

Testing Support

For assistance with	District Test Coordinators Should Contact	Building Test Coordinators Should Contact
Testing resources, manuals, user guides, guidance documents, technical specifications and practice materials	Portal for Ohio's State Tests www.ohiostatetests.org	
Identifying which students are eligible to take each test	Ohio Department of Education Office of Curriculum and Assessment 25 S. Front Street, Mail Stop 507 Columbus, OH 43215 1-877-OHIOEDU (1-877-644-6338) or 1-614-466-1317	The district test coordinator
Identifying which students are eligible for accommodations		
Scheduling test administrations		
Assistance with Student IDs for nonpublic and home-schooled students		
Emergency school closures during the test window		
Reimbursements for translators		
Security cases; test incidents	Amy Parker, Ohio Department of Education, Office of Curriculum and Assessment, 614-387-0948	The district test coordinator
Obtaining SSIDs for a newly enrolled student	The district's EMIS Coordinator or the student's prior district	The district test coordinator
Submitting Pre-ID data	American Institutes for Research (AIR) 1-877-231-7809 OHHelpDesk@air.org	The district test coordinator
Marking accessibility features under the test settings in a student record		
Ordering paper test materials in TIDE for online administrations		
User accounts		
Secure browsers and apps	American Institutes for Research (AIR) 1-877-231-7809 OHHelpDesk@air.org	
Error messages received during the online test administrations	American Institutes for Research (AIR) 1-877-231-7809 OHHelpDesk@air.org	
Questions about district shipments of paper materials, packing documents and missing materials	Data Recognition Corporation (DRC) 1-877-231-7809 OHProjectTeam@datarecognitioncorp.com	The district test coordinator
Returning paper test materials		

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1. Introduction

1.1 About This Manual

This *Fall 2015 Test 7 c c f X] b U h c f övers* and procedures for districts and schools that are testing online and/or on paper for the grade 3 English language arts administration and the high school end-of-course test administrations. District test coordinators and building test coordinators must review the information in this manual prior to testing.

This manual does not cover technical specifications, details on how to use online systems or step-by-step test administration directions. Test coordinators should refer to the technical specifications, user guides and *Directions for Administration Manual* available on the Portal.

IMPORTANT: Some information was not available at the time the printed manual went to press. Updates from the printed version are in red.

1.2 About the Fall Tests

Each fall test has two parts: Part 1 and Part 2. Districts and schools may elect to administer both parts in one sitting, or they may administer Part 1 on one day and Part 2 on another day. Districts that are testing on paper should refer to the [Paper Testing section](#) of this manual for details on the materials that will be shipped to paper testers.

Note that Part 1 materials for the fall 2015 science and social studies tests refer to Performance-Based Assessment (PBA), and Part 2 materials refer to End-of-Year (EOY) Tests.

All districts and schools with eligible students are required to administer both parts of each applicable test. For guidance on which students are required to participate in statewide testing, refer to the department's website. For information on marking test eligibility in the testing systems, see [Section 5](#) of this manual.

One summative score will be reported for each test. Separate scores will not be reported for Part 1 and Part 2. A student who does not take one part of the test will receive zero points for the questions on that part of the test. If a student retakes a test, both parts will be retaken; there is no option to retake only one part.

1.2.1 Grade 3 English Language Arts Test

The following elementary test is available for the fall 2015 administration:

- ◀ Grade 3 English language arts

Districts must schedule a five consecutive day window to administer both parts of the test within the test windows listed in [Section 2](#) of this manual.

1.2.2 High School End-of-Course Tests

The following high school end-of-course tests are available for the fall 2015 administration:

- < Algebra
- < Geometry
- < Integrated Mathematics I
- < Integrated Mathematics II
- < English Language Arts I
- < English Language Arts II
- < American History
- < American Government
- < Biology
- < Physical Science

Districts must schedule a window of consecutive school days for the local test administrations in their high school(s).

- < Districts testing students online will schedule a 15-day administration between Nov. 30 and Jan. 8. All online high school end-of-course tests will be available during the Nov. 30-Jan. 8 window.
- < Districts testing students on paper for science and social studies will schedule a 10-day administration between Nov. 30 and Jan. 8. This includes students who are using Braille materials for science and social studies.
- < Districts testing students on paper for English language arts and mathematics will schedule a 10-day administration between Dec. 8 and Jan. 8.
- < Students who are testing with Braille materials for English language arts and mathematics will test Jan. 4-8.

Both parts of the test must be given within the district's window for testing. There are no separate or extended windows for high schools with block schedules.

1.3 Test Mode

Districts and schools have a choice about test mode for the fall 2015 administration. Districts and schools can elect to administer tests online or use paper test materials. Students must complete both parts of the test in the same mode. See [Section 5](#) for guidance on students who [transfer](#) during the test window.

2. Schedules

2.1 Key Dates

The following tables list key administration dates. Refer to the [Portal](#) for reporting dates.

<i>2.1.1 Grade 3 English Language Arts Testing Activities</i>	<i>Date(s)</i>	<i>Test</i>
Pre-ID Window for the fall administration (all students who are taking tests online must be pre-identified in advance of testing; all students, regardless of test mode, must be pre-identified in TIDE by Dec. 18)	Sept. 2 – Dec. 18, 2015	Grade 3 English Language Arts
On-time order window for paper testers	Sept. 2–11, 2015	
Deadline for submitting Pre-ID data in order to receive Pre-ID labels for paper testers	Oct. 13, 2015	
Online test window*	Nov. 30 – Dec. 11, 2015	
Paper test materials due in district (excluding Braille)	Nov. 30, 2015	
Additional order window for paper testers	Nov. 30 – Dec. 9, 2015	
Paper test window*	Dec. 1–11, 2015	
Braille test materials due in district	Dec. 14, 2015	
Braille test window	Dec. 15–18, 2015	

*Districts will select five consecutive school days for the grade 3 ELA administrations.

<i>2.1.2 High School End-of-Course Testing Activities</i>	<i>Date(s)</i>	<i>Test(s)</i>
Pre-ID Window for the fall administration (all students who are taking tests online must be pre-identified in advance of testing; all students, regardless of test mode, must be pre-identified in TIDE by Jan. 8)	Sept. 2, 2015 – Jan. 8, 2016	High School ELA, Math, Science and Social Studies EOCs
On-time order window for paper testers	Sept. 2–11, 2015	
Deadline for submitting Pre-ID data in order to receive Pre-ID labels for paper testers	Oct. 13, 2015	
Paper test materials due in district	Nov. 16, 2015	High School Science and Social Studies EOCs
Additional Order Window for paper testers	Nov. 16, 2015 – Jan. 6, 2016	
Paper test window**	Nov. 30, 2015 – Jan. 8, 2016	
Online test window***	Nov. 30, 2015 – Jan. 8, 2016	High School ELA, Math, Science and Social Studies EOCs
Paper test materials due in district (excluding Braille)	Dec. 7, 2015	High School ELA and Math EOCs
Additional order window for paper testers	Dec. 7, 2015 – Jan. 6, 2016	
Paper test window**	Dec. 8, 2015 – Jan. 8, 2016	
Braille test materials due in district	Dec. 30, 2015	
Braille test window	Jan. 4-8, 2016	

**Districts will select 10 consecutive school days for their paper EOC administrations.

***Districts will select 5 consecutive school days for their online EOC administrations.

2.1.3 Deadlines for Returning Paper Test Materials Grade 3 English Language Arts

There are no automatic pickups of grade 3 English language arts materials. Districts testing on paper must follow the instructions in the [Paper Testing section](#) of this manual to arrange for the return of their materials.

IMPORTANT: Districts are required to return scorable grade 3 English language arts paper tests immediately after testing and no later than **Monday, Dec. 14**. Districts must return scorable materials for students who use Braille materials by Monday, Dec. 21. All grade 3 English language arts nonscorable materials must be returned by Monday, Dec. 21.

2.1.4 Deadlines for Returning Paper Test Materials High School End-of-Course Tests

There are no automatic pickups of high school end-of-course test materials. Districts testing on paper must follow the instructions in the Paper Testing section of this manual to arrange for the return of their materials.

IMPORTANT: Districts are required to return paper high school tests immediately after testing and no later than one day after the end of the district's 10-day test window. Districts are required to return their schools' nonscorables within one week of returning scorable documents. See the table below for sample timelines.

For example, if your district's 10-day test window is	Nov. 30 - Dec. 11, 2015	Dec. 7-18, 2015	Dec. 14-18, 2015 & Jan. 4-8, 2016
Your deadline for returning scorable documents to DRC is <i>(documents must be picked up by this date)</i>	Dec. 14, 2015	Dec. 21, 2015	Jan. 11, 2016
Your deadline for returning secure nonscorable documents, including unused answer documents, to DRC is <i>(documents must be picked up by this date)</i>	Dec. 21, 2015	Jan. 4, 2016	Jan. 19, 2016

2.2 Testing Times

The testing times reflect the amount of time students have to complete each part of the test.

Test	Part 1	Part 2	Total (Parts 1 & 2)
Grade 3 English Language Arts	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Algebra I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Geometry	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics II	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
English Language Arts I	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
English Language Arts II	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
American History	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
American Government	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Biology	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Physical Science	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)

Test administrators are responsible for ensuring students have the specified amount of time to take the test in one day. Only students with the extended time accommodation are permitted time in excess of the published testing times.

See the next section for guidance on additional time needed to prepare for the administration on test day.

2.3 Scheduling Administrations

The department's test windows allow flexibility when accommodating testers, especially those testing online and requiring the use of school computer labs and technology. In-service and professional days may occur during the testing window, but these days will not reduce the number of test days available to the school and district. There will be no modified testing schedules or extensions to the published test windows.

IMPORTANT: Districts and schools will administer both parts of the test within the same window. Districts and schools will not select separate windows for Part 1 and Part 2. When setting up local schedules, districts and schools may elect to give both parts of the test on the same day, or they may elect to give Part 1 and Part 2 during two separate sessions scheduled on two separate days.

