the consumable test booklet. Attach pre-ID labels within the dotted lines on the demographic section of the back cover of the test booklet. **Note:** Students will take the Grade 3 assessment in the test booklet.
  - D) No. 2 pencils with erasers. Pens and other writing utensils, except highlighters, are not acceptable.
  - E) Two blank sheets of paper for student use (blank, lined, or graph paper is allowed)
  - F) Highlighter (optional—MUST be YELLOW)



- G) Materials required for student accommodations or modified format tests
  - H) *Test Administration Manual*
  - I) *Test Administrator/Proctor Script*—**Mandatory**
  - J) Appropriate reference sheets for Mathematics only
  - K) Calculator for Mathematics only
  - L) Straight edge for Mathematics only (may use ruler, index card, etc.)
- ☐ 13. **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 testing session.
  - A) No. 2 pencils with erasers, (pens and other writing utensils, except highlighters, are not acceptable)
  - B) Clean scratch paper (lined, blank, or graph)
  - C) Highlighter (optional—MUST be YELLOW)
  - D) Appropriate calculator, reference sheets, and straight edge for Mathematics
  - E) Ensure students have their own test booklet before and after each break or subpart.
- ☐ 6. Instruct students on appropriate methods for taking the test.
  - A) Students should read each test item carefully.
  - B) Students should bubble in answers completely and completely erase incorrect marks.
  - C) Students should write in the appropriate space for each question on their answer document.
  - D) Students should watch for careless errors.
  - E) Students should use the blank paper or graph paper distributed to them.
- ☐ 7. Ensure students understand directions for taking the test (see Section III: Directions for Test 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.
- ☐ 8. Administer the test, observing all time limits and start/stop commands.
- ☐ 9. Remain with the students and be observant and non-disruptive throughout the testing session.

## Section II: Test Administration

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- ☐ 10. 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.

**Note to Test Administrator:** Both questions and answer choices may break across pages. Instruct students to make sure they answer all portions of questions that consist of more than one part.

## 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 student information is correct and that demographic information has been properly completed for non-pre-ID documents. 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 and paper-band with the affected documents.
  - H) Place the scoreable answer documents in the Scoring Services envelopes provided.
- ☐ 3. With two adults present, transcribe student responses from Large Print, Braille or students with an IEP to write in the test booklet onto regular answer documents in a secure setting (see Section IV: Assessment Accessibility and Accommodations).
- ☐ 4. Complete the Test Administration Group (TAG) form according to instructions per school procedures.
- ☐ 5. Complete RIs as needed in EdTools including Potential Breach of Testing Security Requests, Medical Exemption Requests, and Inactive Test Materials.
- ☐ 6. Ensure that student scratch paper has been collected and returned to the Building Test Coordinator to be securely destroyed.

## Section II: Test Administration

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- 7. 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, place the used answer documents stacked with the demographic grids face up and in the same direction. (Include ALL documents for processing: tested, absent, Medical Exemption, EL Excluded, Did Not Attempt, etc.)
  - C) RI—ITM form and related materials:
    - (1) duplicate answer documents (document to be scored should be under the appropriate TAG)
    - (2) damaged 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) unused answer documents
    - (2) used and unused test booklets
    - (3) blank and inaccurately completed TAGs

**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 with other answer documents for processing. An RI may be completed if appropriate.

## STUDENT DEMOGRAPHIC INFORMATION

The required demographic information included in pre-ID or hand-bubbled on answer documents includes:

- First Name
- Last Name
- Unique Student ID Number
- Date of Birth
- Gender
- School and System Number

Additional fields included on the test booklet that must be hand-bubbled if appropriate are:

- 504 service plan
- Special Accommodations
- EL Accommodations
- Modified Test Format
- Absentee Status

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

- Use a No. 2 pencil to make dark, solid marks that fill the bubble completely.
- **Do not** use any pen. Pencils are the only acceptable writing utensil. Students may use YELLOW highlighters in their test booklets and in their answer document if needed.
- 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. 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. **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.

## PROCEDURES FOR COMPLETING STUDENT DEMOGRAPHIC INFORMATION

The following instructions are for completing demographic information for students who did not receive a pre-ID answer document. A blank answer document must be used for **all** students who did not receive a pre-ID answer document 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. **SYSTEM NUMBER:** Enter your system's five-digit number in the System # box. This is the 5-digit number that appears under Contact Information on the Communications tab in EdTools and on your Packing List and generic barcode label from Questar.
5. **SCHOOL NUMBER:** Enter your school's four-digit number in the School # box. This is the four-digit number that appears under Contact Information on the Communications tab in EdTools and on your school's Packing List from Questar. Be sure this information exactly matches the information recorded on the TAG and SGL. Private schools will use school number 0001.
6. **GENDER:** Select the appropriate option.
7. **MODIFIED TEST FORMAT:** Fill in the bubble corresponding to the modified format used. (See Section IV: Assessment Accessibility and Accommodations).
  - Braille
  - Large Print

**Note:** Incorrectly or inappropriately completing these selections may affect the student's score.
8. **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.
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)
10. **ASSIGNED GRADE:** Select the option corresponding to the student's assigned grade level.
11. **FORM (If Applicable):** Select the option corresponding to the Form Letter.
12. **VERSION (If Applicable):** Select the option corresponding to the Test Version.

**Note: The form/version number on the test booklet must match the form/version number on the answer document.**



## 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, a Braille Reference Sheet for Math, an ink print version of the Braille booklet, Test Administrator notes, and an ink print answer document for transcription with transcription instructions will be sent to your school system. Download and print the corresponding *Test Administrator/Proctor Scripts* (TAPS) from the *Resources* tab in EdTools.
- Students may mark responses directly in the test booklet.
- Accommodations may only be used 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 SCOREABLE 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 Questar with the school's NON-SCOREABLE test materials.

### PROCEDURES FOR TESTING STUDENTS WHO 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.
- A Large Print kit containing the Large Print Test Booklet, a Large Print Reference Sheet for Math, and an ink print answer document for transcription will be sent to your school system. Download and print the corresponding *Test Administrator/Proctor Scripts* (TAPS) from the *Resources* tab in EdTools.
- 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 SCOREABLE test materials.
- The Large Print test booklet must be returned to Questar Assessment Inc. with the NON-SCOREABLE 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 teacher or 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 2016–17 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 must be returned to the School of Remand for Processing.
- The name of the teacher or 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: Do not return an answer document under a TAG for processing if the student is in a TN residential facility that will be submitting a response document. The student's record should 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. If the residential facility is out of state or will not be submitting a response document for processing, submit an answer document with the absent bubble filled in so that we have documentation of the student.
- 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.

## Section III: Directions for Test Administrators

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### GUIDELINES FOR ADMINISTERING THE TNREADY ASSESSMENTS

There are two forms of the grades 5 through 8 English Language Arts assessments, Form A and Form B. There are multiple versions of each form, i.e., A1, A2, B1, B2, etc.

Test booklets are packed in sets with both forms of a single version number so that a pack of 20 will have ten A3 test booklets and ten B3 test booklets.

There is one answer document for Subpart 1 that will be used for ALL forms and versions. It is labeled Grade # - Subpart 1 Form A/B.

The answer documents for Subparts 2-4 are form- and version-specific and will also be spiraled so that a pack of 20 will have ten A3 answer documents and ten B3 answer documents. It is very important that students be given the correct Form A or B of the Subpart 2-4 answer document.

Versions are spiraled by school, so a school should only have A3/B3, A4/B4, etc.

