

Mathematics Summative Assessment: Test Administration Manual

Paper-Pencil Form
Spring 2018

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1.0 Introduction

The Paper-Pencil Test Administration Manual is intended for staff who play a role in the administration of the Smarter Balanced paper-pencil summative assessment administration. This manual supplements the Smarter Balanced *Online Summative Test Administration Manual* available on your state’s assessment portal located at your state portal and provides procedural and policy guidance to administer the paper-pencil summative assessments, including how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) should become familiar with this document well in advance of the test administration date so materials for distribution to students are prepared and made available prior to the administration of the test.

In addition to the *Online Summative Test Administration Manual*, guidance regarding accessibility resources — universal tools, designated supports, and accommodations — is provided in the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* located at your state portal. These guidelines define considerations for test administration in terms of universal tools, designated supports, and accommodations available during test administration. Please note that the accessibility resources available on the paper-pencil tests are limited to the non-embedded universal tools, designated supports, and accommodations. Appendix A of this document provides guidance regarding specific accessibility resources available for the paper-pencil test administration and should be reviewed in advance of the test administration sessions.

1.1 Ensuring Test Security

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the summative assessment results.

Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

Table 1 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are

testing and includes what a student can see, hear, or access (including access via technology).

Table 1: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on posters (e.g., wall charts that contain literary definitions, maps, mathematics formulas).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
Materials required for testing students	Ensure that materials required for testing (see Section 2.2 <i>Preparation for the Assessment</i>) are available for use during test sessions.
Accessibility resources available to students	The Test Administrator should be aware of students' needs for additional non-embedded accessibility resources and ensure their provisioning before the test.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see Section 2.2 <i>Preparation for the Assessment</i> for examples) that are permitted for each specific test (or portion of a test).
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view test items. Students who are not being tested must not have access to secure testing materials including test items. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any test items.
No answer key development	No form or type of answer key may be developed for test items.

Requirement	Description
DURING AND AFTER TESTING	
No access to responses	District Test Coordinators (DCs), School Test Coordinators (SCs), TAs, and other staff are not permitted to review student responses in answer booklets, students' notes on scratch paper, or assistive technology devices.
No copies of test materials	No copies of the test booklets, test items, stimuli, reading passages, performance task materials, answer booklets, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test booklets, test items, stimuli, reading passages, performance task materials, answer booklets, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items and performance tasks, stimuli, test booklets, answer booklets, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, SCs, TAs, and other staff may not review, discuss, or analyze test booklets, test items, performance tasks, stimuli, answer booklets, or writing prompts at any time, including before, during, or after testing.
All test materials must remain secure at all times	Test and answer booklets, students' notes or scratch paper retained for use on a subsequent performance task test session, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy ancillary test materials securely	Used scratch paper must be collected at the end of each test session and immediately destroyed. The only exception is scratch paper used for performance tasks. See the <i>Secure Handling of Printed Materials</i> section for details. Notes and other test content on assistive technology devices should be deleted.
Collect and inventory test booklets and answer booklets	Collect all test booklets and answer booklets. Verify that materials for each tested student are collected. Secure these materials in a locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. This includes materials to be used for subsequent test sessions or to prepare for return to the service provider for processing and scoring.

Secure Handling of Printed Materials

All test materials must remain secure at all times. When materials are not in use for testing they must be retained securely in a locked area that can be opened only with a key or keycard by trained staff responsible for the test administration. Test booklets and answer booklets must be collected and inventoried at the end of each test session. Used scratch paper must be immediately destroyed after each test session and may not be retained and used for future test sessions except as noted below for performance tasks (PTs).

Use of Scratch Paper on Performance Tasks

- The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes and/or draft responses to ELA or Mathematics performance tasks (PT).
- To maintain the security of scratch paper used for notes on the ELA or Mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test.

1.2 Verifying Student Information

TAs should verify student information prior to and upon completion of the summative assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or destroyed. Personal information includes any information that could potentially identify a student, including student name, state student identification number, birthdate, etc.

2.0 General Test Administration Information

This section provides an overview of the paper-pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience during testing, how to prepare for the assessments, and to review general rules for paper-pencil testing. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

2.1 Student Participation

Participation of Students with Disabilities and/or English Language Learners

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English Language Learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the Smarter Balanced Mathematics Summative Assessments.

All students enrolled in grades 3–8 and high school are required to participate in the Smarter Balanced mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population) as documented in their IEPs.

School personnel should follow federal and state policies regarding student participation.

2.2 Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A test booklet for each student
- An answer booklet for each student (if applicable)
- At least two sharpened No. 2 pencils for each student
- Blank scratch paper for each student
- Graph paper for each student (required in Grades 6 and above)
- Appropriate calculators for students in Grades 6 and above for Sessions 2 and 3 only. See Table 3 for information about allowable calculators.

Table 2: Required Materials for Testing Students

Content Area	Session 1	Session 2	Session 3 (PT)
Mathematics	<ul style="list-style-type: none"> • Headphones are required for students requiring audio supports. • A calculator may not be used in any grades. 	<ul style="list-style-type: none"> • Headphones are required for students requiring audio supports. • A calculator may be used in Grade 6 and above. 	<ul style="list-style-type: none"> • Headphones are required for students requiring audio supports. • A calculator may be used in Grade 6 and above.

	<ul style="list-style-type: none"> Scratch paper is required for all grades. Graph paper is required in Grade 6 and above, and can be used on all math assessments. 	<ul style="list-style-type: none"> Scratch paper is required for all grades. Graph paper is required in Grade 6 and above, and can be used on all math assessments. 	<ul style="list-style-type: none"> Scratch paper is required for all grades. Graph paper is required in Grade 6 and above, and can be used on all math assessments.
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2.3 General Rules For The Paper-Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks will be presented as separate test sessions. For example, grades 6 through high school mathematics tests include a session in which students may use calculators and other sessions where calculators are not allowed. Students may not return to a test session once it has been completed.

The student test booklet and answer booklet (if applicable) are secure. Maintaining the security of all test materials is crucial to obtaining valid and reliable assessment results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Allowable Calculators by Grade

Students in grades 6, 7, 8, and High School are able to use calculators for Sessions 2 and 3. Allowable calculator types include four-function, scientific, and graphing.

Students in grades 3, 4, and 5 are **not** permitted to use any calculators.