The department strongly recommends that schools begin testing the first week of their district's window and do not wait until late in the test window to begin administering tests. Districts and schools cannot test outside the published administration window. To do so is a test security violation.

Students, including those with the extended time accommodation, are required to complete each part of the test in one day. For example:

- ◁ If a student starts Part 1 of the test on Monday, he or she must complete Part 1 that same Monday.
- ◁ If a student starts Part 2 of the test on Wednesday, he or she must complete Part 2 that same Wednesday.
- ◁ If a student starts both parts of the test on Tuesday, he or she must complete both Part 1 and Part 2 on that same Tuesday.

The online Student Testing Site enforces the rule that students must complete their online tests on the same day they start their tests. Students who sign into a test on a day subsequent to the day the test was started will not be able to review any questions on that test.

Test coordinators and administrators are responsible for ensuring all students complete their tests on the same day they start their tests, regardless of test mode. Some exceptions may occur, such as students who become ill and unplanned testing interruptions (e.g., an unplanned fire drill). Please see the "[Make-Up Testing](#)" section for guidance.

2.3.1 *Scheduling Test Sessions*

Schools may schedule more than one test session per test to accommodate all students who will be testing. Online test sessions can be set up for more than one test, which allows students who are taking different tests to test in the same computer lab at the same time. Paper test sessions can also include test takers for more than one test. For example, a test administrator can set up a test session for both American Government and American History. Students who are taking either course can take their respective tests in the same computer lab or classroom during the same test session. If students are receiving accommodations that may disturb other students, such as a read aloud, they must be in a separate testing room.

2.3.2 *Order of Test Administrations*

There is no prescribed test order. Additionally, districts and schools may elect to administer more than one subject on the same day. If a student is eligible for more than one test, the department recommends that the student take one test per day. However, the department will not prohibit the student from taking more than one test on the same day. Note that students are not required to take Part 1 first and Part 2 second; should a student take Part 2 first and Part 1 second, that is permissible.

2.3.3 *Administration Preparations*

The testing times do not include the time required for administration preparations. For all test administrations, the room should be free of “clues” that would aid the student in taking the test (e.g., maps and charts). Test administrators should allow at least 20-30 minutes to prepare for the test administration. For paper testers, the preparation includes the time needed to prepare the testing room, distribute materials to students and read the scripted directions for starting the administrations. For online testers, test administrators need to prepare the testing room, establish test sessions, read scripted directions, assist students with signing into the test and approve students to test.

The department expects online testing districts and schools to have the necessary online technology requirements in place well in advance of the test window. Districts and schools must not wait until the first day of the test window to prepare student devices for testing. Online testing districts and schools should review the [Technical Specifications Manual](#) and [Secure Browser Installation Manual](#) for detailed instructions on preparing for online testing.

2.4 Make-Up Testing

There are at least two scenarios for conducting make-up testing:

- ◁ A student is absent on the day he or she was scheduled to take a test.
- ◁ A student's test session is interrupted and the student cannot complete the test during his or her scheduled test session.

If a situation results in students having to resume testing at a later point, the district and school must be sure to maintain test security.

Make-up testing must occur within the district's test window. A student who is absent, or has a test interruption, is not required to resume his or her test with other students who are taking the same test but may do so.

Online testing districts that experience an interruption that prevents their students from submitting tests on the same day the students start their tests must refer to the "[test status request](#)" information available in the [Online Testing Section](#) of this manual.

2.5 Breaks

Although it is permissible for test administrators to give students a brief break, test security must be maintained throughout the break. Students should not talk during a break.

It is preferable that only one student at a time be allowed out of the testing room. Students who wish to go to the restroom during the test must turn in all their testing materials to the test administrator prior to leaving the room. For paper testers, this includes scratch paper, test booklets, answer documents and special versions. If students are taking a test that allows the use of a handheld calculator, students must turn in their calculators before leaving the test room. For online testers, students must turn in scratch paper and handheld calculators (if applicable). Online testing students should pause their tests when taking a break.

3. Test Security

One of the most important responsibilities of test coordinators, test administrators, monitors, proctors and teachers is maintaining test security. At all times, the district's and the state's written procedures for protecting secure test information **must** be followed. It is illegal and unethical for anyone to reproduce or disclose any of the test content or cause the content to be reproduced or disclosed in any format. Test security is vital to the successful administration of the tests. All district and school personnel are responsible for ensuring the security of the individual test questions. The responsibility to maintain the security of the test questions continues even after the test concludes.

Under Ohio law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may result in an invalidation of test scores, termination of employment, suspension of certificates to teach and/or prosecution. Violations of test security provisions in the district's written procedures may be punishable by penalties specified by the district.

3.1 Electronic Device Policy

Districts/schools must have a policy on electronic device usage during and after test sessions. Accessing an electronic device during testing is grounds for an invalidation; however if cheating can be ruled out, the district may elect not to invalidate the test. If a student was observed having a cell phone out during or after the test session, it is important to determine if any test question, passage or prompt was photographed, texted or in any way compromised. In extreme cases where test questions, passages or prompts have been posted on any social medium, the district must immediately contact the Office of Curriculum and Assessment. District/school policy will determine if an invalidation is required for any other situation.

Districts/schools must determine if electronic devices may be used after the test session has been completed. Silent work may be allowed after the completion of a test session and may include electronic devices if this is permitted within the district/school policy and does not pose a threat to test security.

Test administrators may have a cell phone for medical and technological emergencies, to use as a time keeper or to otherwise perform necessary test-related actions. Test administrators must not use the cell phone for non-test related issues or personal issues. Test administrators should be reminded to never take photographs of students, tests, computers or the testing room during testing.

3.2 Test Administrator Criteria

Any person administering a test must be an employee of the district and hold a license, certificate or permit issued by the Ohio Department of Education. During every administration, a test administrator who meets these criteria must be in the room **at all times**. This person must actively monitor students to ensure test security. If the test administrator must leave the room in which the test is being administered, another test administrator who meets the criteria must be called to be in the test room.

The ratio for testing purposes is one test administrator to 30 students in any testing room. For any group of more than 30 students, a proctor or monitor must be in the room with the test administrator. The proctor or monitor is not required to meet the criteria for administering a test. A test administrator must be in each testing room, including rooms where small groups are administered the tests or where accommodations are provided.

3.3 Actively Monitor Test Sessions

A test administrator must actively monitor the test session. This includes but is not limited to the following:

- walking around the room (the test administrator may sit at the test administrator desk for short periods but may not be involved with non-test activities listed below);
 - making sure the students are taking the correct test;
 - observing that students are not involved in activities that might be considered cheating;
 - monitoring test completion per student;
 - monitoring how much time is left in a test session and student test completion; and
 - generally being involved with the test session.
- ◁ These are not active monitoring behaviors:
- reviewing a test so closely that student responses are clearly examined;
 - being involved with non-test administration activities such as grading papers, completing lesson plans or completing tasks on an electronic device for a non-test reason; or
 - leaving the students unattended while the test is still in session.

If district policy allows students to leave the room while testing is in progress, students must first get permission from the test administrator. Districts and schools must follow the guidelines set forth under "[Breaks](#)" in the [Schedules](#) section of this manual.

3.4 Security Violations

The following are security violations, which will need to be discussed with the department as soon as the alleged violation is known; see the [inside front cover](#) of this manual for contact information. This is not an exhaustive list.

Before or during a test administration:

- ◁ Reviewing a test booklet or a student's answer document to review test content or student responses;
- ◁ Using a student's login information to access an online test in order to review the test content;
- ◁ Reviewing the test and creating a study guide or in some way releasing the test questions to students;
- ◁ Describing the test questions in an email, or discussing the test questions with anyone;
- ◁ Standing over a student who is taking the test and indicating in some manner that the student's answer is incorrect, blank or deficient;
- ◁ Coaching a student in any manner to indicate the correct answer or any answer;
- ◁ Posting any portion of the test content and/or a student response on social media before, during or after the test administration.

After the administration:

- ◁ Marking, tampering with or contaminating a student's responses in any way, unless by a scribe or test administrator with permission to transcribe the student's responses with no changes;
- ◁ Failing to collect and securely shred any scratch paper that was provided to and used by students during a test and that contains student writing;
- ◁ Failing to account for and return any secure paper test materials;
- ◁ Discussing test questions with colleagues or students after the test has been administered, which may affect students who are tested on a later day;
- ◁ Describing the test questions in an email or discussing the test questions with anyone.

At any point, if personnel believe that a violation of test security has occurred, he or she should contact the building test coordinator about the alleged test security violation. The building test coordinator should report the alleged security violation to the district test coordinator. The district test coordinator will contact the department to discuss the situation. Information on reporting test incidents to the department is available in the *Ohio Statewide Assessment Rules Book*. Go to education.ohio.gov and search the following keywords: *rules book*.

4. Ethical Use of Tests

Pursuant to the requirements of Amended Substitute House Bill 152 (July 1993), the State Board of Education has adopted *Standards for the Ethical Use of Tests* (see Ohio Administrative Code 3301-7-01). These Standards guide those who are engaged at any stage of the testing process in performing their responsibilities with honesty, integrity, due care and fairness to all. The Standards ensure the integrity of the testing process and the reliability and validity of inferences made from the test results.

The Standards are designed to govern testing practices related (but not limited) to state graduation testing, standardized achievement testing and any other grade-level or age-level testing conducted building-wide or district-wide.

The Standards are grouped according to the following stages of the testing process: (1) standards associated with communicating the ethical standards to and monitoring the educational practices of staff members who are assigned testing responsibilities, (2) standards associated with practices in preparing students for a test, (3) standards associated with administration and scoring of tests, and (4) standards associated with the interpretation and/or use of test results.

Examples of ethical and unethical or inappropriate test practices are provided in the *Standards for the Ethical Use of Tests*. These examples provide a guide for identifying general categories of unethical practices that can occur at each stage of the testing process and can be helpful during staff in-services related to testing. Some of these examples can be found below. These examples are not intended to be an exhaustive list of all possible unethical practices. Good professional judgment must be used when you are determining whether a testing practice not listed in the Standards may be unethical. If you have any questions, please contact the department. Please note that an unethical practice may also be a security violation.