- ☐ For Grade 3, attach pre-ID labels within the dotted lines on the demographic section of the back cover of the test booklet. **Note:** Students will take the Grade 3 assessment in the test booklet.
- ☐ Distribute pre-ID answer documents if available, otherwise use blank documents.
- ☐ Prior to administering the test, verify that each student's demographic information has been entered correctly and completely; for students without a pre-ID answer document complete all demographic information:
  - First Name
  - Last Name
  - Unique Student ID Number
  - Date of Birth
  - Gender
  - Grade
  - School and System Number
- ☐ Prior to administering the test, complete the following demographic information for all students:
  - 504 Service Plan
  - Special Accommodations
  - EL Accommodations
- ☐ Distribute two sheets of clean scratch paper to each student. Scratch paper may be lined, blank, or graph paper.
- ☐ Ensure that each student has two No. 2 pencils. Pens and other writing utensils, except highlighters, are not acceptable.
- ☐ Provide highlighters (optional—MUST be YELLOW).
- ☐ Verify that all electronic communication devices have been turned off and collected.

**Note:** for Grade 3, clocks must be removed for math tests due to the assessment of time standards.
- ☐ Provide students with Math reference sheets and a straight edge for Math assessments in all grades.
- ☐ Select the appropriate testing time for the content area and subpart.

### DIRECTIONS FOR ADMINISTERING THE TNREADY ASSESSMENTS

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

1. Grades 3–5 ELA
2. Grades 3–5 Math
3. Grades 6–8 ELA
4. Grades 6–8 Math
5. Grades 3–8 Science
6. Grades 3–8 Social Studies Field Test

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

### TIMING

- Applicable time limits must be enforced. Should there be a disruption during testing, the beginning and ending of the disruption or temporary absence must be documented and testing session stopping time for the affected student(s) must be modified accordingly.
- Timing begins when the teacher says “you may begin” and does not include teacher directions given prior to the first item in each subpart.
- Teachers may use classroom clocks, timers, or stopwatches to monitor time. Cell phones may NOT be used for timing.
- Students may take a break between subparts.
- See additional information regarding Operational Scheduling on page 20.
- All assessments, except Social Studies, are divided into two or more subparts. Schools and districts have flexibility in how breaks in testing are scheduled.
- Schools and districts can choose:
  - Take a 30-minute break between subparts
  - Take subparts in the morning and afternoon
  - Take subparts on separate days (consecutive days are not required but recommended)
- If testing subparts on the same day, allow students to take a break from testing between the subparts.
- See the Time Limits Chart on page 8 to assist with scheduling and to ensure time limits are observed during testing.

Each subpart contains one or more practice items. Students respond to the practice items in their answer documents. The time for the practice items is considered part of teacher directions and does not count towards the student's overall time on the subpart.

## Section IV: Assessment Accessibility and Accommodations

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

Tennessee is committed to providing an assessment that best measures student mastery of the rigorous Tennessee State Standards. Tennessee's approach to assessment is rooted in the knowledge that students are diverse and are capable of making progress toward grade-level expectations. Annual assessments are designed for all students using Universal Design for Learning principles, including those who have disabilities and English learners, and recognizing that the validity of assessment results depends on everyone participating having appropriate access to the assessment.

**This accessibility section was developed to support district- and school-level personnel selection and administration of allowable test administration considerations, accessibility features, accessibility features identified in advance, and accommodations for individual students in order to produce valid assessment results.** Please note: In order to be available on the day of testing, some accommodations must be indicated prior to testing.

This section will guide district- and school-level personnel, as well as decision-making teams, including Individualized Education Program (IEP) teams and 504 plan teams, as they prepare for and implement the Tennessee general assessment. This document also provides information for educators of English Language Learners, intervention specialists, and related services personnel to use in selecting and administering accessibility features needed by individual EL students. It accentuates an **individualized approach** to the implementation of assessment practices for participating students.

This section is not applicable to students who will participate in the Tennessee Alternate Assessments designed for students with significant cognitive disabilities. For guidance or information regarding alternate assessment, please visit the Alternate Assessment for Students with Significant Cognitive Disabilities site. IEP teams should discuss and determine participation and eligibility using the alternate assessment participation guidance included in the IEP.

### **ALLOWABLE TEST ADMINISTRATION CONDITIONS: AVAILABLE TO ANY STUDENT BASED ON INDIVIDUAL NEED**

Students generally participate in assessments in their regular classroom and follow the standard test administration schedule for the grade and content area tested. Certain students may require testing at a different time or testing space as long as all requirements for testing conditions and test security are met.

#### **Mathematics Calculator Use**

At all grade levels and in all courses, TNReady will include both calculator permitted subparts and a calculator prohibited subpart.

- The first subpart of each Math assessment will be calculator prohibited.
- The remaining subparts will be calculator permitted.
- Sharing calculators during testing is not permitted.
- 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 grade-band-permitted calculator on a calculator-permitted subpart. For calculator-permitted subparts 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 subparts of TNReady.



## TNREADY MATHEMATICS CALCULATOR POLICY

### Central Beliefs

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.
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, the Math assessment will include both calculator permitted subparts and calculator prohibited subparts.**

- There will be one calculator prohibited subpart and two calculator permitted subparts at all grade levels.
- Information on the types of questions on the calculator prohibited section of TNReady can be found at [http://tn.gov/assets/entities/education/attachments/tnready\\_math\\_calculator-prohibited\\_portion\\_guidance.pdf](http://tn.gov/assets/entities/education/attachments/tnready_math_calculator-prohibited_portion_guidance.pdf)

### Test Administration Guidelines

- 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 grade-band specific permitted calculator on the calculator permitted subparts.
- Students should have access to no more than one handheld calculator device for calculator-permitted subparts.
- As we transition to online in future years, students will have access to practice with the same calculator functionalities that will be available on the operational assessment on both the item sampler and the practice tests.

### Rationale

Calculator functionalities should align with the Mathematics in each grade band.

In grades 3–5 mathematics, our state standards focus on **solidifying** a student’s computational fluency with whole numbers. Students are also **developing** an understanding of fractions and beginning the process of developing computational fluency with fractions.

In grades 6-8 mathematics, our state standards focus on **solidifying** a student’s computational fluency with rational numbers. Students are also **developing** an understanding of linear graphing.

Students should not have calculator functionalities available to them for concepts that are in the developmental stage. As stated within our central beliefs, students should have the opportunity to interact with technology and the opportunity to demonstrate critical thinking and problem solving with the aid of a calculator. However, in order to provide an equitable assessment experience for all Tennessee students, the type of calculator used by students should be consistent in functionality.

In grades 3-5, as fractional understanding is in the developmental phase over this grade band, students do not need a fraction key—they need to be able to demonstrate their conceptual understanding of fractions and operations with fractions. Thus, third through fifth grade students will be allowed a four-function calculator, which does not include any of the prohibited functionalities on the calculator permitted subparts, such as fractions.

In grades 6-8, as linear graphing is in the developmental phase over this grade band, students do not need a full graphing capabilities—they need to be able to demonstrate their conceptual understanding of linear graphing. Thus, sixth through eighth grade students will be allowed a four-function or scientific calculator, which does not include any of the prohibited functionalities on the calculator permitted subparts, such as linear graphing.

### Handheld Calculator Types

For grades 3–5, students may use any four-function calculator.

For grades 6-8, students may use any four function or scientific calculator.