For Sessions 2 and 3, calculators with the following maximum functionality are acceptable for use.

Table 3: Paper-Pencil Testing Calculator Type (Maximum Functionality) by Grade Guidelines

Grade	Calculator Type	Calculator Description
Grades 3–5 Mathematics	NO CALCULATORS PERMITTED	
Grade 6 Mathematics	Four-function Calculator	Four-function with square root and percentage functions
Grades 7 and 8 Mathematics	Scientific Calculator	A scientific calculator with exponents, trigonometry, and logarithmic functionalities
HS Mathematics	Graphing Calculator	A graphing calculator with similar functionalities to a TI-84

Calculator Use Guidelines

- Grades 3, 4 and 5: **NO** calculator may be used for any portion of the test.

- Grades 6, 7, 8, and High School: The first session of each test is a **non-calculator** session. Be sure that no calculators are available until students begin working on Session 2.
- Items are placed in the non-calculator section when students are expected to be able to perform the skill without a calculator or if a particular calculator would provide an unfair advantage for a student.
- Test Administrators are responsible for ensuring and verifying that calculators that have the ability to store functions and equations, e.g., a graphing or a scientific calculator, have the memory cleared before and after each mathematics assessment.
- Calculators cannot have Internet connectivity, or be able to connect to anyone inside or outside the classroom during testing.
- Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.
- No calculators with QWERTY keyboards are allowed.

2.4 Testing Times

Table 4 contains the estimated times it will take most students to complete the Smarter Balanced Mathematics Paper-Pencil Test. This information is for scheduling purposes only, as the **assessments are not timed**.

Table 4: Assessment Sequence—Mathematics

Math	Session 1	Session 2	Session 3 (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> • Administered in one session Approximate session duration: 15-90 minutes	Recommendations: <ul style="list-style-type: none"> • Administered in one session Approximate session duration: 15-90 minutes	Recommendations: <ul style="list-style-type: none"> • Administered in one session Approximate session duration: 15-90 minutes
Breaks within Session	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed
Total Duration	15-90 minutes	15-90 minutes	15-90 minutes

Recommended Order of Test Administration

The assessments are comprised of three sessions for mathematics. The performance task is administered in Session 3.

Smarter Balanced recommends that students take Sessions 1 and 2 on one day and Session 3, the performance task, on another day. It is recommended that students complete the performance task in one day. For mathematics, the order of administration should be

Session 1 and Session 2, followed by Session 3. Districts/Schools may opt to administer in a different order if needed.

2.5 Directions For Administering the Paper-Pencil Tests

Before administering a test, the Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session (See Section 1.1, *Ensuring Test Security*). TAs must ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. No test items can be read to any student for any content area, unless the student is assigned a Read Aloud designated support or accommodation as described in the *Usability, Accessibility, and Accommodations Guidelines* (UAAG).

Please remember that the script must be followed exactly and used each time a test is administered except for students who are assigned the Simplified Test Directions designated support as described in the UAAG.

All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

The material to be read aloud to the students is printed in boldface and is preceded by the word “SAY.” All other information is for the Test Administrator and should not be read to the students.

Turn to the appropriate page in this document for test directions and begin test administration.

2.6 Pre-ID Labels and Blank Print-on-Demand Labels to be Used with TIDE (If Applicable)

You will receive a combination of Pre-ID and/or blank print-on-demand labels with your testing materials.

Pre-ID labels should be affixed to student answer booklets just prior to the time of testing. Blank print-on-demand labels can be used in conjunction with TIDE to print individual student Pre-ID labels that were not provided in the original Pre-ID shipment. If additional blank print-on-demand labels are required, contact your Test Coordinator. For information on how to print out an individual student Pre-ID using TIDE, please refer to the *TIDE User Guide* which is posted on the portal.

Important steps to follow:

1. **Before testing**, TAs should ensure that students' Pre-IDs are affixed to subject and grade level appropriate answer booklets for each student.
2. Test administrators should affix a Pre-ID label on the front cover of each student's appropriate grade level answer booklet in the box labeled "Place Student Barcode Label Here."
3. If a Pre-ID label is not available, TIDE should be used to create a student's Pre-ID label using the Pre-ID print-on-demand feature. This Pre-ID should then be affixed on the student's appropriate grade level answer booklet in the box labeled "Place Student Barcode Label Here."
4. Pre-ID labels **must be** used for each student's answer booklet.
5. **Do not let a student use any answer booklet that has another student's Pre-ID label on it.**

Below is an example of a student's Pre-ID label and answer booklet:

Pre-ID Label

2017-18 School Year		
First Name: Thomas	Last Name: Pane	Middle Name: Phillip
SSID: 654321678		Date of Birth: 12/01/2005
Grade: 07		District: DEMO
		DISTRICT 9999 (09999)
School: DEMO SCHOOL - 999902 (09999_09999-02)		
On-Demand		
		
20170115 2637113 7		

Answer Booklet

**General Test Administration
Information**

Student Name: _____

Mathematics
Summative Assessment

Paper-Pencil Answer Booklet
Form 3, Grade 3

Place Student Barcode Label Here

999 999

■■■■■ ■■■ ■■■ ■■■■■ ■■■■■

2.7 Preparing Test Booklets and Answer Booklets

Test booklets and answer booklets should have each student's name printed on them just prior to the time of testing. Students should use the same test booklet and answer booklet for each testing session.