Scenarios Related to the *Standards for the Ethical Use of Tests*

Is this activity or behavior an ethical practice?	Yes	No
Using the state-provided practice tests as the sole method of preparing students for the tests without teaching the learning standards measured by the tests		X
Using the state-provided practice tests as an activity after students have received instruction on the learning standards and item formats	X	
Making a copy of the tests and/or preparing a student study guide based on the tests		X
Preparing students for the tests by incorporating Ohio's Learning Standards in the appropriate subject curriculum	X	
Copying the vocabulary words from a secure published test that will be administered and incorporating them into instruction		X
Changing answers that students have marked, written, typed or gridded in		X

Is this activity or behavior an ethical practice?	Yes	No
Using the results of the tests as one of the sources of information on which to evaluate the effectiveness of curriculum	X	
Hinting to a student to reconsider any answers given on a test		X
Encouraging students who are under performing to stay home during the administration of a standardized test and/or coding these lower-performing students out of the district summaries so as to exclude their scores from being reported to the public		X
Correcting student responses so as to ensure a student a place in a gifted program		X
Setting a testing schedule that limits students from receiving the maximum time allowed for the test		X
Providing teachers and counselors with information they need to interpret test results	X	
Revealing the test scores of one student to another student		X

5. StudentPre-ID and Test Eligibility

5.1 Pre-ID

For the fall 2015 tests, test coordinators must determine which students are eligible to take each test and whether students will be testing online or on paper. Districts must pre-identify all students who are taking tests. When doing so, districts will mark the student's test mode: online (O) or paper (P) for each test the student is eligible to take. If a student is not eligible for a test, the district must list not eligible (N) for that test. For students participating in the fall 2015 tests, districts will also mark the student's AASCD test eligibility as No (N).

Students with an online test mode will have access to the online Student Testing Site for Part 1 and Part 2 of each test. Students with a paper test mode designation in their Pre-ID records will receive Pre-ID labels if their records were successfully submitted by the deadline listed in the [Key Dates table](#) in this manual.

If a student who is testing on paper does not receive a Pre-ID label because the student's record was not submitted by the deadline for receiving Pre-ID labels, during the test window the district or building test coordinator must complete all three steps below:

1. enter the student demographic information in TIDE for online administrations (see note below);
2. make sure that a generic label is applied to the student's scorable document to associate the document with the correct IRNs in the event that document discrepancies require resolution by the district; and
3. verify that the student's Statewide Student Identifier (SSID), or Student ID (for chartered nonpublic and home-schooled students only), is accurately bubbled on the demographic page.

NOTE: Student reporting is based on the demographic information in [TIDE](#). AIR will use the student's SSID, or Student ID for nonpublic and home-schooled students, to link the student's score data with his or her demographics in TIDE. Failure to accurately Pre-ID students will prevent the successful merge of student data for reporting.

5.1.1 SSIDs for Students Enrolled in Public Districts and Community Schools

Use of the SSID is required for all of Ohio's statewide tests in public schools.

The use of SSID also applies to students who are not enrolled in public schools but who attend chartered nonpublic schools and are on a scholarship program; see the next section for students enrolled in chartered nonpublic schools.

5.1.2 Student IDs for Students Enrolled in Chartered Nonpublic Schools

The department provided chartered nonpublic schools with a four-letter school code for use when creating and assigning Student IDs at the school. (See the Testing Support table on the [inside front cover](#) for contact information.) Test coordinators must use the guidelines provided

by the department to establish Student IDs for chartered nonpublic school student pre-identification and testing. Students who are enrolled in the same school from one school year to the next should use the same Nonpublic Student ID from year to year.

Chartered nonpublic schools with assigned student identifiers will enter those IDs in the SSID field of the student's Pre-ID record in [TIDE](#). Paper testing students who are not pre-identified by the deadline listed in the [Key Dates table](#) and do not receive a Pre-ID label must bubble the Student ID on the demographic page of their scorable documents and be pre-identified in TIDE by the date listed in the Key Dates table in this manual.

Please note that chartered nonpublic students who are participating in an EdChoice, Cleveland Voucher or Jon Peterson Scholarship already have an assigned SSID that they will use for the statewide tests.

5.1.3 Reporting to Home District in Addition to the Attending District

The Home District field of the [Pre-ID layout](#) allows the reporting of student scores to a second district. The most common scenario for including Home District information with a Pre-ID record is a student who attends a Joint Vocational School (JVS) or Career Technology Center (CTC). In order for AIR to report scores of students who are attending a JVS or CTC to students' Home Districts, the test coordinator must populate the Home District IRN field in the student's Pre-ID record in TIDE. If the test coordinator populates the Home District IRN field with a valid IRN, AIR will report the student to the Attending School IRN, the Attending District IRN and the Home District IRN.

Note that AIR does not use the Home School IRN; this field is for district reference only.

The Home District will not print on the Pre-ID labels of students who are testing on paper and who receive Pre-ID labels. Test coordinators must double check students' Pre-ID records to confirm that a Home District is included, if applicable.

Community schools should not include a student's residential district in the Home District IRN positions of the Pre-ID record. Including the community school student's residential district in the Home District field results in the student's scores being reported to that district unnecessarily.

A chartered nonpublic school must list its parent entity's IRN in the Home District field in order for AIR to report the school's test results to the school's parent entity (e.g., the diocese or association to which the school belongs) in addition to reporting results to the chartered nonpublic school.

5.1.4 Home-Schooled Students

A home-schooled student who is receiving most of his or her education in a home-schooled program but who is also enrolled in a public school in a course for which there is a corresponding test is required to take that test. The home-schooled student who is enrolled in a public school and taking a state test based on the enrolled course will be included in the district's aggregate. A home-schooled student who is enrolled only in a course in which there

is no statewide test (e.g., art) is not required to take any statewide tests but may do so if the district permits it.

Home-schooled students who participate in the tests must be pre-identified by the district at the school where the student will physically take the test. Districts that will be testing home-schooled students must contact the department to obtain Student IDs for home-schooled students. A request form is available on the department's website.

If a home-schooled student should not be included with the district aggregates that the test contractor provides, authorized users must use the View/Edit Student task in [TIDE](#) to mark the student's record with the home-schooled attribute.

5.1.5 *Students who Transferring the Test Window*

If a student transfers into the district during the test window, the receiving district must determine whether the student took any part of any test in the prior district.

For each test the student is required to take:

- ◁ If the student took both parts of a test in the prior district, that district will receive the student's score. The receiving district will need to request a copy of the student's score from the prior district after scores are reported.
- ◁ If the student did not take either part of a test in the prior district, the receiving district will Pre-ID the student and administer the test the student is required to take.
- ◁ If the student took one part of the test in the prior district, but not the other, the student will need to take the outstanding part of the test in the receiving district. The receiving district should verify which test part and mode the student completed by working directly with the prior district and/or transferring student. It is critical that the outstanding part is given in the same mode (paper or online) as the previously completed part. Failure to do so will prevent the test parts from being merged and reporting a summative score.
 - If the student tested online in the prior district, the receiving district will pre-identify the student and administer the remaining part online.
 - If the student tested on paper and it's possible for the prior district to provide the receiving district with the student's scorable document via secure means, the student can complete the remaining part of the test in that document. The receiving district must ensure the student's SSID is bubbled on the document, pre-identify the student and return the document for scoring.
 - If the student tested on paper and the student's scorable document is not available from the prior district, the student will mark responses for the outstanding part of the test in a new scorable document. The test administrator must ensure the student is marking his or her answers in the correct part of the scorable document. The receiving district must ensure the student's SSID is bubbled and must pre-identify the student.

5.2 Test Eligibility for Grade 3 English Language Arts

Student eligibility for the grade 3 English language arts test is based on the student's enrolled grade, as well as the test mode indicated when the student is pre-identified.

The online tests available in the Student Testing Site for a student designated with an online test mode correspond with the student's enrolled grade, as listed in [TIDE for online administrations](#) (e.g., a third grader with an online test mode will see only the grade 3 English language arts test during the student sign-in process).

Each student who is pre-identified as a paper tester by the deadline listed in the [Key Dates table](#) of this manual will receive a Pre-ID label. For students who are testing on paper, district test coordinators must order test materials in TIDE for the paper administrations that will be given in each school building.

5.3 Test Eligibility for High School End-of-Course Tests

See the tables below for guidance on which students are eligible for the fall 2015 end-of-course high school tests. Note that for first-time test takers, the fall administration is intended for students who are enrolled in first-semester courses in fall 2015, or students who need to test for a previously completed course. Students who are enrolled in full-year courses will test during the spring 2016 administration.

If the student is/was a first-time ninth grader in	Does the student need to take one of these math or English language arts tests?					
	Algebra I	Geometry	Integrated Mathematics I	Integrated Mathematics II	English Language Arts I	English Language Arts II
2013-14 or earlier	No, students are subject to the OGT for graduation					
2014-15	Yes, if students are enrolled in a fall 2015 first-semester course or are retaking the test					
2015-16 or later	Yes, if students are enrolled in a fall 2015 first-semester course					

If the student is/was a first-time ninth grader in	Does the student need to take these science and social studies tests?			
	American Government	American History	Biology	Physical Science
2013-14 or earlier	Yes, if students are enrolled in a public school and are taking a first-semester American History or American Government course in fall 2015 (due to the mandates in Amended Substitute Senate Bill 165)		No, students are subject to the OGT for graduation	No, students are subject to the OGT for graduation
2014-15	Yes, if students are enrolled in a fall 2015 first-semester course or are retaking the test	Yes, if students are enrolled in a fall 2015 first-semester course or are retaking the test	Optional, students can elect to take either the Biology or the Physical Science Test for graduation	Yes, if a student must retake the test
2015-16 or later	Yes, if students are enrolled in a fall 2015 first-semester course	Yes, if students are enrolled in a fall 2015 first-semester course	Yes, if students are enrolled in a fall 2015 first-semester course	No, students must take the Biology Test for graduation

The table below identifies which EMIS course code(s) correspond with each high school test. If a student is not enrolled in a course that has the same title as the test, the student should take the test after the district determines that the student received instruction on the material covered by the test.