In all grades, students must use calculators which do 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 <b>permitted</b> calculators	
Grades 3–5	Additional Grades 6–8
<ul style="list-style-type: none"> <li>TI-108</li> </ul>	<ul style="list-style-type: none"> <li>TI-15</li> </ul>
<ul style="list-style-type: none"> <li>Casio HS 4 Basic</li> </ul>	<ul style="list-style-type: none"> <li>TI – 30</li> </ul>
<ul style="list-style-type: none"> <li>Sharp ELSI Mate EL-2405A</li> </ul>	<ul style="list-style-type: none"> <li>Casio FX260</li> </ul>
	<ul style="list-style-type: none"> <li>Sharp EL 344RP</li> </ul>

## Section IV: Assessment Accessibility and Accommodations

Examples of <b>prohibited</b> calculators	
Grades 3–5	Additional Grades 6–8
<ul style="list-style-type: none"> <li>TI-15</li> </ul>	<ul style="list-style-type: none"> <li>TI-84 plus family</li> </ul>
<ul style="list-style-type: none"> <li>TI – 30</li> </ul>	<ul style="list-style-type: none"> <li>TI-89</li> </ul>
<ul style="list-style-type: none"> <li>Casio FX260</li> </ul>	<ul style="list-style-type: none"> <li>TI-NSpire (CAS version)</li> </ul>
<ul style="list-style-type: none"> <li>Sharp EL 344RP</li> </ul>	<ul style="list-style-type: none"> <li>HP-40G</li> </ul>
<ul style="list-style-type: none"> <li>TI-84 plus family</li> </ul>	<ul style="list-style-type: none"> <li>Casio CFX-9970</li> </ul>
<ul style="list-style-type: none"> <li>TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)</li> </ul>	<ul style="list-style-type: none"> <li>TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)</li> </ul>
<ul style="list-style-type: none"> <li>TI-89</li> </ul>	
<ul style="list-style-type: none"> <li>TI-NSpire (CAS version)</li> </ul>	
<ul style="list-style-type: none"> <li>HP-40G</li> </ul>	
<ul style="list-style-type: none"> <li>Casio CFX-9970</li> </ul>	

Examples of <b>permitted</b> functionalities	
Grades 3–5	Grades 6–8
<ul style="list-style-type: none"> <li>Addition</li> </ul>	<ul style="list-style-type: none"> <li>Fraction manipulation</li> </ul>
<ul style="list-style-type: none"> <li>Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Square key (<math>x^2</math> or <math>x^y</math>)</li> </ul>
<ul style="list-style-type: none"> <li>Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>Pi (<math>\pi</math>)</li> </ul>
<ul style="list-style-type: none"> <li>Division</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometric functions (sine, cosine, tangent)</li> </ul>
<ul style="list-style-type: none"> <li>Percent %</li> </ul>	
<ul style="list-style-type: none"> <li>Square root (<math>\sqrt{\phantom{x}}</math>)</li> </ul>	

## Section IV: Assessment Accessibility and Accommodations

Calculator functionalities that are <b>prohibited</b>	
Grades 3–5	Grades 6–8
<ul style="list-style-type: none"> <li>Fraction manipulation</li> </ul>	<ul style="list-style-type: none"> <li>Graphing capability</li> </ul>
<ul style="list-style-type: none"> <li>Fraction to decimal conversions/decimal to fraction conversions</li> </ul>	<ul style="list-style-type: none"> <li>Data Entry</li> </ul>
<ul style="list-style-type: none"> <li>Square key (<math>x^2</math> or <math>x^y</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Matrices</li> </ul>
<ul style="list-style-type: none"> <li>Pi (<math>\pi</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Regression</li> </ul>
<ul style="list-style-type: none"> <li>Any calculator with CAS (computer algebra system) capabilities (including any programs or applications)</li> </ul>	<ul style="list-style-type: none"> <li>Any calculator with CAS (computer algebra system) capabilities (including any programs or applications)</li> </ul>
<ul style="list-style-type: none"> <li>Graphing capability</li> </ul>	<ul style="list-style-type: none"> <li>Wireless communication capability</li> </ul>
<ul style="list-style-type: none"> <li>Data Entry</li> </ul>	<ul style="list-style-type: none"> <li>QWERTY keyboard</li> </ul>
<ul style="list-style-type: none"> <li>Matrices</li> </ul>	<ul style="list-style-type: none"> <li>Cell phones, tablets, iPads, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Regression</li> </ul>	
<ul style="list-style-type: none"> <li>Trigonometric functions (sine, cosine, tangent)</li> </ul>	
<ul style="list-style-type: none"> <li>Logarithm (log and/or ln) and exponential functions (<math>ax</math> and/or <math>ex</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>Wireless communication capability</li> </ul>	
<ul style="list-style-type: none"> <li>QWERTY keyboard</li> </ul>	
<ul style="list-style-type: none"> <li>Cell phones, tablets, iPads, etc.</li> </ul>	

## Section IV: Assessment Accessibility and Accommodations

The following administrative considerations regarding the timing, scheduling of assessments, and setting/locations for testing are available for any student.

Administrative Consideration	Description
Small Group Testing	Student is tested in a separate location with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. The maximum number of students allowed in a small group is 10.
Time of Day	Student is testing during specific time of day based on their individual needs (e.g., ELA/Literacy in the morning; no testing after lunch).
Separate or Alternate Location	Student is tested in a location other than their originally scheduled testing classroom.
Specified Area or Setting	Student is tested in a specialized area or setting (e.g., in front of the classroom, seat near the door, library, on homebound, etc.)
Adaptive and Specialized Equipment or Furniture	Student is tested in a specialized area or setting (e.g., in front of the classroom, seat near the door, library, on homebound, etc.)
Frequent Breaks	<p>Guidance on logistics for administering the TCAP assessments with frequent breaks:</p> <ul style="list-style-type: none"><li>• <b>Medical Breaks:</b> Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time stops during a medical break.</li><li>• <b>Individual Bathroom Break:</b> Student requests a bathroom break within their overall allotted testing time. Student's testing time stops during a bathroom break.</li><li>• <b>In-Chair Stretch Break:</b> Student pauses and stretches. Student's testing time does not stop.</li><li>• <b>Rest/Break Accommodation:</b> Based on individual need as outlined in a behavior plan, IEP, EL, or medical plan which requires additional rest/breaks, the team should select the rest/breaks accommodation.</li></ul>

Because of security issues, TDOE must maintain the single day administration for individual subparts of each assessment. Permitting the administration of a single subpart over multiple days would allow for educators and students to review the test content in advance.

Breaks during subparts are an allowable test administration condition for the administration of the assessment. The following guidelines should be followed for all breaks taken during a subpart.

- These breaks must be monitored and test booklets must be closed.
- No discussion of the test content is allowed.
- Test Administrators may institute as many breaks as needed; however, students must complete the administration of each subpart in a single school day.
- As always, schools can choose to break-up the subparts with another activity, such as completing one subpart before and one subpart after lunch, taking a recess between subparts or taking subparts on consecutive school days.
- Subparts must be taken in order.

## ACCESSIBILITY FEATURES

### Accessibility Features for All Students, Including Features Identified in Advance

Students should determine whether they wish to use these tools on an item-by-item basis, based on the tools they use during instruction and in daily life. Where applicable, the chart will include the Test Administrator activities before, during, and after testing necessary for successful implementation of the accessibility tools. There are a few tools which must be pre-identified for the student before testing begins. When needed, this information is included in the “before-testing” guidance.

#### 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.

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Highlighter	Before Testing: Test Administrator provides student with highlighter(s).	Students may use a highlighter to highlight text in a passage or item in their test book as needed to recall and/or emphasize. Multiple colors may be provided as needed. <b>NOTE:</b> only yellow is allowable on scannable documents.
Straight Edge Line Reader/ Mask Tool	Before Testing: Test Administrator ensures the student has direct access to a blank straight edge or blank masking card.	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. This may be a notecard, ruler, etc., as issued during daily instruction. The student may cover or uncover answer options and/or text with blank masking cards as needed.  The masking tool 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.