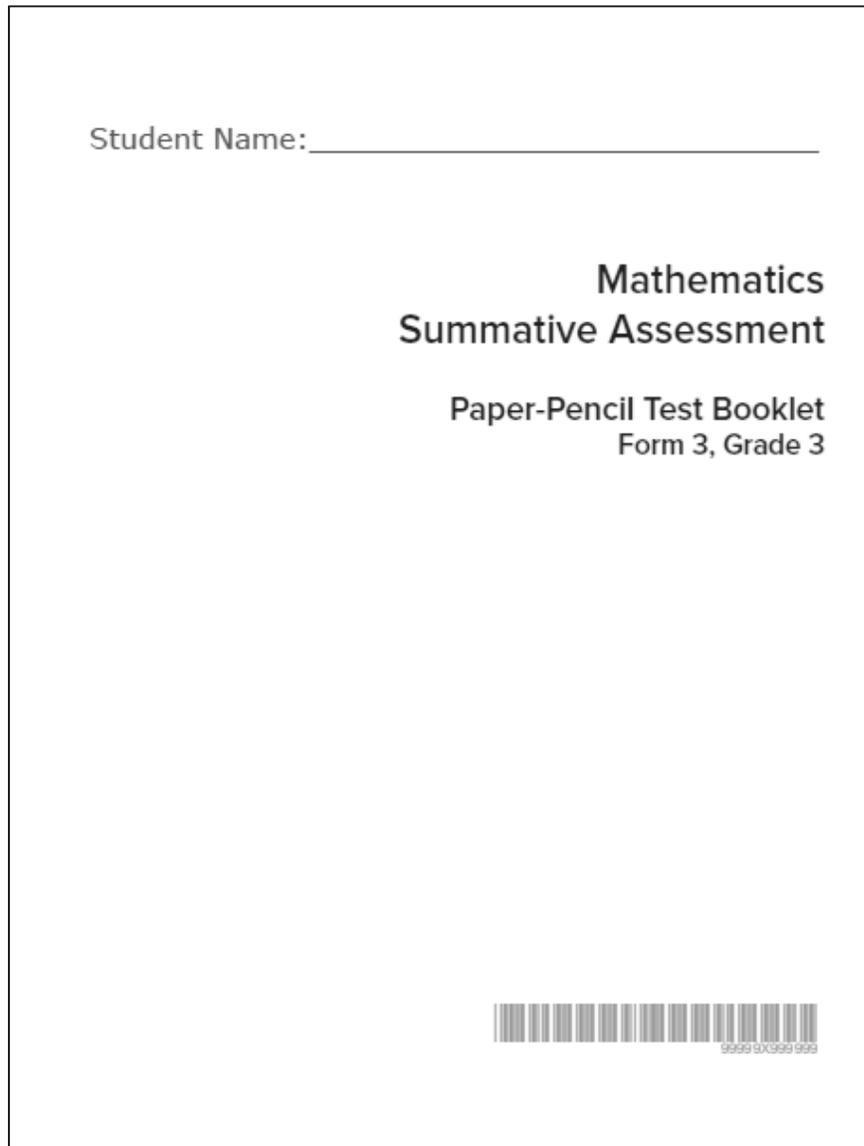
Important steps to follow:

1. TAs should ensure that they have received the grade and subject appropriate test booklets and answer booklets for the testing session.

2. **Before testing**, TAs should print the first and last names for each student testing in the space provided, labeled “Student Name,” at the top of the front cover of the test booklet and answer booklet.

3. If additional testing materials are required, TAs should contact their Test Coordinator.

Below is an example of the front cover of a test booklet:



2.8 Incomplete or Defective Test Materials

It is possible that a student might receive an incomplete or a defective answer booklet or test booklet. If material is incomplete or defective, follow these procedures:

Incomplete or defective answer booklets: If a student discovers an incomplete or a defective answer booklet while taking the test, he or she should be given a blank answer booklet that has been checked to verify that it is not defective. The student should continue with the new copy. A Test Coordinator should later transfer all responses from the defective answer booklet to the one to be scored. The word “Defective” should be written across the defective answer booklet and a Do Not Score Label should be affixed over the Pre-ID label on the front cover of the answer booklet. A new Pre-ID should be printed using TIDE and applied to the non-defective answer booklet for scoring. Return the defective answer booklet with other **nonscorable** materials.

Incomplete or defective test booklets: If a student discovers an incomplete or defective test booklet, follow the steps below:

- Give the student a new booklet that you have verified as accurate.
- Direct the student to write her or his name on the booklet.
- So everyone is clear about what has happened, tell the student that you will be making some changes on his or her materials because the materials were defective.
- TAs should collect the defective test booklet and write “Defective” on the cover in large letters. Make sure the defective test booklet is not distributed again but is put aside for later return with other **non-scorable** materials.

3.0 Administering The Mathematics Summative Assessment

Grade 3, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

*Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.*

SAY: Turn to the front cover of your test booklet and answer booklet. Make sure you have the test booklet and answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that the students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet.

For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A. Do not read the sample aloud.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items in their answer booklets before directing them to check their answers against the keys shown on page 2 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample B.

Do not read the sample aloud.

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N
- b. N
- c. Y

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number 4.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is 23.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look back at the top of page 2 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. You may also use the scratch paper provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper (and graph paper, if used) and distribute new, blank scratch paper*

before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

Grade 3, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.

SAY: Turn to the front cover of your test booklet and answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 17 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 3, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. Open your test booklet to page 28. Now open your answer booklet to page 6. Please read the directions at the top of page 28 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct pages.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the six problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

Grade 4, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

*Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.*

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that the students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's Practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet.

For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A. Do not read the sample aloud.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items in their answer booklets before directing them to check their answers against the keys shown on page 2 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample B.

Do not read the sample aloud.

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N*
- b. N*
- c. Y*

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number 4.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is 23.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look back at the top of page 2 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that the students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. You may also use the scratch paper provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper (and graph paper, if used) and distribute new, blank scratch paper*

before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

Grade 4, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 15 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 4, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. Open your test booklet to page 30. Now open your answer booklet to page 5. Please read the directions at the top of page 30 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct pages.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the six problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

Grade 5, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

*Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.*

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet.

For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A. Do not read the sample aloud.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items in their answer booklets before directing them to check their answers against the keys shown on page 2 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample B.

Do not read the sample aloud.

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N
- b. N
- c. Y

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number 4.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is 23.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look back at the top of page 2 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that the students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. You may also use the scratch paper provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper (and graph paper, if used) and distribute new, blank scratch paper*

before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.

Grade 5, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 18 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 5, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper (and graph paper, if used), and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. Calculators are **not** allowed for any portion of this test.

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. Open your test booklet to page 30. Now open your answer booklet to page 5. Please read the directions at the top of page 30 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct pages.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the six problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

Grade 6, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Calculators are NOT allowed for Session 1.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet.

For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A. Do not read the sample aloud.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items in their answer booklets before directing them to check their answers against the keys shown on page 2 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample B.

Do not read the sample aloud.