High school course(s) expected to take end of course exam			
High school end of course exam	EMIS Course Code	Course Title	Notes/clarification
English Language Arts I	050160	Integrated English Language Arts I	District course titles may include; English 9, Freshman English, Humanities 9
English Language Arts II	050170	Integrated English Language Arts II	District course titles may include; English 10, Sophomore English, Humanities 10
Algebra I	110065	Advanced Mathematics 8	All students should be taking an End of Course exam, either Algebra I or Math I.
	110301	Algebra I	
	110480	Applied Algebra or Applied Mathematics I	These students may not take an End of Course exam if used as first year of a two year program.

High school course(s) expected to take end of course exam			
High school end of course exam	EMIS Course Code	Course Title	Notes/clarification
Geometry	111200	Geometry	
	110490	Applied Geometry or Applied Mathematics II	These students may not take an End of Course exam if used as first year of a two year program.
Integrated Math I	110065	Advanced Mathematics 8	All students should be taking an End of Course exam, either Algebra I or Math I.
	110010	Mathematics I (Integrated math course)	
	110480	Applied Algebra or Applied Mathematics I	These students may not take an End of Course exam if used as first year of a two year program.
Integrated Math II	110020	Mathematics II (Integrated math course)	
	110490	Applied Geometry or Applied Mathematics II	These students may not take an End of Course exam if used as first year of a two year program.
Biology	132230	Biology	
	132330	Advanced Biology	
Physical Science	132220	Physical Science	
American Government	150300	Government (American)	
	150308	Government/Economics (American)	
	159950	Government & Politics (United State)	
American History	150810	History (American)	
	152300	History (Integrated)	

Districts do not have to list the EMIS course code in student Pre-ID records. Inclusion of section number, class name or course code information with a student's Pre-ID record is optional and is for district reference only. AIR will not use the "Section Number/Class Name/Course Code" field to grant students access to the online testing system or to print Pre-ID labels.

For additional guidance on high-school student participation in end-of-course exams, consult the department's website.

6. After Testing Policy

Districts and schools must establish a local policy for students who complete the test before the end of the scheduled testing time. Districts and schools may decide that all students, including those students who finish early, will stay in the testing room for the duration of the administration. If test administrators will not release students when students finish testing and students will remain in the room for the full duration of the testing period, it is advisable to have some generic silent work on-hand for students. The silent work must not be related to the subject matter being tested.

Districts and schools may also decide to release students who complete and submit their tests before the administration period ends. Building test coordinators must ensure that other school personnel are aware of the test administration times and locations and where students will be released to after submitting their tests.

7. Reporting

The Online Reporting System includes a Test Management Center and Score Reports.

The Test Management Center allows authorized users to track student participation (e.g., how many students have tested online and how many still need to test online). Note that these reports are based on the students who are pre-identified in [TIDE for online administrations](#) and the students who have signed into the Student Testing Site. These reports are not available for paper testers during the test window.

Test coordinators are responsible for tracking online test submissions throughout the administration windows and verifying that student tests are being completed and submitted.

The Score Reports section of the [Online Reporting System](#) allows users to view students' scores on tests when those scores are released.

More detailed information on the Online Reporting System (ORS) is available in the *ORS User Guide* .

8. Online Testing

This section provides information to districts and schools that are testing online. If your district or school is not testing students online, see [Section 9, Paper Testing](#), in this manual. Depending on the size of the district/school, one person may be assigned multiple roles.

8.1 District Test Coordinator Responsibilities

The district test coordinator is the primary point of contact between the district and the department. In districts where students are testing online, the district test coordinator:

- ◁ has primary responsibility for the test administration and oversight of all online systems used during the administration.
- ◁ coordinates with the local technology coordinator, as needed, to ensure district and school preparedness for online testing.
- ◁ must ensure that all personnel are aware of state and district test security procedures and follow these procedures at all times.
- ◁ must report all alleged security violations to the department (building coordinators and test administrators must report to the district test coordinator).
- ◁ ensures that all participating students are pre-identified as online testers.
- ◁ must prepare and train building test coordinators for the test administration prior to testing.
- ◁ makes sure test administrators are familiar with the accessibility features and accommodations available for students.
- ◁ must create user accounts for all personnel who need access to online testing systems or must delegate this responsibility.
- ◁ must use the Online Reporting System to track test completions and ensure all required online tests are submitted.
- ◁ will submit any Test Status Requests in [TIDE](#) for online administrations, if needed.

8.2 Building Test Coordinator Responsibilities

The building test coordinator is responsible for coordinating the test administration in a school building. In schools where students are testing online, the building test coordinator:

- ◁ must ensure that state and district test security procedures are followed in the building.
- ◁ must report all alleged security violations to the district test coordinator.
- ◁ must ensure that the test administrators act in accordance with all security requirements.
- ◁ must train all test administrators and monitors in proper online test administration procedures before testing.
- ◁ can pre-identify students in [TIDE](#) using the Add Student task, and can update a student's demographics and accessibility features in TIDE.

- ◁ must ensure that test administrators have the necessary student information for testing, including test eligibility and accessibility features and accommodations, student names as they appear in [TIDE](#) and SSIDs (or Nonpublic Student IDs).
- ◁ must ensure that test administrators understand their responsibilities when the test session ends.
- ◁ must use the Online Reporting System to track test completions and ensure all required online tests are submitted.

Depending on the preference of the district test coordinator, the building test coordinator may also be responsible for creating and maintaining other building-level user accounts in his or her school building.

8.3 Before Testing

8.3.1 Prepare Staff

Test coordinators are responsible for ensuring that district and school staff who will serve in the various user roles for online testing are identified and have user accounts, understand test security practices, know the testing schedule and are prepared to administer the online test administrations.

8.3.2 User Accounts

Test coordinators are responsible for ensuring that all personnel who need access to online testing systems have a user account, and will use the Manage Users task in [TIDE](#) for online administrations to do so. A list of available user roles is below.

- | | |
|-----------------------------------|---------------------------------------|
| ◁ District Test Coordinator (DTC) | ◁ Building Reporting User (BRU) |
| ◁ District Administrator (DA) | ◁ Test Administrator (TA) |
| ◁ EMIS Coordinator (EC) | ◁ Teacher (TE) |
| ◁ District Reporting User (DRU) | ◁ Information Technology Center (ITC) |
| ◁ Building Test Coordinator (BTC) | |

Every person who will administer an online test must have a test coordinator (DTC/BTC), test administrator (TA) or teacher (TE) user account. Test coordinators must create user accounts well in advance of the test window to ensure that test administrators and teachers have time to set up their accounts and practice setting up test sessions using the Test Administrator Practice Site.

The TA-Alt and TE-Alt user roles are for persons who administer the [Alternate Assessment for Students with Significant Cognitive Disabilities \(AASCD\)](#). These user roles do not have access to the Test Administrator Interface.

There is no user role specified for technology coordinators, as this role normally does not require access to systems associated with online testing. District test coordinators can add an account for the person serving as the technology coordinator using one of the available user roles if this person needs access to one of the systems.

For directions on creating, modifying and deleting user roles and for detailed information on each user's level of access to the online testing systems, refer to information available on the Portal.

8.3.3 Student Pre-ID

Test coordinators must ensure that students are pre-identified in advance of the test window. Only students who are pre-identified and have an online test mode designation can take tests online. Under the Student Information task in the [TIDE](#) "Ohio State Tests 2015-2016" administration, district test coordinators have two options for pre-identifying students: upload a Pre-ID file or manually add students. Building test coordinators have the option to add students manually only.

TIDE synchronizes with the Student Testing Site, Test Administrator Interface and Online Reporting System. After test coordinators add student information to TIDE, these applications will contain each student's information.

Districts that work with an Information Technology Center (ITC) must contact their Information Technology Center to request that their Pre-ID files are uploaded. Information Technology Centers can upload Pre-ID files but cannot add students manually or edit student records in TIDE.

8.3.4 Marking Accessibility Features under Student Test Settings

As outlined in *Ohio's Accessibility Manual*, some accessibility features must be enabled for individual students prior to testing. It is advisable for test coordinators to update a student's test settings in TIDE for online administrations in advance of the test window with the appropriate accessibility features. To do so, the test coordinator can upload a student test settings file or manually edit student records in TIDE for online administrations. For directions on uploading or manually editing student test settings, refer to the [TIDE User Guide](#), located in the help section of TIDE or on the [Portal](#).

If accessibility features are not marked in advance of testing, test administrators have the opportunity to mark them under Test Settings in the [Test Administrator Interface](#) while approving students for testing.

8.3.5 External Accommodations

A number of external accommodations are available. [Click here](#) to describe these features.

Test coordinators should review the list of external accommodations to determine whether students are eligible for these features. If a student receives an external accommodation, the test administrator should indicate the appropriate accommodation codes under Test Settings in the Test Administrator Interface while approving a student to test. See the Online Testing Checklist for directions.

8.3.6 *Verifying Technology Preparedness*

The department recommends that a technology coordinator be identified, if one has not already been identified, and be involved with the technology system necessary for the online tests. Test coordinators must verify that their district and school technology, including the network, hardware and software, meets the specified requirements listed on the online Portal to ensure all systems function properly in advance of the test window. District and school personnel must also ensure that there are sufficient numbers of devices to complete online testing for all students within the test window. This may mean that students will need to be placed in groups and tested at different times if one computer per student is not available.

All students who are testing online must have access to an [approved device](#) during their scheduled test session. Test coordinators must work with technology coordinators to install the [Secure Browser or AIRSecureTest App](#) on each computer, Chromebook or tablet that students will use for online testing before the test window begins.