## Section IV: Assessment Accessibility and Accommodations

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Auditory Aids	<p>Before Testing: Test Administrator ensures student's access to the necessary auditory aid.</p> <p>During Testing: The student uses amplification device assistive technology (e.g., FM System), noise buffers, or white noise machines provided by the student or by the school.</p>	<p>The student should continue to use the same auditory aides during assessment as required during daily instruction. Music is not permitted to be played during the assessment. If headphones are used only as noise buffers, they should not be plugged into a device.</p>
Color Overlay	<p>Before Testing: Test Administrator provides student with access to colored overlays.</p>	<p>Students will use the same color overlay during assessment as are required in daily instruction.</p> <p>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.</p>
Human Reader/Human Signer Math, Social Studies	<p>Before Testing: Students must be placed in a Read Aloud small group. Test Coordinators must assure that all materials are appropriately ordered.</p> <p>During Testing: Text is read aloud to students per teacher. Students must be tested in a 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. For a student with a hearing impairment who requires a human signer to access text, the student may be provided this accommodation in accordance with daily instruction.</p>	<p>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. This support should only be reserved for the struggling readers who need assistance accessing text. This may be used with beginning and intermediate ELs.</p>
Place Marker	<p>Before Testing: Test Administrator provides student with a place marker.</p>	<p>The student may use a place marker to "bookmark" items to review later.</p>

## Section IV: Assessment Accessibility and Accommodations

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Scratch Paper	<p>Before Testing: Test Administrator provides at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student.</p> <p>During Testing: The student uses blank scratch paper to take notes and/or work through items. Additional pages may be provided as needed.</p> <p>After Testing: Test Administrators are responsible for collecting all scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if the paper is completely blank.</p>	Scrap paper should be collected at the end of testing and securely destroyed.
Eliminate Answer Choices	During Testing: The student may use removable markers (e.g., small strips of paper) to indicate that they are eliminating the answer.	Please note any stray marks on the answer document may conflict with accurate scoring.
General Administration Directions Read Aloud and Clarified and/or Repeated as Needed	During Testing: The Test Administrator reads aloud the general administration directions only per the <i>Test Administration Manual</i> . A student may raise his or her hand and request the directions be repeated.	A student may raise his or her hand and request the directions be repeated. The Test Administrator may clarify directions upon request. No passages or items may be clarified.
Magnification/Enlargement Device	Before Testing: Test Administrator provides student with a magnification/enlargement device.	The student uses an external magnification or enlargement device to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifier, electronic magnification system, etc.). The student should use the same type of magnification equipment during assessment as is used during daily instruction.
Redirect Student to the Test	During Testing: The Test Administrator redirects the student's attention to the test without coaching or assisting the student in any way.	There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: providing reminders to stay on task and focused during the assessments; providing a visual cue to the student to remain on task.



**Section IV: Assessment Accessibility and Accommodations**

Accessibility Tool	Administrative Guidelines	Additional Considerations for Use
Glossary in Footnotes	During Testing: Student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.	The Test Administrator may read the words included in the footnoted glossary as requested by the student. The Test Administrator may not clarify the text in any way.
External Spell Check Device	Before Testing: Test Administrator provides student with external spell check device.	The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information. As with all tools, the use of this during assessment is based on individual need.
Student Reads Assessment Aloud to Him or Herself	<p>Before Testing: Test Administrator ensures student's testing environment is conducive to read aloud to self.</p> <p>During Testing: The student reads aloud the assessment to self in a manner which will not be overheard by other students.</p>	Student may use an external device such as a whisper phone.

## 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.

**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 **(A)** accommodation, as noted in this section.

## Administering TNReady Assessments 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 in SDDV.

## Accommodations for Students with an Injury

Students with an injury (e.g., broken arm or hand), which would make it difficult to participate in an assessment, may use, as appropriate, any of the following accommodations.

Accommodations for Students with an Injury	Description
Adult Transcription <b>(A)</b>	An adult marks selected response items based on student answers provided orally or using gestures. An adult transfers student responses to the answer document. For written responses, the Scribe may use appropriate spelling; however, the student must indicate correct capitalization, grammar, and punctuation.
Assistive Technology <b>(B)</b>	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. See Section VI for instructions on returning any print materials." Any electronic copy must be deleted. This accommodation also requires Adult Transcription.  Students may use the same assistive technologies to respond as they do during daily instruction.

## 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 <b>(A)</b>	An adult marks selected response items based on student answers provided orally or using gestures. An adult transfers student responses to the answer document. For written responses, the Scribe may use appropriate spelling; however the student must indicate correct capitalization, grammar, and punctuation.
Assistive Technology <b>(B)</b>	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. "See Section VI for instructions on returning any print materials." Any electronic copy must be deleted. This accommodation also requires Adult Transcription.  Students may use the same assistive technologies to respond as they do during daily instruction.
Braille/Large Print Test Booklet	Provide a paper Braille or Large Print test booklet. This accommodation may also require Adult Transcription.
Extended Time <b>(C)</b>	Not to exceed double time. If a student has a need to exceed double time, please submit a Unique Accommodation Request.
Human Reader/Human Signer for ELA/Science <b>(D)</b>	The purpose of the Human Reader/Human Signer accommodation for the ELA assessment is to provide access to printed or written texts for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability severely limits or prevents their ability to access printed text. Human Reader 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.  Human Reader or Human Signer for the content area of Science is an IEP team decision.
Visual Representations for Math <b>(E)</b>	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 <b>(F)</b>	This allows for the student to take additional rest/breaks based on a need as outlined in a behavior plan, IEP, EL, or medical plan at any time during the subpart. Each subpart must be completed within one test day. Required testing times may not be exceeded.
Unique Accommodation Request <b>(G)</b>	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 who are also in transitional years T1, T2, T3, and T4 are eligible to continue to receive EL 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.

Accommodations for EL and T1/T2/T3/T4 Students	Description
Extended Time <b>(R)</b>	Not to exceed double time.
Word-to-Word Dictionary <b>(S)</b>	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 <b>(T)</b>	This allows for the student to take additional rest/breaks based on a need as outlined in a behavior plan, IEP, EL, or medical plan at any time during the subpart. Each subpart must be completed within one test day. Required testing times may not be exceeded.
EL Excluded <b>(U)</b>	EL students who are in their <b>first year of enrollment</b> in a U.S. school may be excluded from participation in the ELA and Social Studies/U.S. 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.
Human Reader/Human Signer for Science <b>(V)</b>	Any student identified as EL, T1, T2, T3, or T4 may have the Science content assessment read aloud per recommendations by the ESL team.

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.

## Section V: Home School Students

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### 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 district.

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 for 5th graders 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

## Section V: Home School Students

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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.

### HOME SCHOOL TEST MATERIALS

1. On the **Answer Document**: the SCHOOL NAME will be the name of your system, and the SYSTEM NAME will be Home School.
2. Complete a separate **Test Administration Group (TAG)** for each student tested—all answer documents for a home school student may be placed under a single TAG.
  - A. Write **Home School** in the box for System Name.
  - B. In the System # box, code 00981 for the Home School system number.
  - C. Write your **SYSTEM NAME** in the box for School Name.
  - D. In the School # box, code your **SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County).
  - E. In the Grade/Course box, darken the appropriate grade/course.
  - F. In the Test Administrator Last Name box, fill in and code **HOME**.
  - G. In the Test Administrator First Name box, fill in and code the **student's last name**.
  - H. In the Number Documents Returned box: Enter the number of answer documents to be scored (this includes absent students, medically exempt, EL excluded, any student who did not attempt to test or leaves the testing area).
3. When completing the School Group Lists online, place all Home School students under a single School.