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N*
- b. N*
- c. Y*

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number $1\frac{2}{3}$.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is $\frac{3}{4}$ or 0.75.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look at page 2 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that students are on the correct page

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. No calculators are allowed in this session. You may also use the scratch and/or graph paper provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch and graph paper and distribute new, blank scratch and graph paper before*

beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

Grade 6, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Four-function calculators are allowed for Session 2.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. You may use a calculator on this session. Be sure to read each problem carefully and mark your answers in your answer booklet. You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 16 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 6, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Four-function calculators are allowed for Session 3.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. You may use a calculator on this session. Open your test booklet to page 28. Now open your answer booklet to page 7. Please read the directions at the top of page 28 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct pages.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the five problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

Grade 7, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

*Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Calculators are NOT allowed for Session 1.***

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 2 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

Do not read the sample aloud

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N
- b. N
- c. Y

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number $1\frac{2}{3}$.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is $\frac{3}{4}$ or 0.75.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look at page 2 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that the students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. No calculators are allowed in this session. You may also use the scratch paper and/or graph provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly
Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch and graph paper and distribute new, blank scratch and graph paper before*

beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.*

Grade 7, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 2.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in the answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only. You may use the scratch and/or graph paper provided if you need more room to work the problems. You may use a scientific calculator for this portion of the test.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 16 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 7, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 3.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. You may use a calculator on this session. Open your test booklet to page 32. Now open your answer booklet to page 7. Please read the directions at the top of page 32 in your test booklet along with me as I read them aloud.

Make sure that students are on the correct pages.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the six problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

Grade 8, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Calculators are NOT allowed for Session 1.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let’s practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet.

For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 2 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

Do not read the sample aloud

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N
- b. N
- c. Y

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number $1\frac{2}{3}$.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is $\frac{3}{4}$ or 0.75.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look at page 2 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. No calculators are allowed in this session. You may also use the scratch paper and/or graph provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch and graph paper and distribute new, blank scratch and graph paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.

Grade 8, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 2.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in the answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only. You may use the scratch and/or graph paper provided if you need more room to work the problems. You may use a scientific calculator for this portion of the test.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 16 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 8, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 3.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. You may use a calculator on this session. Open your test booklet to page 34. Now open your answer booklet to page 7. Please read the directions at the top of page 34 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct page.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the four problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch and/or graph paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

Grade 9, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

*Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Calculators are NOT allowed for Session 1.***

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet.

For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 3. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 3 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

Do not read the sample aloud

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N
- b. N
- c. Y

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number $1\frac{2}{3}$.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is $\frac{3}{4}$ or 0.75.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look at page 3 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. No calculators are allowed in this session. You may also use the scratch paper and/or graph provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch and graph paper and distribute new, blank scratch and graph paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.

Grade 9, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 2.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in the answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only. You may use the scratch and/or graph paper provided if you need more room to work the problems. You may use a scientific calculator for this portion of the test.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 12 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 9, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 3.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. You may use a calculator on this session. Open your test booklet to page 32. Now open your answer booklet to page 6. Please read the directions at the top of page 32 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct page.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the four problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch and/or graph paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

Grade 10, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

*Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Calculators are NOT allowed for Session 1.***

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet.

For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 3. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 3 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

Do not read the sample aloud

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N
- b. N
- c. Y

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number $1\frac{2}{3}$.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is $\frac{3}{4}$ or 0.75.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look at page 3 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. No calculators are allowed in this session. You may also use the scratch paper and/or graph provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch and graph paper and distribute new, blank scratch and graph paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.

Grade 10, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 2.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in the answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only. You may use the scratch and/or graph paper provided if you need more room to work the problems. You may use a scientific calculator for this portion of the test.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 12 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 10, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 3.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. You may use a calculator on this session. Open your test booklet to page 32. Now open your answer booklet to page 6. Please read the directions at the top of page 32 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct page.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the four problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch and/or graph paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

High School, Session 1

For the Mathematics Summative Assessment, please read aloud the directions in each box, preceded by the word SAY for students.

*Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Calculators are NOT allowed for Session 1.***

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 1 of the Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

Make sure that students are on the correct page.

SAY: We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. Let's practice! You will mark your answers to the sample questions in the SAMPLES box above Session 1 in your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 2 in the test booklet.

The correct answer to Sample A is choice B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

Do not read the sample aloud

The correct answers to Sample B are choices A and B.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

Do not read the sample aloud.

The correct answers to Sample C are

- a. N
- b. N
- c. Y

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample D. For some questions in the test, you will need to write your own response. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed at the line representing the number $1\frac{2}{3}$.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box.

Give students time to answer Sample E.

The correct answer to Sample E is $\frac{3}{4}$ or 0.75.

SAY: Are there any questions?

Pause to answer any questions, then continue.

SAY: Now look at page 2 in your test booklet; you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Are there any questions?

Make sure that the students are on the correct page.

SAY: Read each problem carefully and follow the directions. You may do your work in this test booklet, but you must mark your answers in the answer booklet. No calculators are allowed in this session. You may also use the scratch paper and/or graph provided if you need more room to work the problems.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch and graph paper and distribute new, blank scratch and graph paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answers booklets and leave them on their desks.

For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store until you begin Session 2.

High School, Session 2

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Scientific calculators are allowed for Session 2.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 2 of the Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in the answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only. You may use the scratch and/or graph paper provided if you need more room to work the problems. You may use a graphing calculator for this portion of the test.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: Turn to page 16 in your test booklet. Now turn to page 5 in your answer booklet. You may begin.

Make sure that the students are on the correct pages.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

High School, Session 3 (Performance Task)

Be sure that each student has his or her own test booklet, answer booklet (if applicable), scratch paper, graph paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet, if provided. If no answer document was provided, students will record their answers in their test booklet. **Graphing calculators are allowed for Session 3.**

SAY: Turn to the front cover of your answer booklet. Make sure you have the answer booklet with *your* name on it and not another student’s answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

SAY: Now you will be taking Session 3 of the Mathematics Summative Assessment. You may use a calculator on this session. Open your test booklet to page 38. Now open your answer booklet to page 7. Please read the directions at the top of page 38 in your test booklet along with me as I read them aloud.

Make sure that the students are on the correct pages.

SAY: This session contains a performance task. Read the following information about your task. Then provide answers for each of the five problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may use scratch and/or graph paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

SAY: When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

SAY: You may begin.