Please be sure to review the [Technical Specifications Manual](#) and the [Secure Browser Installation Manual](#) for detailed information on installing and using the Secure Browser and AIRSecureTest App, as well as information on preparing computers and tablets for online testing.

The test administrator will need access to a device with a [supported Internet browser](#) installed so that the test administrator may log into the [Test Administrator Interface](#), set up a test session, approve students to test and monitor the test session. The Test Administrator Interface is web-based and does not require the installation and use of a special application. See [the Online System Requirements](#) document on the [Portal](#) for a list of supported web browsers.

8.3.6.1 *Voice Packs for Text-to-Speech*

NEW for 2015-16: All students will have text-to-speech turned “on” by default for math, science and social studies tests. Districts can turn off text-to-speech in advance of testing for selected students using the test settings file in [TIDE](#), or in the TA Interface during the student sign-in and testing approval process.

Districts and schools must provide headphones to students using text-to-speech, unless a student is testing in a 1:1 session.

Use of the text-to-speech accessibility feature requires the student's device to have a voice pack installed. If the student will be testing with the Spanish form, the device must have both an English and Spanish voice pack installed.

Students who use the text-to-speech feature on Macs, tablets and Chromebooks will use pre-installed voice packs on these devices.

AIR recommends that districts download and install the “Julie” voice pack for students who will use English text-to-speech and the “Violeta” voice pack for students who will use Spanish text-to-speech on supported Windows-based PCs. These voice packs are available in TIDE. Use of these voice packs is optional. If students prefer another voice pack that is compatible with the secure browser, they are permitted to use it.

IMPORTANT: Regardless of device, students should select a voice pack option that they are familiar with and that has been confirmed to work with the [Secure Browser](#). Districts can access the practice tests and release tests via the Secure Browser to check text to speech. Refer to the [Technical Specifications Manual](#) for a list of voice packs that have been confirmed to work with the secure browser and for more detailed guidance on voice packs for text-to-speech.

8.3.7 Understanding the Functions of Online Testing Systems

Test coordinators must be familiar with the testing applications listed below.

Online System	Functions and Tasks
Test Information Distribution Engine (TIDE) for Online Administrations	Test coordinators use TIDE to: <ul style="list-style-type: none"> ◁ Manage user accounts ◁ Pre-ID <u>all</u> students taking tests ◁ Mark student accessibility features for online testers ◁ Submit test status requests to the department (if needed) ◁ Download voice packs for students using supported Windows-based devices and text-to-speech ◁ Create rosters of students and print test tickets (optional)
Test Administrator (TA) Practice Site	Test administrators and teachers with user accounts use the practice site to administer practice sessions and to become familiar with features of the Test Administrator Interface before the test window.
Test Administrator (TA) Interface	Personnel with Test Coordinator, Test Administrator and Teacher user accounts use the Test Administrator Interface to administer the live, operational online tests. They will use the Test Administrator Interface to: <ul style="list-style-type: none"> ◁ Establish test sessions ◁ Approve students to test, update accessibility features (if needed) and mark external accommodations (if needed) ◁ Monitor students' online testing progress ◁ Pause student tests (if needed) ◁ Stop test sessions
Online Reporting System (ORS)	Authorized users use ORS to: <ul style="list-style-type: none"> ◁ Track student participation in online testing ◁ Access score reports when available
Practice Tests Site	Students, parents and district/school personnel can use the practice tests section of the Portal to: <ul style="list-style-type: none"> ◁ Review sample content and item types ◁ Review released items from prior science and social studies test administrations ◁ Become familiar with online test navigation ◁ Practice responding to items ◁ Use online test tools

Online System	Functions and Tasks
Student Testing Site	The live, operational Student Testing Site is: <ul style="list-style-type: none"> ◁ Used only by pre-identified students for online testing ◁ Accessible only via the Secure Browser or App, which must be installed on the student's device in advance of testing

Access to each application is dependent on the user role. Authorized users can access TIDE, the Test Administrator Interface, the Test Administrator Practice Site and the Online Reporting System from the Portal. The practice items and released science and social studies test items are publicly available on the Portal. For live, operational testing, students must access the Student Testing Site using the [Secure Browser or App](#).

8.3.8 Calculators

Students who are taking the Physical Science Test or the High School Mathematics Tests online have access to a calculator within the Student Testing Site. If districts or schools wish to make handheld calculators available, this is permissible. However, the district or school must provide the handheld calculators. The handheld calculator must meet the criteria outlined in the calculator policy (see [Appendix F](#)). Students cannot share handheld calculators during a test session. To preview the online calculators, visit the [Student Practice Resources](#) page on the Portal.

8.4 During Testing

8.4.1 Important Things to Know About the Online Testing System

8.4.1.1 Enforcing Testing Time

The online system will not enforce a time limit. Test administrators are responsible for ensuring that students complete their tests within the testing time published on the [Portal](#).

8.4.1.2 Pausing the Test

If a circumstance requires pausing the test, the student can do so from the student testing site or the test administrator may do so from the [Test Administrator Interface](#).

Pausing a student's test signs the student out of his or her test. A student who pauses his or her test and signs back into the test within one school day (i.e., 8 hours) will be able to revisit all the items on the test. A student who pauses the test on one school day (e.g., Monday) and signs back in another day (e.g., Tuesday) will not be able to review any questions.

8.4.1.3 Submitting the Test

Upon reaching the last item on the test, students have the opportunity to review their answers and then submit their tests. If a student does not actively submit his or her test, the test will remain in paused status. After the close of the test window, tests in paused status will be submitted for scoring.

8.4.1.4 Test Opportunities

Students have one test opportunity, meaning they can take each part of the test once. After a student's test is submitted, the student will not be able to sign back in and visit the test again.

8.4.2 Test Status Requests

There may be times when district test coordinators need to ask the department to make exceptions to testing rules. See the table below for exceptions and the test status request type that must be submitted in [TIDE](#). The test status requests are described in more detail in the information that follows.

In order to	Submit this test status request type in TIDE
override the pause rule and allow the student to revisit questions on a day <u>subsequent</u> to the day the test was started	grace period extension
allow the student to sign back into a test that has been submitted	reopen a test
allow the student to start the test over by removing all responses marked prior to the request	reset
invalidate a student's online test	invalidation

8.4.2.1 Grace Period Extensions

If a student's test is interrupted (e.g., illness, loss of Internet connectivity) and the interruption lasts more than one school day (i.e., 8 hours), the pause rule prevents the student from reviewing any items. If needed, the district test coordinator can request a grace period extension in TIDE under the Test Status Request task. After the department approves the request for a grace period extension, the student will have access to all test questions the next time he or she signs into the test.

When the student resumes testing on another day during the test window, he/she will do so using the remaining time, not to exceed the established total testing time. The student may not go back over questions already answered. It is the test administrator's responsibility to ensure that the student does not do so.

District test coordinators can submit these requests manually or, because of the potential for these requests to include multiple students, via a batch upload. Directions for manual and batch submission of grace period extension requests are in the [TIDE User Guide](#) located in the help section of TIDE or on the [Portal](#).

IMPORTANT: It is not necessary to submit a grace period extension if the student stops testing but will resume on the same day.

8.4.2.2 Reopen a Test

If a student's test is submitted in error, the district test coordinator can submit a request to reopen the test. The district test coordinator will submit these requests using the Test Status Request task in [TIDE](#). Directions for submission of test reopen requests are in the [TIDE User Guide](#) located in the help section of TIDE or on the [Portal](#).

After the department approves the request for a reopen, the student will have access to test questions the next time he or she signs into the test. When the student resumes testing, he/she will do so using the remaining time, not to exceed the established total testing time. The student may not go back over questions already answered on a previous test day. It is the test administrator's responsibility to ensure that the student does not do so.

8.4.2.3 Resets

Resetting a student's test removes that test from the system and enables the student to start the test anew (without losing the test opportunity). Responses associated with the test that is reset are removed from the system.

IMPORTANT: If a student starts the test with the Spanish accommodation and wants an English-only version of the test instead (or vice versa), a reset will be needed.

Additionally, district test coordinators can submit a test reset for students who begin taking the test without the appropriate external accommodations because they are not available on test day. If a student needs an external accommodation that is not immediately available, submitting a reset allows the student to start the test over when the accommodation is available.

If a student needs an online accessibility feature turned on, he or she can pause the test to sign out and then sign into the test on the same day. When re-approving the student to test, the test administrator can mark the correct accessibility features and the student can revisit all questions on the test using the accessibility features. In this instance, a reset is not needed.

8.4.2.4 Invalidations

A test invalidation is required when a test has been compromised by a student, administrator or unauthorized party to the administration. Invalidating a student's test cancels the student's test opportunity. District test coordinators must submit invalidations in TIDE if there are test violations, e.g., a test administrator sees two students discussing answers to questions during a test session. Refer to [the Ohio Statewide Assessment Program Rules Book](#) for additional guidance on test violations. There are no breach administrations for the fall 2015 tests.

8.4.3 Administering the Test

For information on the steps required of test administrators and students during the online test administration, refer to the *Directions for Administration Manual* and the Online Testing Checklist.

IMPORTANT: Test coordinators must ensure that their online test administrators download and retain a copy of the Online Testing Checklist from the Portal before the test window opens. Test administrators must refer to the script in the checklist for each test session. The Online Testing Checklist also includes step-by-step instructions and troubleshooting tips for online testing.

8.4.4 Monitoring Testing

Test coordinators are responsible for ensuring student participation in the statewide tests to the fullest extent possible. Test coordinators should use the Test Management Center in the [Online Reporting System](#) to track the status of online testing in their districts and schools.

At any point, if district or school personnel believe that a violation of test security has occurred, follow the procedures established by the school district for handling alleged test security violations.

8.4.5 Procedures to Follow for Emergency Closing of ~~Schools~~ Testing

In the event that a school or district closes or must be evacuated due to weather or another emergency during regularly scheduled testing, please use the makeup testing time that you built into your testing window. Completion of the Test Incident Form is not needed. You may call the department's Office of Curriculum and Assessment at the number listed on the [inside cover](#) of this manual for further guidance if needed.