Group List for your System. List the TAG with multiple content areas under ELA and mark the remaining content areas on the SGL as "Did not Test".

Place all Home School TAGs in the SCOREABLE box and return to Questar.

## Section VI: Post-Test Procedures

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### MAKE-UP TESTING

Plans should be made to allow all students to make-up any tests and subparts for which the student was absent during the school test schedule. Make-up testing may begin on the first day of the district's test window and should be administered during the district's testing window. Students **must** take Subpart 1 before they take Subpart 2 for all content areas. A student may take Subpart 1 in the same test session as his peers are taking Subpart 2, however, careful attention should be paid to timing as not all subparts have the same time allowances.

**Note:** For English Language Arts, Subpart 1: If students are absent during the first week of the testing window, hold the Subpart 1 answer document and provide the student the opportunity to take the essay portion as soon as possible upon their return to school. Contact Assessment Logistics for assistance with return instructions.

**Note:** The Social Studies test is a mandated statewide field test. TDOE requests that an attempt be made to make up testing to ensure the department receives enough student responses to validate the test items.

### STUDENT RELOCATION

If a student withdraws from school after taking any subpart, the Answer Document should be placed under the TAG with other student answer documents for processing. During scoring and reporting, if the student has moved to another Tennessee school, the response for any completed subparts will be merged with the rest of the student responses; otherwise, the student will count toward the school participation rate.

If a student moves into a school after testing has begun, and indicates that they have already taken one or more subparts, schedule the student to take all subparts. Complete an RI and use reason "J. Other." Specify "Potential Duplicate subpart due to relocation." If available, provide the previous school and district names in the Document Occurrence section of the RI. 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 the assessment, do not retest the student.

## TEST ADMINISTRATION GROUP (TAG) FORM

The Test Administration Group (TAG) organizes test documents for processing and 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 that are processed together.

- Ensure TAG information is properly marked.
  1. Use a No. 2 pencil to make dark, solid marks that fill the bubble completely.
  2. Make no stray marks.
  3. Marking more than one bubble in each column will invalidate the coding.
  4. Erase changes completely.
  5. Do not darken bubbles beneath blank boxes.
- Keep the following points in mind when preparing the TAG:
  1. Answer Documents must be placed under the TAG with demographic grids face up and in the same direction with timing marks aligned on the right.
  2. Answer Documents to be scanned must be placed under a TAG.

**Note:** Answer Documents may be organized under the Teacher of Record or the actual Test Administrator, dependent upon school reporting requirements. Class rosters and all summary reports will be organized by TAG.
  3. Answer Documents to be destroyed must not be placed under a TAG.
  4. Courses must not be combined under a TAG.
  5. No more than 99 documents can be placed under a single TAG.
- Complete TAG information as follows (See following example):
  1. **COURSE/GRADE:** Darken the appropriate bubble for the subject being tested.
  2. **SYSTEM NAME:** Print the system name.
  3. **SCHOOL NAME:** Print the school name exactly as it appears on the barcode label.

**Note: For non-public schools, system and school names are the same.**
  4. **TAG ID:** The number is pre-printed.
  5. **TEST ADMINISTRATOR NAME:** Print the last name and first name of the Test Administrator or Teacher of Record in the boxes. Darken the corresponding bubble below each letter.
  6. **CLASS PERIOD:** Fill in the class period. Darken the corresponding bubble before the class period.
  7. **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: For non-public schools, fill in the 5 digit school number.**



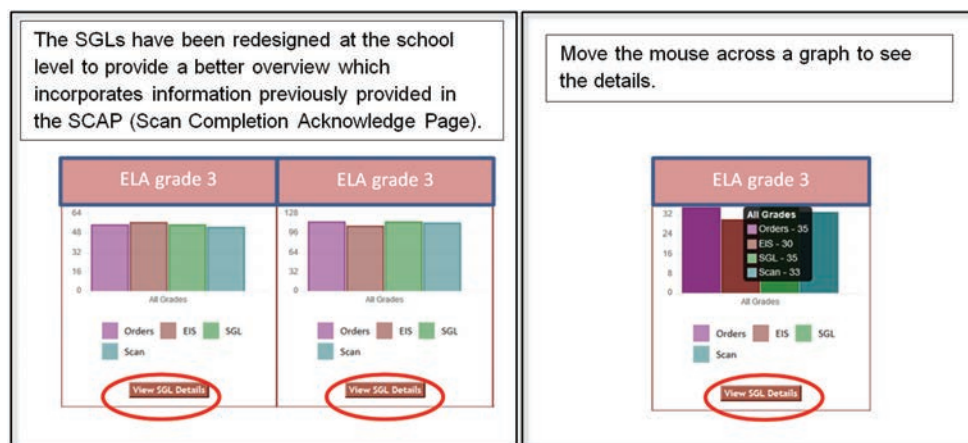
8. **LICENSE NUMBER:** Fill in the license number of the Test Administrator or Teacher of Record in the boxes. Precede the license number with zero(s), if needed. Darken the corresponding numbers below.
9. **SCHOOL NUMBER:** Fill in the school number. Precede the school number with zero(s), if needed, to complete the 4-digit number. Darken the corresponding bubble below each number.  
**Note: For non-public schools, enter 0001.**
10. **NUMBER DOCUMENTS RETURNED:** Print in the boxes the total number of answer documents being returned; this includes tested students, absent students, medically exempt, EL Excluded, students who did not attempt to test, etc. Darken the corresponding bubble below each number. Single-digit numbers must be preceded by a zero.

2017 TCAP Test Administration Manual, TNReady Assessments

## SCHOOL GROUP LIST

The School Group List provides a comprehensive list of all Test Administration Groups (TAG) for each school. School Group Lists are a critical component of our processing window as they identify the test materials being returned to Questar for scanning. The SGL is used to confirm the number of Test Administration Groups that have been shipped and received to ensure that all student responses are processed. Incorrect or incomplete information may result in delayed test processing and inaccurate 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.



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.

ASSESSMENT: SPRING 2017 GRADES 3-8 [\[change\]](#)

DISTRICT: 00010 - ANDERSON COUNTY [\[change\]](#) SCHOOL: 0005 - ANDERSONVILLE ELEM [\[change\]](#)

Content Area

Reading / Language Arts

[< Back to Overview](#) ☐ Did not test [Save Status](#)

If the Test Administrator/Proctor/Teacher listed on the TAG does not have a valid TLN, please use 999999999.

NOTE: Changes will ONLY be saved when the "Save Changes" button is clicked.

[Save Changes](#)

TAG ID	Administrator/Teacher Name	Teacher License Number (TLN)	Grade	Type	Number Documents Returned	Comment
123456	John Doe	9999999	3	Essay Only	40	<a href="#">ADD</a>

[Save Changes](#)

To complete the online SGL information:

- **TAG ID:** Unique Serial number located at the top right of the TAG form.

## Section VI : Post-Test Procedures

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- **Test Administrator/Teacher Name:** Enter the name as entered 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.
- **TLN Number:** Enter the TN Licensure Number for the Test Administrator/Teacher listed on the TAG. If he/she does not have a valid TLN use "999999999".
- **Type:** Select the type of answer documents that are included under the TAG from the drop-down box. For ELA Subpart 1 documents, select Essay Only. For ELA Subparts 2 or higher, and Math or Science, select Subpart 2+. If there are both essay and Subpart 2 answer documents under one TAG, select Mixed.
- **Grade:** Select the Grade for the group of student answer documents, N/A for secondary courses.
- **Number Documents Returned:** Enter the number of answer documents to be scored (this includes absent students, medically exempt, EL excluded, any student who did not attempt to test or leaves the testing area).
- **Comment:** identify TAGs for any unique groups that require special processing. Tab through the comment box in order to finish the entry.