When the students have finished,

SAY: Stop. This is the end of the Mathematics Summative Assessment, Session 3.
Please close your test booklet and answer booklet.

Collect all test materials.

4.0 After Testing

4.1 Assemble Materials For Return

After testing has been completed, prepare materials to be returned to the School Test Coordinator.

Check to make sure that all answer booklets have been removed from inside the test booklets.

Check answer booklets and test booklets to make sure there are no sticky notes, staples, pins, paper clips, or tape of any kind on any pages. Check to make sure that no scratch paper was left inside the answer booklets. Remove any extraneous material.

Only one answer booklet per student/content area may be submitted. If multiple answer booklets for any student are identified, please ensure that all responses are transcribed into a single answer booklet.

Make sure that responses for students taking the braille version of the test have been transferred to standard answer booklets.

Check to ensure that any notes recorded on assistive technology devices used by student have been deleted.

4.2 Checklist For Test Administrators

- Alphabetize the test booklets. Remember to affix the student bar code label or complete the student-identifying information and return test booklets for all enrolled students, including those who do not participate in the Mathematics Summative Assessment, and for whom tests will be invalidated.
- Return the stack of alphabetized test and answer booklets to the School Test Coordinator.
- Bundle all unused materials together and return them to your School Test Coordinator.
- Bundle together all of the scratch paper and graph paper. This material is to be destroyed. Do not dispose of the scratch and graph paper by placing it in the trash.

Appendix A: Universal Tools, Designated Supports, and Accommodations

The Smarter Balanced Assessment Consortium’s *Universal Tools, Accessibility, and Accommodations Guidelines (UAAG)* are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *UAAG* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in administering universal tools for all students and designated supports and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Smarter Balanced *UAAG* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *UAAG* focus is on universal tools, designated supports, and accommodations for the Smarter Balanced Assessments of English language arts/literacy and mathematics. At the same time, the *UAAG* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Smarter Balanced assessments.

If a school or district staff member identifies a designated support and/or accommodation that he or she believes does not invalidate assessment constructs and should be offered, and that is not available, the school or district should provide that information to the District Test Coordinator, who will inform the State of the temporary request. The State will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

The complete set of Usability, Accessibility, and Accommodations Guidelines, as well as the full list of universal tools, designated supports, and accommodations, can be found at your state portal.

Please be sure to review these guidelines thoroughly before test administration.

The online summative assessments, interim assessments, Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system. The Paper Pencil summative assessments allow for non-embedded universal tools, designated supports, and accommodations only; these are defined in Table 5.

Table 5: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that are either provided as digitally delivered (embedded) components of the test administration system or are separate (non-embedded) from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as embedded components of the test administration system or are non-embedded.
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test administration system or are non-embedded.

To help educators identify similarities between the test resources and classroom practices, *the Resources and Practices Comparison Crosswalk* lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* document. The *Crosswalk* is available from the Smarter Balanced website at <https://portal.smarterbalanced.org/library/en/uaag-resources-and-practices-comparison-crosswalk.pdf>.

The multiplication table and 100s number table are available for Grade 4 and above mathematics assessments. These non-embedded accommodation resources need to be downloaded and printed prior to test administration from your state portal. A description of these resources is provided in *Appendix B*.

For the Smarter Balanced Paper-Pencil Assessment, the Universal Tools, Designated Supports, and Accommodations Guidelines (UAAG) should be used to guide the use of all available non-embedded universal tools, designated supports, and accommodations. Tables 6, 7, and 8 list and describe the resources that are available for the Smarter Balanced Paper-Pencil Assessment along with considerations for planning and administration.

Table 6. Non-embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Dictionary (for ELA-performance task full writes)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch Paper	<p>Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the child's IEP or 504 plan and acceptable to the member. Access to internet must be disabled on assistive technology devices.</p> <p>Sessions 1 and 2: All scratch paper must be collected and securely destroyed at the end of each session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each session.</p> <p>Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p>
Calculator (for calculator-allowed sessions only)	For Grades 6 and above, students may use calculators in sessions 2 and 3 with maximum functionality described in the Table 3 on page 10.

Table 7. Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
Color Overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.
Read Aloud (for math items and ELA items, not for reading passages) (See Non-embedded Accommodations for ELA reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and <i>Read Aloud Protocol</i> (see Appendix D in the UAAG document). All or portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

Designated Support	Description	Recommendations for Use
<p>Read Aloud in Spanish (for mathematics, all grades)</p>	<p>Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and the read aloud guidelines. All or portions of the content may be read aloud.</p>	<p>Students receiving the Translations (stacked) Designated Support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.</p>
<p>Scribe (for ELA non-writing items and math items)¹ (See Accommodations for Writing)</p>	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.</p>

¹ See Accommodations for use of Scribe for Writing items

Designated Support	Description	Recommendations for Use
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing (e.g., a Whisper Phone). Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (Test Administrator) when student requires it.
Simplified Test Directions	The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Simplified Test Directions guidelines.	Students who need additional support understanding the test direction may benefit from this resource. This Designated Support may require testing in a separate setting to avoid distracting other test takers.

Designated Support	Description	Recommendations for Use
Translated Test Directions	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student.	Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (Glossaries) (for math items, paper-pencil assessment)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

Table 8. Non-embedded Accommodations Available

Accommodation	Description	Recommendations for Use
100s Number Table (grade 4-8 and 11math items)	A paper-based table listing numbers from 1–100 available from Smarter Balanced for reference.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper.
Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Calculator (for calculator allowed items only, Grades 6-8 and 11)	A calculator for students needing a special calculator, such as a braille calculator or a talking calculator.	Students with visual impairments will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.
Multiplication Table (grade 4-8 and 11 math items)	A paper-based single digit (1-9) multiplication table will be available from Smarter Balanced for reference.	For students with a documented and persistent calculation disability (i.e., dyscalculia).