9. Paper Testing

This section provides information to districts and schools that are testing on paper. If your district or school is not testing students on paper, see the previous section on [online testing](#).

9.1 DistrictTest Coordinator Responsibilities

The district test coordinator is the primary point of contact between the district and the department. In districts where students are testing on paper, the district test coordinator:

- < has primary responsibility for the test administration.
- < must ensure that all personnel are aware of state and district test security procedures and follow these procedures at all times.
- < must report all alleged security violations to the department (building coordinators and test administrators must report to the district test coordinator).
- < ensures that all participating students are pre-identified as paper testers.
- < must prepare and train building test coordinators for the test administration prior to testing.
- < makes sure test administrators are familiar with the accommodations available for students.
- < receives test materials from DRC and distributes them to schools.
- < ensures that building test coordinators maintain test security of and account for all secure test materials before, during and after test administration.
- < ensures that all boxes of scorable documents are promptly returned to DRC for scoring.
- < returns all test booklets, special versions and unused scorable documents to DRC.
- < receives and distributes test results, when available.

9.2 Building Test Coordinator Responsibilities

The building test coordinator is responsible for coordinating the test administration in a school building. In schools where students are testing on paper, the building test coordinator:

- < must ensure that state and district test security procedures are followed in the building.
- < must report all alleged security violations to the district test coordinator.
- < must ensure that the test administrators act in accordance with all security requirements.
- < must train all test administrators and monitors in proper paper test administration procedures before testing.
- < can pre-identify students in [TIDE](#) using the Add Student task, and can update a student's demographics in TIDE.
- < receives test materials from the district test coordinator; provides for locked, secure storage when test materials are not in use; and distributes test materials each day.

- ◁ provides testing group numbers to test administrators for completing demographic pages.
- ◁ collects and accounts for test materials immediately following the test administration each day.
- ◁ distributes and stores calculators (when applicable).
- ◁ must ensure that test administrators understand their responsibilities when the test session ends.
- ◁ promptly packages and returns scorable documents to the district test coordinator for return to DRC for scoring.
- ◁ returns all test booklets, special versions and unused scorable documents to the district test coordinator.

9.3 Before Testing

9.3.1 *Secure Test Materials*

Districts and schools that have students testing on paper should be mindful of maintaining the security of physical test materials. Districts and schools must identify a secure location for all secure materials to be locked while testing is not in session.

DRC maintains a record of the security numbers of all secure test materials shipped to each district and school. Districts and schools must return all secure test materials, including unused scorable documents, to DRC immediately after testing. DRC will use a bar code scanner to account for all secure test materials and will provide a record of missing secure test materials to district test coordinators and to the department. If any secure test material shipped to the district is determined to be missing, the district test coordinator will be required to account for it.

Test booklets and answer documents are shrink-wrapped in packs of 10 with the exception of physical science and integrated math, which will be wrapped in packs of five. Braille test booklets and large-print test booklets are shrink-wrapped in packs of one.

New: District and school personnel may not open the shrink-wrapped packages prior to two days before testing.

9.3.2 *High School Materials*

District test coordinators order high school paper test materials in [TIDE for online administrations](#) under the High School Orders administration. A summary of paper test materials is below.

IMPORTANT:

- ◁ The high school science and social studies materials include separate test booklets and answer documents for Part 1 and Part 2 of each test. Materials with a Performance-Based Assessment (PBA) label are Part 1; an End-of-Year (EOY) label indicates Part 2.
- ◁ The high school English language arts and mathematics materials include both Part 1 and Part 2 in each respective test booklet and answer document.

Paper Test Materials	Secure (must be returned to DRC)	Scorable
<i>H Y g h : 7 c c f X] b U h c f Ñ g : A U b i U`</i>	No	No
<i>Directions for Administration Manual</i>	No	No
Algebra I Test Booklet	Yes	No
Algebra I Answer Document	Yes	Yes
American Government Test Booklet	Yes	No
American Government Answer Document	Yes	Yes
American History Test Booklet	Yes	No
American History Answer Document	Yes	Yes
Biology Test Booklet	Yes	No
Biology Answer Document	Yes	Yes
English Language Arts I Test Booklet	Yes	No
English Language Arts I Answer Document	Yes	Yes
English Language Arts II Test Booklet	Yes	No
English Language Arts II Answer Document	Yes	Yes
Geometry Test Booklet	Yes	No
Geometry Answer Document	Yes	Yes
Integrated Mathematics I Test Booklet	Yes	No
Integrated Mathematics I Answer Document	Yes	Yes
Integrated Mathematics II Test Booklet	Yes	No
Integrated Mathematics II Answer Document	Yes	Yes
Physical Science Test Booklet	Yes	No
Physical Science Answer Document	Yes	Yes
Braille Test Booklets* (available for all tests)	Yes	No
Large-Print Test Booklets* (available for all tests)	Yes	No
Checklists, packing lists, range sheets, return box labels	No	No

*See the supplemental instructions included in [Appendix B](#).

9.3.3 Grade 3 English Language Arts Materials

District test coordinators order paper test materials in [TIDE for online administrations](#) under the Grade 3 ELA Orders administration. A summary of paper test materials is below.

IMPORTANT: The Grade 3 English Language Arts Test Booklet is a scorable document that includes both Part 1 and Part 2.

Paper Test Materials	Secure (must be returned to DRC)	Scorable
<i>H Y g h : 7 c c f X] b U h c f Ñ g : A U b i U`</i>	No	No
<i>Directions for Administration Manual</i>	No	No
Grade 3 English Language Arts Test Booklet	Yes	Yes
Braille Test Booklets*	Yes	No
Large-Print Test Booklets*	Yes	No
Checklists, packing lists, range sheets, return box labels	No	No

*See the supplemental instructions included in [Appendix B](#).

9.3.4 DistrictMaterials

DRC will ship test materials for all schools in a district to the district test coordinator.

IMPORTANT: Districts should expect to receive test materials in several shipments. Grade 3 English language arts materials will be shipped to the address listed under that administration in [TIDE](#). High school tests materials will be shipped to the address listed under the High School Orders administration in TIDE. Note that high school science and social studies materials and high school English language arts and mathematics materials will arrive in districts at separate times. See the [Key Dates table](#) in this manual for due-in-district dates.

Each set of materials will be boxed by school. Upon receipt of the initial shipment of boxes from the shipping carrier, district test coordinators should locate the white district box, which will contain the following:

- < School Box Range Sheet
- < District Packing List
- < Copies of the School Packing List(s)
- < District Security Checklist
- < DO NOT SCORE labels
- < Return Kit
- < Roll of bags for returning scorable materials
- < H Y g h 7 c c f M a n u a l h c f N g
- < Secure District Overage Materials

The *School Box Range Sheet* shows the number of boxes packaged for each school, as well as the number of boxes packaged for the district. District test coordinators will use this sheet to sort the boxes by building and verify that they have received all boxes. District test coordinators that do not receive all their boxes should call the Ohio Help Desk at 1-877-231-7809 immediately; listen to the menu options for assistance with shipments.

After verifying receipt of all boxes, the district test coordinator must inventory the secure materials in the district overage using the *District Security Checklist*. District test coordinators must record discrepancies on the *Secure Material Resolution Form*; if there are no discrepancies, it is not necessary to complete this form. Retain the *District Security Checklist* with district records; do not return it to DRC.

It is not necessary for the district test coordinator to open the school boxes; building test coordinators are responsible for inventorying school boxes. The district test coordinator must securely store school boxes until they can be distributed to school buildings.

9.3.5 SchoolMaterials

District test coordinators will distribute each set of test materials to the building test coordinators in their district. Building test coordinators must keep all the boxes they receive. Building test coordinators will return all materials to the district test coordinator in the same box(es) in which the materials were delivered.

Upon the school's receipt of the initial materials from the district test coordinator, the building test coordinator must locate the white school box, which contains the following:

- < School Packing List
- < School Security Checklist
- < Pre-ID labels
- < Generic labels
- < DO NOT SCORE labels
- < Return Kit
- < Roll of bags for returning scorable materials
- < H Y g h i 7 c c f M a n u a l h c f N g

Building test coordinators must use the *School Packing List* to verify the school's order. The *School Security Checklist* lists all of the security numbers for all secure material sent with the original order. Building test coordinators should retain the *School Security Checklist* with school records; they should not return them to the district test coordinator or DRC.

A range sheet on top of each pack identifies the range of security numbers in the pack. Building test coordinators must maintain test security by using the security numbers to account for all secure test materials before, during and after test administration until they are returned to the district test coordinator. If there are discrepancies or missing test materials, the building test coordinator must notify the district test coordinator immediately.

Building test coordinators must verify that the number of materials listed on the packing list is sufficient for the number of students who will be taking each test on paper in the school. If the school needs additional materials, the building test coordinator must notify the district test coordinator.

Building test coordinators must review the Pre-ID labels for accuracy. If discrepancies are found, it is the responsibility of the district and building test coordinators to update student records in TIDE.

The building test coordinator must keep all materials in locked storage until it is time to distribute them to the test administrators on test days. Test materials must be returned to secure storage immediately after testing.

9.3.6 Additional Materials

Building test coordinators must notify their district test coordinators if they need additional materials. It is the district test coordinator's responsibility to ensure that all schools have enough test materials to test every eligible student. District test coordinators will use materials from the district overage to supplement school materials if needed. District test coordinators may place orders for additional materials during the Additional Order Window in [TIDE](#). All orders are subject to department approval.

District test coordinators cannot order Pre-ID labels during the Additional Order Window, but they can order generic labels for their schools.

9.3.7 Calculators for the Physical Science Paper Tests

Students who are taking the Physical Science Test on paper must have access to a scientific calculator, which the district or school must provide. The calculator must meet the criteria outlined in the calculator policy (see [Appendix F](#)). Please make sure that all students who will take the Physical Science Test have access to an appropriate calculator. Students cannot share handheld calculators during a test session.