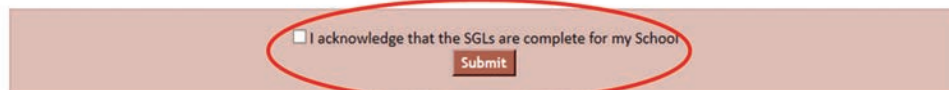
To enter a separate content area, use the drop-down box at the top of the page.

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 have been entered, click in the:

"I acknowledge that the SGLs are complete for my School" and click "Submit."

A screenshot of a form with a light brown background. In the center, there is a checkbox followed by the text "I acknowledge that the SGLs are complete for my School". To the right of this text is a red "Submit" button. A red oval is drawn around the checkbox and the text.

The District will submit SGLs and RIs from the District Audit page. Do not submit SGLs until ALL testing is completed and ready for shipment.

**NOTE: The SGL functions as a bill of lading to identify the number of documents being returned. Subpart 1 for English Language Arts will have separate SGLs to allow for materials return on or before Monday, April 24.**

**Even if a school is testing additional subparts or content areas during week 1 of testing, the SGLs for Subpart 1 English Language Arts must be completed separately and those answer documents returned for hand scoring.**

## 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.

RIs should be **completed** during the testing window. The System Testing Coordinator must review each RI and make a recommendation, i.e. process normally or nullify. Once the System Testing Coordinator has made a recommendation, state staff will review and take action on the RI, this information will be used in analysis of data. Schools and Systems **must** either submit RIs or indicate "No RIs."

**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, etc.)	Local Documentation	N/A
Major disruptions (long power outage, 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 answer 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 as if no incident occurred.
  - Nullify—Test will be scored but will show on reports as “Nullify.” Score will not reflect on system data.
  - Nullify FT—Operational test items will be scored; field test items will be nullified.
  - 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.
  - Medically Exempt—Test will be 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 the System, the 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 is completed, if a school has no RI issues to report, select “No RIs” under RIs on the *Processing* tab in EdTools.

☐ No RI's for Spring 2017 Grades 3-8

Notes:



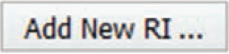
## REPORT OF IRREGULARITY (RI)—SAMPLE

SGLs   RIs   School RI Audit   District AF Audit	
RI Serial #	
Test:	SPRING 2017 GRADES 3-8
Grade:	3
Content Area / Subtest:	<input type="radio"/> Reading / Language Arts <input type="radio"/> Mathematics <input type="radio"/> Science <input checked="" type="radio"/> Social Studies
Sub Test:	All
<p>After you have saved your RI, you will be able to add attachments</p>	
<p>This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply below:</p> <ul style="list-style-type: none"> <li><input type="radio"/> A. A student or a group of students cheated</li> <li><input type="radio"/> B. Test administrator/proctor provided inappropriate assistance to student(s)</li> <li><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</li> <li><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</li> <li><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 for scoring.</li> <li><input type="radio"/> F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions</li> <li><input type="radio"/> G. Improper test modifications/accommodations were used</li> <li><input checked="" type="radio"/> H. Breach of Security Request</li> <li><input type="radio"/> I. Medical Exemption Request</li> <li><input type="radio"/> J. Other reasons. Please specify</li> </ul>	
<p>Note: The Breach of Security and Medical Exemption Request Forms are now to be completed online. The PDF version of the <a href="#">Breach of Security</a> and <a href="#">Medical Exemption Request</a> are still available in case you need to print them.</p>	
District Name:	School Name:
00010 - ANDERSON COUNTY	0005 - ANDERSONVILLE ELEM
	Incident Date: 3/27/2017 12:42:50 PM
Teacher Info (as on the Test Administration Group):	Last Name: DOE
	First Name: JOHN
Contact Information for the State:	Name: JOHN DOE
	Email: JOHNDOE@EXAMPLE.COM
<h3>Report of Potential Breach</h3>	
Type of Breach:	
	<input checked="" type="radio"/> Student involved event <input type="radio"/> Materials or non-student event
Test Date:	
	3/2/2017
Explanation of Testing Security Event:	
	Explanation of security event.

## Section VI : Post-Test Procedures

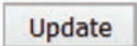
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To complete the online RI information:

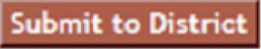
- Go to EdTools at <https://tdoe.randasolutions.com>
- On the *Processing* tab select *Assessment Forms (SGLs & RIs)*
- Click on the RIs button and then Click 
  1. Select Grade and Content Area.
  2. Select the Subpart (Subpart 1, 2, 3, 4, Multiple, All).
  3. Select the irregularity: Option A–J.
  4. Enter Incident Date.
  5. Enter Teacher Info (as on the roster); (Last Name, First Name).
  6. Enter Contact Info (Name, email).
  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

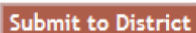
Unique Student ID: 000000000
  10. Document the Occurrence: Provide a detailed explanation of the irregularity. Incomplete information may result in delayed test processing.
  11. Click  to enter the RI.

For information on reporting a potential breach of test security see page 14.

Once all RIs are complete for a school, check the box “I acknowledge that RIs are complete for my School” and click .



I acknowledge that RIs are complete for my School





## RI—INACTIVE TEST MATERIAL (ITM)

Documents attached to an Inactive Test Material (ITM) form are inactive and will not be processed. Answer documents should only be considered inactive for the reasons listed on the online form. If a test booklet contains responses, the responses and student demographics **must be transcribed** to a new test booklet 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 RI—ITM is completed, print the form, paper-band with any related test materials, and return with non-scoreables.

Follow the instructions to complete the RI/ITM and select Option E: Inactive Test Materials.

The following test materials should not be included under ITM:

- ☐ Transcribed answer documents (place these under the correct TAG with the Scoreable materials).
- ☐ Test Booklets and answer documents with only student names or random marks (place these in the Non-Scoreable boxes).
- ☐ Test Books and answer documents with manufacturing defects (**System Testing Coordinator must contact TDOE for further instructions**).
- ☐ Unused TAG forms (place them with Non-Scoreable materials).

### Test Administrator Responsibilities:

- ☐ Do not write on answer documents.
- ☐ Identify any answer documents 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 form.
- ☐ Verify the use of form corresponds to allowed reasons only.
- ☐ Ensure that damaged/contaminated documents are transcribed to a clean answer document that is placed under the appropriate TAG form.
- ☐ Ensure any duplicate documents under an ITM have a corresponding document under the appropriate TAG form.
- ☐ Pack and return to the System Testing Coordinator per instructions according to local policy.

## System Testing Coordinator Responsibilities:

- ☐ Do not write on answer documents.
- ☐ Review the ITM for appropriate use and accurate completion.
- ☐ Confirm that damaged/contaminated documents were transcribed.
- ☐ Destroy contaminated documents, and note on the ITM form that they were destroyed.
- ☐ Return the paper-banded RI—ITM with Non-Scoreable materials.
- ☐ 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:** ITM materials are not processed or scored.

## To Print the RI—ITM form:

Select  at the bottom of the page.