Accommodation	Description	Recommendations for Use
<p>Read Aloud (for ELA reading passages, all grades; See Designated Supports for ELA items and math items)</p>	<p>Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Guidelines. All or portions of the content may be read aloud. Members can refer to the Guidelines for Choosing the Read Aloud Accommodation when deciding if this accommodation is appropriate for a student.</p>	<p>This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.</p>
<p>Scribe (See Designated Supports for math and non-writing ELA)</p>	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p>

Accommodation	Description	Recommendations for Use
Speech-to-Text	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>

Appendix B: Item Types

Item and response types

As students engage with the Smarter Balanced assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Smarter Balanced has produced several resources that teachers and students can use to get ready for the online assessment, including a Practice Test and a Training Test. It is recommended that students taking the paper pencil test access the Practice Test site before taking the test to become familiar with the assessed content. Each paper pencil test begins with sample items that explain how to answer the types of questions found on the paper pencil tests. The sample items provide students an opportunity to view and practice answering each of the item types.

The Practice Tests and Training Tests are available on your state’s assessment portal.

Summary of item types and how to provide responses

Table 9 lists the different item types and briefly describes each one.

Not all assessments will necessarily include all item types.

Table 9: Item and Response Types

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple Choice	Select a single option
	Multiple-Select Response	Select one or more options
	Table Response	Match text or images in rows to values in columns
	Short Text Response	Write a response
Mathematics Only	Gridded Response	Complete a grid – Write answer in boxes and fill in corresponding number/symbol bubbles
	Short Response	Draw or graph a response
ELA Only	Two Part Multiple Choice, with Evidence Responses	Two part item: Respond to a Multiple Choice item, and then respond to a Multiple-Select item
	Writing Extended Response	Write an extended response

Appendix C: Frequently Used Terms

Table 10 defines terms that are specific to the Smarter Balanced paper pencil assessments.

Table 10: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at your state portal for complete information.
Break	A student may be provided breaks within a test session as needed. There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information at your state portal.
District Test Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the School Test Coordinators (SCs) and TAs in their districts are appropriately trained and aware of policies and procedures. In the event there is no DC, another designated individual will be assigned these responsibilities by the State.
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.
Item	A test question or stimulus presented to a student to elicit a response.
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.
School Test Coordinator (SC)	School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.

Term	Definition
Session	<p>A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.</p> <p>Smarter Balanced recommends that Sessions 1 and 2 of the ELA and mathematics assessments be administered in at least two sessions and the performance task (Session 3) be administered on another day.</p>
Statewide Student Identifier (SSID)	<p>A statewide, unique student identifier assigned to each student by his or her state education agency for the purpose of the Smarter Balanced assessments. In some cases this may be the same identifier used on other state assessments.</p>
Stimulus/Stimuli	<p>Material or materials used in the test context which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts for students to use for research or scenarios to react to.</p>
Test Administrator (TA)	<p>District or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in this manual and the <i>Online Summative Test Administration Manual</i> at your state portal. The Smarter Balanced Assessments should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). Expanding the TA role to other individuals who receive the required test administration trainings is a decision made at the state level in accordance with state policy, protocol, or guidelines.</p>
Test Security Incident	<p style="text-align: center;">For additional information about security protocols, refer to Section 3.0 Test Security of the <i>Online Summative Test Administration Manual</i> at your state portal.</p>

Term	Definition
Testing Breach	<p>A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Section 4.0 <i>Responding to Testing Improprieties, Irregularities, and Breaches of the Online Summative Test Administration Manual</i> at your state portal.</p> <p>For the paper pencil administration, this may require the invalidation of the student’s test and retesting with the breach form.</p>
Testing Impropriety	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to 4.0 <i>Responding to Testing Improprieties, Irregularities, and Breaches of the Online Summative Test Administration Manual</i> at your state portal.</p> <p>For the paper pencil administration, this may require the invalidation of the student’s test and retesting with the breach form.</p>
Testing Irregularity	<p>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the online system for resolution of the Appeal for testing impact.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to 4.0 <i>Responding to Testing Improprieties, Irregularities, and Breaches of the Online Summative Test Administration Manual</i> at your state portal.</p> <p>For the paper pencil administration, this may require the invalidation of the student’s test and retesting with the breach form.</p>
Universal Tools	<p>Available to all students based on student preference and selection.</p> <p>See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at your state portal for complete information.</p>

Appendix D: Administering the Braille and Large-Print Tests

INSTRUCTIONS FOR ADMINISTERING BRAILLE AND LARGE-PRINT TESTS

GENERAL

Test Administrators must provide users of both the Braille and Large Print versions of the test with sufficient time to complete the test. The Test Coordinator should provide Test Administrators with Braille and Large Print test kits as appropriate. The following materials are included in the Braille and Large Print test kits:

Braille Test Kits	Large Print Test Kits
Cover sheet	Cover sheet
Copy of these instructions	Copy of these instructions
Grade-appropriate version of the following: a regular test booklet, a plastic-bound Braille test booklet, an answer booklet (if applicable), a packet of ancillary materials (transcriber's notes) on the inside back cover of the Braille booklets, and administrative material (i.e., <i>ELA Listening Script</i> , glossary, if applicable).	Grade-appropriate version of the following: a regular test booklet, a Large Print test booklet, a Large Print answer booklet (if applicable), a regular answer booklet (if applicable), and administrative material (i.e., <i>ELA Listening Script</i> , glossary, if applicable)

STUDENT IDENTIFICATION

On the cover of the Braille or Large Print test booklet, print the student's name; county, district, and school code; and school name.

INSTRUCTIONS

The administration directions that appear in the appropriate *Paper-Pencil Test Administration Manual* should be the basis for administering the Braille and Large Print versions of the test. However, some modifications to these instructions are required. The Test Administrator, with the assistance of the Test Coordinator, should review these directions before administering a Braille or Large Print test and modify the instructions as needed considering specifications in the student's IEP. For the Smarter Balanced assessment, see the appendix, "Administering the Braille Version," in the *Paper-Pencil Test Administration Manual* for additional Braille administration instructions.

If the student has questions concerning test directions, refer to the directions provided in the regular test booklet. The Test Administrator **must not read or interpret** any test questions for the student. The regular test booklet is not to be copied or used for any purpose other than to administer the test.

The school security checklist must be used to record the distribution and collection of the Braille, Large Print, and regular test booklets.

TIMING

The Test Administrator must provide users of both the Braille and Large Print versions of the test with sufficient time to complete the test.

RECORDING ANSWERS

Students with disabilities have the option to use accommodations for providing responses on this assessment. These accommodations allow students with disabilities to provide oral responses, taped responses, or written responses on paper besides the answer booklet provided with the assessment.