9.3.8 Calculators for the Mathematics Paper Tests

Students who are taking an end-of-course mathematics test on paper must have access to an allowable graphing calculator, which the district or school must provide. The calculator must meet the criteria outlined in the calculator policy (see [Appendix F](#)). Please make sure that all students who will take an end-of-course mathematics test have access to an allowable calculator. Students cannot share handheld calculators during a test session.

9.3.9 Scorable Documents

DRC tracks scorable documents through a unique bar code and security number printed on each document. The security number is located on the front page of the scorable document below the bar code. The bar code links the document to the district and school. Information on the district and school that received the scorable document will be used to determine the number of scorable documents returned. When a Pre-ID label or generic label is not affixed or when valid district and school IRNs are not gridded, the bar code on the scorable document will be used to determine the district and school IRNs associated with the document.

Because the test contractor tracks scorable documents to the IRNs that receive them, please do not share scorable answer documents with other districts or between schools.

District test coordinators will be able to track the return of scorable documents after testing using the Answer Docs task in [TIDE](#).

9.4 During Testing

Test coordinators must understand the rules and procedures that govern paper testing; these are addressed below. For detailed information on the steps required of test administrators and students during the paper test administration, refer to the *Directions for Administration Manual*.

IMPORTANT: Students must use a No. 2 pencil when marking their scorable documents. Failure to mark responses with a No. 2 pencil will result in the student's responses not being scanned and scored.

9.4.1 Distributing Materials to Test Administrators

Building test coordinators may open the shrink-wrapped packages no more than two days before testing to organize individual test booklets, answer documents and special versions. The building test coordinator must secure any remaining secure materials in a pack. Each pack contains a range sheet that shows the range of security numbers contained in that pack. After opening the shrink wrap, the building test coordinator must verify that all secure document

serial numbers listed on the range sheet have been included in the pack. These materials must be kept in a secure location at all times. The morning that a school begins administering tests using paper materials, the building test coordinator may deliver testing materials to rooms as needed.

9.4.2 Pre-ID Labels

The number of Pre-ID labels that schools receive per student varies by test subject to accommodate the number of scorable documents associated with each test:

- ◁ Science and social studies: Schools for which Pre-ID data were successfully submitted by the deadline will receive two sets of student Pre-ID labels per test, one for each part of the science and social studies test. There are test booklets and answer documents for Part 1 of the test, and test booklets and answer documents for Part 2 of the test. Apply the Pre-ID labels to the answer documents.
- ◁ English language arts and mathematics: Schools for which Pre-ID data were successfully submitted by the deadline will receive one set of student Pre-ID labels per test. For the high school English language arts and mathematics tests, each test booklet includes both parts of the test, and each answer document includes Part 1 and Part 2. For grade 3 English language arts, the scannable test booklet contains both parts of the test.

Test coordinators or test administrators must apply the Pre-ID label in the box that reads “Apply Label Here.” Do not place the Pre-ID label in Box A. It is recommended that the Pre-ID label be affixed to scorable documents immediately after the student completes his or her test. If labels are affixed before testing, students might mark on the labels, which would affect the scanning of the documents. Please make sure the Pre-ID label affixed to the document reflects the student who marked his or her responses in the document. If you discover that a Pre-ID label was misapplied, do not attempt to remove the label. Apply a generic label over the incorrect Pre-ID label and complete the student demographic fields.

Building test coordinators and test administrators must double-check the accuracy of each Pre-ID label and must not apply Pre-ID labels with incorrect information to the student's scorable document unless the district or building test coordinator intends to update the student's data in TIDE. If the Pre-ID label is affixed and the student's record is not updated in TIDE, the information associated with the student's Pre-ID label in TIDE will be reported.

Note that the Statewide Student Identifier (SSID) or Nonpublic Student ID is not printed on the Pre-ID label but is included in TIDE. If applying a Pre-ID label, it is not necessary to bubble the student's SSID or Nonpublic Student ID on the demographic page.

9.4.3 Generic Labels

All schools with on-time orders will receive a set of generic labels. District test coordinators can order additional sets of generic labels for their schools in [TIDE](#) during the Additional Order Window.

Test coordinators or test administrators must apply a generic label to the scorable document of any student who did not receive a Pre-ID label. This will ensure the document is correctly associated with the IRN where the student should be reported in the event that the district or school is required to resolve any discrepancies with the document (e.g., if it is missing the student's SSID).

Note that for Ohio's State Tests in English language arts, mathematics, science and social studies tests, there is no TIDE Record Change Window. Instead, AIR will link a student's score data from the test with the student's demographic data in TIDE using the SSID or Nonpublic Student ID. Thus, it is imperative that the SSID or Nonpublic Student ID be bubbled accurately on the scorable documents of a student who does not have a Pre-ID label.

9.4.4 Demographic Fieldson Scorable Documents

Test coordinators must make sure that test administrators understand when Pre-ID labels and generic labels must be applied (as described above) and when information must be bubbled on the demographic pages of the student's scorable document.

District and school personnel will notice that a limited number of fields are available on the demographic page of the scorable documents. This is because student score reports will contain the demographic values listed in TIDE, not the information that is bubbled. AIR will link a student's score data from the test with the student's demographic data in TIDE using the SSID or Nonpublic Student ID. If a Pre-ID label is not available, it is imperative that SSIDs or Nonpublic Student IDs are correctly bubbled on the scorable document and that all paper testers are pre-identified in TIDE to ensure the successful merge of student data for reporting. Failure to include a valid SSID or Nonpublic Student ID and failure to pre-ID students will result in student scores not being reported.

Bubbled information such as student name and date of birth will be used only in the event that a student is not successfully pre-identified and the district test coordinator must resolve discrepant records.

9.4.5 Testing Group Number

All students who are testing on paper must have Box B "Testing Group Number Based on Location" (see illustration on this page) completed on their demographic pages. A testing group is defined as the set of cohorts or group of students being administered the test in the same location at the same time within a school's facilities and/or authority.

For convenience and clarity, the identification of the testing group can be accomplished by assigning the group a unique number (e.g., room 105) corresponding to the location where the group is being tested.

The illustration shows a rectangular box labeled 'B Testing Group Number'. Below the label, it says 'Based on Location'. The box contains a grid of bubbles for entering a three-digit number. The grid has three columns and ten rows. The first row is empty. The second row through the tenth row each contain three bubbles, one in each column. Each bubble contains a digit from 0 to 9. The digits are arranged as follows:

Based on Location		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

The district must designate a person or persons to assign testing group numbers to all testing locations within each school. Test administrators must be told their testing group number for a given test location in order to tell students how to complete Box B.

The sample [Testing Group Roster](#) in Appendix E may be used to assign or record testing group numbers. This roster is also available for download from the department website at education.ohio.gov; search the following keywords: *Testing Group Roster*.

Use of testing group numbers is required, but use of the *Testing Group Roster* is not. For example, schools may develop their own spreadsheet or use a local database to organize the testing group information for paper testers. Regardless of the method used to assign testing group numbers, the school or district must keep any documentation for one year after the test administration. District test coordinators and building test coordinators should determine the best place to keep this documentation. The department may ask test coordinators to make this information available after the test administration.

District and schools should not return the testing group number documentation to DRC or to the department unless requested.

9.4.6 *Periodic Table and Reference Sheet for the Physical Science Paper Tests*

A perforated page containing the [periodic table](#) and [reference sheet](#) will be included in the Part 1 (Performance-Based Assessment) Physical Science Test Booklet and the Part 2 (End-of-Year) Physical Science Test Booklet. If administering the two parts of the test in separate sessions, do not save this page from Part 1 for use during Part 2.

Students can remove this page from their test booklets and reference it during testing. This is the only page that students can remove from the test booklet, and students must be careful when removing the page so as not to damage the booklet.

If students write on the periodic table or reference sheet, test administrators must securely destroy the page. Districts and schools do not need to return the page to DRC.

9.4.7 *Reference Sheet for the End-of-Course Mathematics Paper Tests*

A perforated page containing a [reference sheet](#) will be included in the end-of-course mathematics test booklets. Students can remove this page from their test booklets and reference it during testing. This is the only page that students can remove from the test booklet, and students must be careful when removing the page so as not to damage the booklet.

If schools are administering the two parts of an end-of-course mathematics test in separate sessions, students will place the sheet back in the test booklet after taking Part 1 so that the sheet is available for reference when the student takes the second part of the test.

If students write on the reference sheet, test administrators must securely destroy the page after the student completes both parts of the test. Districts and schools do not need to return the page to DRC.

9.4.8 *Monitoring Testing*

Test coordinators are responsible for ensuring student participation in the statewide tests to the fullest extent possible. They are also responsible for maintaining test security. At any point, if district or school personnel believe that a violation of test security has occurred, follow the procedures established by the school district for handling alleged test security violations.

9.4.9 *Do Not Score Labels*

Schools will receive a set of DO NOT SCORE labels. In all situations for which an entire scorable document should not be scored, a DO NOT SCORE label should be placed on top of the Pre-ID or generic label that was affixed to the scorable document. If no Pre-ID or generic label was affixed, the DO NOT SCORE label should be placed in the box labeled "Apply Label Here" where the Pre-ID or generic label would have been applied. Do not affix the DO NOT SCORE label in Box A or anywhere else other than the box labeled "Apply Label Here."

Some examples of when to apply a DO NOT SCORE label include:

- ◀ a scorable document with a Pre-ID or generic label applied but no student responses marked
- ◀ a soiled or damaged scorable document with responses that were transcribed onto another scorable document
- ◀ a scorable document with any demographic fields filled in, but no student responses marked in the document
- ◀ a scorable document that includes responses that were erroneously marked in ink and that had its contents transcribed onto another scorable document with a No. 2 pencil
- ◀ a scorable document that contains responses in a language other than English that were translated and transcribed onto another scorable document

If a student's test requires invalidation, do not apply a DO NOT SCORE label.