[SGLs](#) | [RIS](#) | [School RI Audit](#) | [District AF Audit](#)

RI Serial #

Test: **SPRING 2017 GRADES 3-8**

Grade:

Content Area / Subtest: ☐ Reading / Language Arts  
☐ Mathematics  
☐ Science  
☒ Social Studies

Sub Test:

**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.

You will be able to add attachments

This form is to be used only if one of the following irregularities occurred:

- ☐ A. A student or a group of students cheated
- ☐ B. Test administrator/proctor provided inappropriate assistance
- ☐ 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 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:

Teacher Info (as on the Test Administration Group):

Contact Information for the State:

School Name:

Incident Date:

Last Name:

First Name:

Name:

Email:

## 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 bubble must be marked on the student response document. The current, detailed medical documentation should include a statement from the doctor explaining why the student (including a Homebound student) cannot take the assessment. Upload medical documentation on the RI in EdTools.

- Medical Exemption Requests **MUST** be entered online as a Report of Irregularity in EdTools.
- 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. Upload any requested documentation. It is not necessary to mail documentation to the State or Questar.

## RI—MEDICAL EXEMPTION—SAMPLE

All Medical Exemption Requests must be entered online. Follow the instructions on the previous page to complete the RI/Medical Exemption.

- Select Grade and Content Area
- Select Test Part and Subpart
- Select I. Medical Exemption Request
- System and School Name will be pre-populated

SGLs | 
 RIs | 
 School RI Audit | 
 District AF Audit

RI Serial #

Test: SPRING 2017 GRADES 3-8

Grade: 3

Content Area / Subtest:

☐ Reading / Language Arts  
☐ Mathematics  
☐ Science  
☒ Social Studies

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

Sub Test: All

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 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

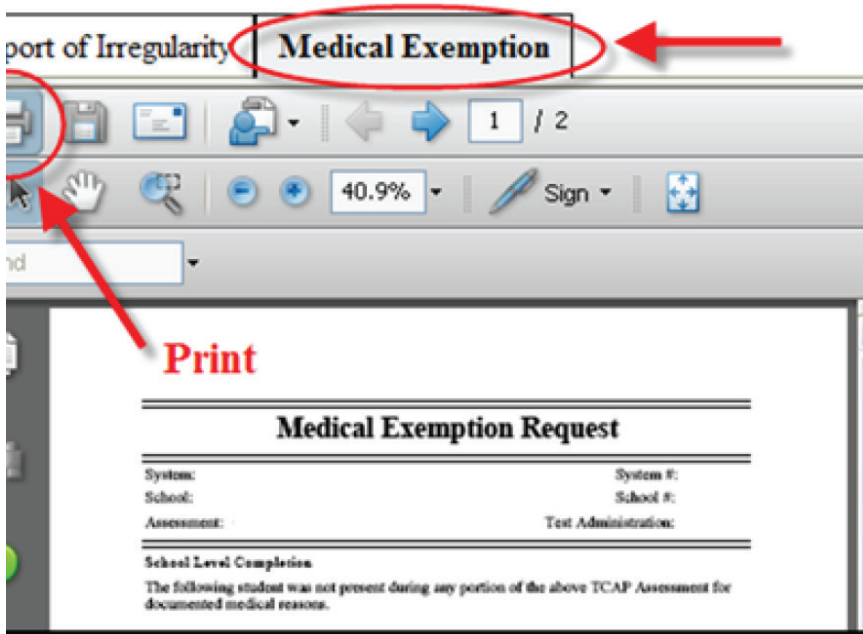
Note: The Breach of Security and Medical Exemption Request Forms are now to be completed online. The PDF version of the [Breach of Security](#) and [Medical Exemption Request](#) are still available in case you need to print them.

- 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.



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



- 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.



## **STUDENT DEMOGRAPHIC DATA VERIFICATION (SDDV) AND TEACHER STUDENT CONNECTION (TSC)**

SDDV/TSC for Grades 3-8 will begin on EdTools after all materials for individual schools have been received and scanned by Questar. This includes ALL subparts for all content areas. Once the scan data files are received by TDOE/RANDA an auto-generated email will be sent to Building and District Testing Coordinators notifying them that SDDV is open. At this time, SDDV and TSC are scheduled to close on May 17, 2017.

## **QUICK SCORES**

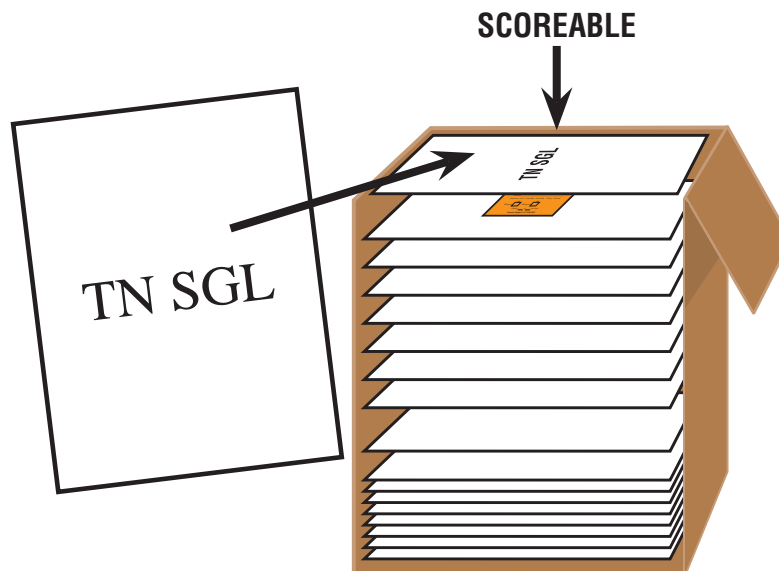
All scoring (including hand scoring) must be completed prior to the release of quick scores. It is expected that Quick Scores will be available sometime during the week of May 29, 2017 and will be posted to EdTools.

## RETURNING MATERIALS AT THE SCHOOL LEVEL

**Notice:** Districts **must** ship their Scoreable materials **within 3 business days following testing**. All Scoreable test materials must arrive at Questar in Apple Valley, Minnesota, no later than **one week** following the test administration.

**SCOREABLE MATERIALS:** Place only the scoreable 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) obtained via EdTools
- B) Completed TAG Forms and used answer documents
- C) Place completed TAG(s) and used answer documents in the white envelope(s) for scoring. Use one TAG and one envelope for each class or group of students for each content area.
- D) Indicate School Name, Test Administrator Name, Content Area, and TAG ID on each envelope.

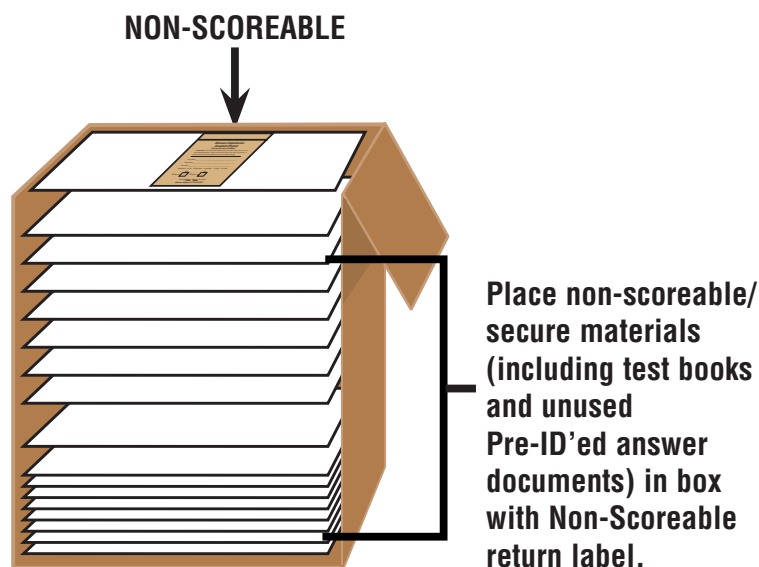


- E) Place one ORANGE return label on each box of scoreable materials.
- F) Indicate Box \_\_\_ of \_\_\_ for entire school on the return label.
- G) Return your boxes to your System Testing Coordinator for required verification checks.