TRANSCRIPTION GUIDELINES

The following guidelines must be followed to ensure accurate and fair transcription of student responses.

- All test materials and student responses are to be considered secure and confidential.
- Only persons who read and are proficient with Braille should transcribe students' Braille responses.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response **exactly**.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.
- When transcription is complete, student responses must be securely destroyed.
- Do **not** dispose of student responses by placing them in the trash.

The Test Administrator must provide written affirmation to the Test Coordinator that student responses have been transcribed with fidelity. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security**.

All responses must be transcribed onto a regular answer booklet or to the Data Entry Interface (DEI). **If responses are not transcribed they cannot be scored.**

IF USING SCORABLE ANSWER BOOKLETS

Transcribe all responses into the answer booklet enclosed in the Braille or Large Print kit. Affix the Pre-ID label to the front of the regular answer booklet and the Large Print answer booklet (if applicable). Note that when Large Print answer booklets are used **responses must be transcribed into a regular answer booklet in order to be scored**.

IF USING THE DATA ENTRY INTERFACE

Transcribe all responses to the DEI. Refer to the *Test Delivery System, Data Entry Interface User Guide* for more information. Affix a Pre-ID label to the front of test booklets that contain student responses. For test booklet covers without printed brackets, place the Pre-ID label

vertically on the bottom left corner of the booklet. Verify the student's name, Test Administrator, school, and district appear correctly on the front cover of the test booklet.

RETURNING TEST MATERIALS

Keep the transcribed answer booklet (if applicable) with the other used student answer booklets from the student's class. Return these with **scorable materials**.

Collect all regular test booklets, Braille or Large Print test booklets, and Large Print answer booklets (if applicable). Return these with **non-scorable materials**.

Appendix E: Multiplication Table and 100s number table

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation from your state portal. Use of other multiplication tables is prohibited.



Multiplication Table

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

A table listing numbers from 1-100 is a non-embedded accommodation for grades 4 and above mathematics items. The 100s number table is to be used *only* for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table can be printed for students requiring this accommodation from your state portal. Use of other 100s number tables is prohibited.



100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendix F: Receipt of Test Materials at a Central District Location

RECEIPT OF TEST MATERIALS AT A CENTRAL DISTRICT LOCATION

- Districts will be served by FedEx for receipt and return of materials, unless otherwise communicated.
- Test materials will arrive at the district in boxes labeled with the Test Coordinator's name and shipping address. Each box label references the school name and if the school order has 2 or more boxes, then each box for that school will be sequentially numbered.
- When test materials arrive, locate the district materials:
 - If there is a district order, district materials are in a **white district Box 1** which contains:
 - *Box List*
 - *District Packing List*
 - *District Security Checklist*
 - *School Packing List Summary*
 - Return Kit
 - Other administrative material
 - If there is **no** district order, district materials are provided in a clear plastic envelope inside the **brown school Box 1** with a yellow label that reads "District Information Enclosed". The envelope contains:
 - *School Packing List Summary*
 - Other administrative material
- Both district Box 1 and school Box 1 may also contain secure test materials; please refer to the packing list.
- Find the *District Packing List* or *School Packing List Summary*. Use these sheets to sort boxes by building and verify that you have received all of the boxes. If you have not received all of the boxes indicated, contact the AIR Help Desk immediately.
- Test materials are packaged by school and supplied based on the enrollment/material orders or the Pre-ID information submitted. The district overage materials (if applicable) are packaged separately. They are to be used if any school needs additional or replacement materials. **Note:** Materials are linked to your district and should **not** be shared with other districts, unless approved by your state office.
- Distribute materials to the School Test Coordinators as early as possible to allow for timely replacement of any damaged or missing items. Remind staff to save all boxes the test materials arrived in for use when returning test materials after the test administration.
- If you received a district order, find your *District Security Checklist*. Use the *District Security Checklist* to verify your district overage. The serial numbers of all secure

materials sent with the original order are recorded on the security checklist. Verify your coverage as soon as possible after distributing materials to the buildings. **Do NOT open any shrink-wrapped packages of test booklets that are not intended for immediate use.**

- If you received a district order, find your district Return Kit. It is in a clear plastic bag located inside the white district box. This kit should be used to return unused district overage. This kit contains:
 - Green scorable and red non-scorable return labels
 - FedEx return shipping labels
 - Return shipping instructions
- Instruct School Test Coordinators on the procedures for collecting and accounting for test materials. Communicate provisions for locked, secure overnight storage of all test materials. Monitor this process throughout testing.

RECEIPT OF TEST MATERIALS IN SCHOOLS

- Receive test material shipment. Each box label references your school name and is sequentially numbered.
- When test materials arrive, open Box 1, which contains the following:
 - *Box List*
 - *School Packing List*
 - *School Security Checklist*
 - Pre-printed Pre-ID labels with DO NOT SCORE labels on banner page for each grade (if applicable)
 - Blank print-on-demand labels
 - Sheets of DO NOT SCORE labels (if you did not receive pre-printed Pre-ID labels)
 - Return Kit
- Box 1 may also contain secure test materials. Please refer to your *School Packing List*.
- Find your *School Security Checklist*. Use the *School Security Checklist* to verify your school order. The serial numbers of all secure material sent with the original order are recorded on the security checklist. **Do NOT open any shrink-wrapped packages of test booklets that are not intended for immediate use.**
- Compare types and quantities of materials received with your testing needs. Report any discrepancies to the AIR Help Desk **immediately**.
- Find your Return Kit. It is in a clear plastic bag. This kit contains:
 - Green scorable and red non-scorable return labels
 - FedEx return shipping labels

- Return shipping instructions
- ❑ Place test materials in locked, secure storage.
- ❑ Save the box(es) your test materials were delivered in for returning materials when testing is completed.
- ❑ Conduct test orientation activities. Provide a copy of the appropriate Test Administration Manual (TAM), which is posted on the portal. **Do not distribute copies of secure test materials until testing is scheduled to begin.**
- ❑ Instruct Test Administrators on the procedures for collecting and accounting for test materials. Communicate provisions for locked, secure overnight storage of all test materials. Monitor this process throughout testing.

Appendix G: Packing Materials for Return

PACKING MATERIALS FOR RETURN

Districts and schools are encouraged to return materials as early as possible following testing to expedite the scoring process. All test materials must be returned to Measurement Incorporated (MI) no later than **five business days** after testing is complete. The Test Coordinator is responsible for arranging test materials pickup. Contact the AIR Help Desk if there are any problems packing or arranging for pickup.

MATERIAL RETURN CHECKLIST

Return to MI		Do Not Return to MI
Scorable	Non-Scorable	Non-Scorable
<input type="checkbox"/> Used Answer Booklets	<input type="checkbox"/> ELA Listening Scripts <input type="checkbox"/> Unused Test Booklets and Answer Documents <input type="checkbox"/> Braille and Large Print Materials	<input type="checkbox"/> Test Administration Manuals <input type="checkbox"/> Printed Ancillary Instructions <input type="checkbox"/> Blank Labels <input type="checkbox"/> Soiled or Biohazard Materials

HANDLING DAMAGED AND BIOHAZARD MATERIALS

- Identify any damaged or biohazard materials.
 - Responses from biohazard answer booklets should be transcribed onto a clean answer booklet. Contact the AIR Help Desk to report any biohazard answer booklets. These reported booklets should not be returned to MI and can be securely destroyed according to state or district policies.
 - Damaged booklets must be returned to MI. Place a rubber band around any damaged booklets.
 - Follow state policy for reporting biohazard/damaged booklets to the state department.

IF USING THE DATA ENTRY INTERFACE (DEI)

- Separate secure and non-secure materials:
 - Organize test booklets into separate stacks by grade and then by subject.
 - Verify all braille and large print responses have been transcribed. **If responses are not transcribed into the Data Entry Interface (DEI) they cannot be scored.** A Pre-ID label should be affixed to the front cover of test booklets that contain student responses. Verify the student’s name, Test Administrator, school, and district appear correctly on the front cover of the test booklet.
 - See **INSTRUCTIONS FOR RETURNING MATERIALS** section of this document.

IF RETURNING MATERIALS FOR SCORING

- Separate scorable, non-scorable, secure, and non-secure materials:
 - Organize scorable answer booklets into separate stacks by grade and then by subject.

- Verify all braille and large print responses have been transcribed. **If responses are not transcribed into a regular answer booklet they cannot be scored.** A Pre-ID label must be affixed to the front cover of the regular answer booklet. Verify the student's name, Test Administrator, school, and district appear correctly on the front cover of the test booklet. Keep the transcribed answer booklet with the other scorable answer booklets organized by grade/subject.
- Place a **DO NOT SCORE** label on individual non-scorable (i.e., blank, Pre-ID labeled) answer booklets. Shrink-wrapped, unused answer booklets, and individual unused answer booklets without Pre-ID labels do not require **DO NOT SCORE** labels. Sort test booklets with non-scorable materials.

PACKING SCORABLE MATERIALS

- Pack answer booklets in the same boxes in which materials were shipped. If these boxes are not available, use sturdy boxes to return the materials. Copier paper boxes and boxes used for food transportation should **not** be used. Sturdy boxes are capable of holding 65-95 pounds without collapsing when handled or stacked. Use cushioning materials, if needed, to keep materials inside the boxes secure.
 - After you have filled the first box, affix a **green scorable label** to the **top** of this box and mark it "1." The **scorable label** has a place to mark the number of each box and the total number of boxes being returned. For example, if you have five boxes, mark them "1 of 5," "2 of 5," and so on.
 - Continue packing, affixing a **green scorable label** to the **top** of **each** box containing scorable answer booklets.
 - Seal the top and bottom of all boxes with at least three strips of plastic shipping tape.

PACKING NON-SCORABLE SECURE MATERIALS

- Pack **all** test booklets and **unused** answer booklets in the same boxes in which materials were shipped. If these boxes are not available, use sturdy boxes to return the materials. Copier paper boxes and boxes used for food transportation should **not** be used. Sturdy boxes are capable of holding 65-95 pounds without collapsing when handled or stacked. Use cushioning materials, if needed, to keep materials inside the boxes secure. Include large print and braille test booklets, large print answer booklets, printed copies of the *ELA Test Administration Listening Transcript*, and unused pre-printed Pre-ID labels.
 - Affix a **red non-scorable label** to the **top** of **all** boxes containing non-scorable secure materials. Record the number of each non-scorable box and the total number of non-scorable boxes on the labels.
 - Non-scorable materials may be shipped in the same boxes with scorable materials, but the materials should be separated within the box. **Note:** A **green scorable label** should be used if the box contains **any** scorable materials.

NON-SECURE MATERIALS

- The following materials should **not** be returned to MI. Discard these materials according to state or district policies.

- Unused print-on-demand Pre-ID labels and return shipping box labels
- Printed Test Administration Manuals (if applicable)
- Printed test administration ancillary documents

INSTRUCTIONS FOR RETURNING MATERIALS

- Remove or black out any old shipping labels, including the original shipping barcode, and ensure boxes are sealed securely with shipping tape.
 - Affix the FedEx ground return label (from return kit) directly on top of the original address label. If additional labels are needed contact the AIR Help Desk. **You must use the return shipping labels provided to you in order to guarantee that your boxes can be accurately tracked when you ship them to MI.**
 - Print the district name and address in the space provided on the return label.
 - **Retain the receipt tab**, from the top of the return label, for your records. Boxes can be tracked online at www.fedex.com or by calling 1-800-463-3339.

ARRANGING TEST MATERIALS PICKUP

- Contact FedEx to arrange a pickup of your materials. There is no prescheduled pickup day. **Materials must be returned no later than five business days after testing is complete.** Have your receipt tab(s) handy when you make your request. To initiate a return, use **one** of the following methods:
 - Use www.fedex.com: select “Ship,” then select “Schedule and Manage Pickups” from the drop down menu, then click “Schedule Ground Return Pickup.”
 - Call FedEx Customer Service: 1-800-463-3339; explain that you need a “Package Returns Program” pickup.
 - Provide materials to your regular FedEx Ground driver.

Contact the AIR Help Desk if there are any problems packing or arranging for pickup.

SECURITY CHECK-IN PROCESS

Timely return of materials is essential for scoring and reporting of results. Security reports will be generated after the time that materials are due back to MI. These security reports provide a breakdown of secure materials by district, school, and item, and include barcodes for any missing items. MI may contact districts via email and/or phone regarding missing secure materials. MI also works with state departments of education to document and recover missing secure materials.