## Section VI : Post-Test Procedures

**NON-SCOREABLE MATERIALS:** Place the remaining materials to be returned in the following order (bottom to top) in the box of non-scoreable materials:

- A) Unused test materials, test booklets and answer documents
- B) Ancillary materials (unused TAGs)
- C) Unused Pre-ID labels (if applicable)
- D) Original student answer documents from transcription, paper-banded
  - Word-processor-generated responses: Verify that the eight-digit unique lithocode number from the regular answer document has been copied onto the original student response.
  - Braille student responses: Verify that the eight-digit lithocode number from the regular answer document has been copied onto the Braille test booklet or Brailled response
  - Large Print student responses: Verify that the eight-digit unique lithocode number from the regular answer document has been copied onto the Large Print test booklet
  - Student test booklet for students who tested in the test booklet: Verify that the eight-digit unique lithocode number from the regular answer document has been copied on to the student test booklet.
- E) Report of Irregularity—Inactive Test Material (ITM) forms (paper-banded)
- F) Used Test booklets
- G) Packing List
- H) Place one TAN return label on each box of non-scoreable materials.
- I) Indicate Box \_\_\_ of \_\_\_ for entire school on the return label.
- J) Return your boxes to your System Testing Coordinator for required verification checks.





## RETURNING MATERIALS AT THE SYSTEM/DISTRICT LEVEL

- System Testing Coordinators will complete final verification checks.
- Seal all box(es) with shipping tape.
- Indicate Box \_\_\_ of \_\_\_ for entire system/district on the appropriately colored return label. Please make sure to use UPS NEXT DAY AIR labels for all scoreable English Language Arts, Subpart 1 returns and UPS GROUND labels for scoreable English Language Arts Subparts 2-3 and all other content area material returns.
- Coordinate the pick-up of non-scoreable materials with Assessment Distribution Services (ADS). ADS will call each system/district test coordinator in advance to establish pick-up details.
- Place one UPS shipping label on the top of each box.
- Arrange your UPS pick-up. If you have a daily pick-up or regular deliveries from UPS, simply give the package(s) to your UPS driver. You can leave the packages where the driver would normally deliver or pick up your packages. If UPS is not at your location on a daily basis, call 877-536-2697 to schedule your pick-up and indicate you are a Questar customer.
- The last day to ship materials to Questar is **May 10, 2017**.

If you have any questions on packing your materials or arranging a pick-up, please contact Tennessee Customer Support at 877-997-0421 or via email at [TN.help@questarai.com](mailto:TN.help@questarai.com) or complete a Contact Support ticket in EdTools at <https://tdoe.randasolutions.com>.

If you have any questions on test administration, please email the Office of Assessment Logistics at [tned.assessment@tn.gov](mailto:tned.assessment@tn.gov) or complete a Contact Support ticket in EdTools at <https://tdoe.randasolutions.com>.

## ADDITIONAL INFORMATION

**TDOE website:**

<http://tennessee.gov/education/section/assessment>

## UPS RETURNS POSTER

The System and School return kits also include the returns poster, as shown below.

At The School Level

**TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (TCAP) 3-8 RETURNS**

Packaging Used and Unused Materials

PLACE USED ANSWER DOCUMENTS IN WHITE SCORING SERVICES ENVELOPES

**1**

- Complete one TAG for each class returned.
- If more than one envelope is used for a class, label the envelope 1 of \_\_, 2 of \_\_, etc.
- Place TAG in envelope 1 and seal each envelope properly.

**COMPLETE INFORMATION ON SCORING SERVICES ENVELOPE**

SCOREABLE

NON-SCOREABLE

**2**

- Return materials in the Questar boxes in which they were received.
- Place Scoring Services Envelopes (with TAGs and answer documents) in boxes with the SGL on top.

Place non-scoreable/secure materials (including test books and unused Pre-ID'd answer documents) in box with Non-Scoreable return label.

**3**

INDICATE BOX \_ OF BEING RETURNED FOR ENTIRE SCHOOL

Place one ORANGE return label on each box of scoreable materials. Place one TAN return label on each box of non-scoreable materials.

**4** RETURN ALL BOXES CONTAINING USED AND UNUSED MATERIALS TO THE SYSTEM TESTING COORDINATOR (STC)

At The System/District Level

Shipping Used and Unused Materials

**1**

- System Test Coordinators will complete final verification checks.

**2**

- Districts must ship their scoreable answer documents for ELA, Subpart 1 (essay questions) using the Next Day Air (NDA) UPS labels.
- Scoreable answer documents for ELA Subparts 2-4 and all other content areas should be returned using the Ground UPS labels provided in the system return kits as soon as testing is complete.

**3**

- Non-Scoreable materials are to be returned via LTL pick-up with Assessment Distribution Services (ADS). More information can be found in your Non-Scoreable Return Kit.

**4**

INDICATE BOX \_ OF BEING RETURNED FOR ENTIRE SYSTEM/DISTRICT

**5**

RETURN ALL USED AND UNUSED MATERIALS IN QUESTAR BOXES TO QUESTAR  
14720 ENERGY WAY  
APPLE VALLEY, MN 55124

Questar Tennessee Customer Support

Phone: 877-997-0421      E-Mail: [TN.help@questarai.com](mailto:TN.help@questarai.com)

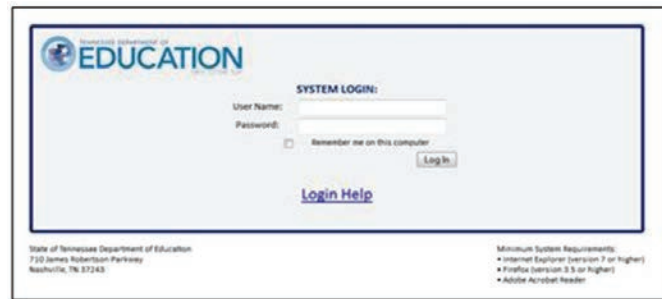
82

2017 TCAP Test Administration Manual, TNReady Assessments

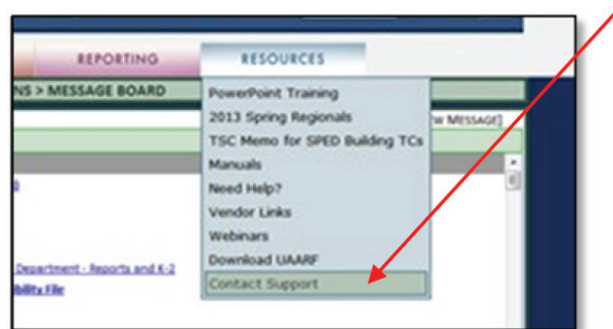
## CONTACT INFORMATION FOR TCAP TNREADY ASSESSMENTS

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 test administration, policy, or content questions the intended recipient is the State, for EdTools the intended recipient is RANDA and for materials questions the intended recipient is Questar Assessment Inc. 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.**

**Office of Assessment Logistics**

710 James Robertson Pkwy  
Andrew Johnson Tower, 10th Floor  
Nashville, TN 37243  
[tned.assessment@tn.gov](mailto:tned.assessment@tn.gov)

**EdTools Support Email**

[tdoesupport@randasolutions.com](mailto:tdoesupport@randasolutions.com)

**Questar Support**

877-997-0421  
[TN.help@questarai.com](mailto:TN.help@questarai.com)

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Tennessee Comprehensive  
Assessment Program TCAP  
Test Administration Manual  
TNReady Assessments  
Grades 3 through 8  
Spring 2017



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