9.4.10 *Students Who Become Ill*

If a student becomes ill and is unable to continue testing on the scheduled test day, the test administrator should collect the student's test materials and note how much of the testing time has elapsed. The student should then complete the test on another day during the test window, using the remaining time, not to exceed the established total testing time. The student may not go back over questions already answered. It is the test administrator's responsibility to ensure that the student does not do so.

9.4.11 *Soiled and Defective Documents*

If a student receives a defective high school test booklet, locate a replacement from overage materials. Flip through the replacement document before giving it to the student to make sure it is not defective, but do not review the test question content. Test coordinators must return the defective booklet with the district's nonscorable materials.

If a student soils a grade 3 English language arts scorable document or a high school answer document or if a student receives a defective scorable document and the student has started marking responses, follow the steps below:

- ◁ Transcribe the student's responses verbatim into a new scorable document. Return the new, replacement scorable document to DRC with other scorable documents. There must be at least two staff in the room when transcribing student responses and one must be the test administrator or a staff member who has a license, certificate or permit issued by the Ohio Department of Education.
- ◁ On the affected scorable document, place a DO NOT SCORE label over the Pre-ID or generic label, if one was affixed. If no Pre-ID or generic label was used, place the DO NOT SCORE label in the "Apply Label Here" box. Return the affected scorable document with nonscorable materials.

Exception: If an ill student soils a scorable document, make note of the incident and bar code number on the *Secure Materials Resolution Form* and securely destroy the document.

9.4.12 Procedures to Follow for Emergency Closing of Schools during Testing

In the event that a school or district closes or must be evacuated due to weather or another emergency during regularly scheduled testing, please use the makeup testing times that you built into your testing window. Completion of the Test Incident Form is not needed. You may call the department's Office of Curriculum and Assessment at the number listed on the inside cover of this manual for further guidance if needed.

9.5 After Testing

When a student has completed the test and turns in the paper materials, the test administrator or any other staff cannot review the student's responses. This is a security violation.

After testing, it is the building test coordinator's responsibility to collect, inventory and pack all test materials for the school and return them to the district test coordinator. The district test coordinator is responsible for returning materials to DRC.

Instructions for returning scorable and nonscorable materials are provided below. Procedures for both the building test coordinator and district test coordinator are included here. A summary of the box labels to be applied and a [sample label](#) are included in Appendix E.

IMPORTANT:

- ◁ Districts and schools must return materials in accordance with the [Key Dates](#) listed in [Section 2](#). With the exception of this *Test Administration Manual*, which can be retained, districts and schools cannot delay their return of any materials. To do so is a violation of test security.
- ◁ Grade 3 English language arts: Districts will package booklets for grade 3 English language arts separately from the high school answer documents when returning materials. Be sure to affix the correct return labels.

- ◁ High school tests: Districts will package all scorable high school test subjects (English language arts, mathematics, science and social studies) together when returning materials; districts will also return all nonscorable high school subjects together. Note that for science and social studies, districts will return Part 1 and Part 2 materials together. DRC will not send separate return labels for Part 1 and Part 2. Be sure to affix the correct return labels.

Building test coordinators should direct all questions about returning materials to their district test coordinators. District test coordinators who have any questions or encounter difficulties with these shipping procedures should refer to the contact information on the [inside front cover](#) of this manual.

9.5.1 District Test Coordinator

Building test coordinators should use the checklist below to complete the necessary steps for returning scorable materials to the district test coordinator.

- £ For each administration, collect all scorable test materials from test administrators. Compare all materials against the *School Security Checklist* to ensure that all documents have been accounted for. If students used scratch paper, it must be securely destroyed; only responses marked in the student's scorable document will be scored.
- £ Make sure the sets of scorable documents do not include nonscorable test books or special versions. Scorable documents contain student responses for scoring. For high school tests, make sure answer documents have not been placed inside test booklets.
- £ Check the demographic page of each scorable document:
 - Ensure that a Pre-ID label or generic label is affixed.
 - Make sure the document includes a bubbled testing group number.
 - If a generic label is applied, verify that the necessary demographic information is bubbled. An SSID or Nonpublic Student ID must be bubbled on every document that does not have a Pre-ID label. Failure to include a valid SSID or Nonpublic Student ID will result in student scores not being reported.
- £ Find the scorable documents return bag provided in the white box. Place the scorable documents inside the return bag and close the bag using the tie provided. Place the bag inside the box in which the materials arrived. Do not overfill boxes. If needed, include filler material, such as newspaper, in the box to prevent contents from shifting during shipping.
- £ Find the School Return Kit (a white Tyvek envelope). Schools will receive a School Return Kit with their grade 3 English language arts materials, and a separate School Return Kit with their high school materials. Each School Return Kit includes scorable return box labels.
- £ Apply a return box label to each box of scorable materials.

- o Apply **gold** return box labels to packages that contain scorable grade 3 documents.
 - o Apply **turquoise** return box labels to packages that contain scorable high school documents.
- £ Return the box(es) of scorable materials to the district test coordinator.

9.5.2 Scorable Materials to DRC

District test coordinators should use the checklist below to complete the necessary steps for returning scorable materials to DRC.

- £ For each administration, collect boxes of scorable test materials from building test coordinators.
- £ Locate the District Return Kit (a white Tyvek envelope). Districts will receive a District Return Kit with their grade 3 English language arts materials, and a separate District Return Kit with their high school materials. Each District Return Kit includes White UPS RS-labels, as well as return box labels.
- £ Count the boxes from each school and make sure that the correct color return box label for scorable materials is applied to each box.
 - o **Gold** box labels should be applied to packages that contain scorable grade 3 documents.
 - o **Turquoise** return box labels should be applied to packages that contain scorable high school documents.
- £ Confirm that each box is sealed securely with packaging tape.
- £ Follow the return instructions for the carrier that delivered your district's materials.

9.5.2.1 UPS Return Instructions for Scorable Materials

District test coordinators should use the checklist below to complete the necessary steps for returning scorable materials to DRC via UPS.

- £ Affix a WHITE UPS Return Service (UPS-RS) label to flap B on the top of each box. Do not send any boxes via UPS without a UPS-RS label.
- £ Keep records of your shipments to DRC, including the tracking number(s). The UPS-RS number is located directly above the bar code in the middle of the shipping label. It is recommended that you copy each UPS-RS label you use. These tracking numbers do not need to be provided to DRC unless requested.
- £ **IMPORTANT:** There are no automatic UPS pickups of scorable documents. District test coordinators are responsible for making arrangements to return their scorable documents as soon as students complete testing. Do not wait until the end of the state test window to begin returning scorable documents. To schedule pickups:
 - o Call UPS at 1-866-857-1501. Do NOT call the UPS general pickup number found on the UPS website.

Return Kit with their high school materials. Each District Return Kit includes White UPS RS-labels, as well as return box labels.

- £ Affix the correct color return box label for nonscorable documents to each box. Note that return box labels for nonscorables are included in the District Return Kit only.
 - Apply **gray** box labels to packages that contain nonscorable grade 3 documents.
 - Apply **rose** return box labels to packages that contain nonscorable high school documents
- £ Follow the return instructions for the carrier that delivered your district's materials.

9.5.4.1 UPS Return Instructions for Nonscorable Materials

District test coordinators should use the checklist below to complete the necessary steps for returning nonscorable materials to DRC via UPS.

- £ Affix a white UPS Return Service (UPS-RS) label to flap B on the top of each box. Do not send any boxes via UPS without a UPS-RS label.
- £ Keep records of your return shipments to DRC, including the tracking number(s). The UPS-RS number is located directly above the bar code in the middle of the shipping label. It is recommended that you copy each UPS-RS label you use. These tracking numbers do not need to be provided to DRC unless requested.
- £ District test coordinators are responsible for scheduling pickups. There will not be an automatic UPS pickup of nonscorable test materials. To schedule pickups:
 - Call UPS at 1-866-857-1501. Do NOT call the UPS general pickup number found on the UPS website.
 - Tell the UPS service representative the tracking numbers printed on the UPS-RS labels. The service representative will use these numbers to bill the pickup and return charges to DRC.
 - Schedule a date and time for pickup, and inform UPS that you have UPS-RS labels. Please schedule your pickup at least one day in advance. Same-day service is not available in all areas.
- £ If you have a daily scheduled UPS pickup, you may send your return shipment with the rest of your packages; however, please set apart the DRC shipment for the driver.

Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code

Rule 3301-13-05 of the Ohio Administrative Code establishes test security provisions for tests. A summary of those provisions appears below.

- ◁ All test questions and all other materials are considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of the Ohio Revised Code and Rule 3301-13-05 of the Ohio Administrative Code. **Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles, or any other material that would assist a pupil taking statewide tests.**
- ◁ By **October 1** of each year, written procedures and penalties shall be communicated to all district employees and students.
- ◁ Persons designated as district and building test coordinators, as well as test administrators, are responsible for ensuring that test security provisions are met.
- ◁ Only authorized personnel are permitted access to secure test materials.
- ◁ The district must establish written procedures to protect the security of test materials and these procedures shall include the following:
 - Identify authorized persons to be present during testing and have access to secure material.
 - Specify handling and tracking procedures in both the district and building.
 - Specify procedures for investigating any alleged test security violations and penalties for confirmed violations.
 - Specify procedures for determining whether to invalidate a student's test score.
 - Specify that within 10 days of concluding the investigation, the district shall notify the Ohio department of Education in writing of the finding of such a violation and of any action taken by the school district or participating school. See the department's *Rules Book* for more details of a security investigation.
 - Specify how written procedures will be communicated annually to employees and students in the district.
- ◁ After determination that a test security violation has occurred, the District Board and/or State Board of Education may seek the maximum penalty pursuant to Section 3319.151 of the Ohio Revised Code.
- ◁ Each district shall cooperate with the State Board in any investigation of a test security violation.
- ◁ Prior to taking action for a test security violation, the State Board shall give notice of any action and provide an opportunity for an individual to respond and present a defense.
- ◁ Each Joint Vocational School administering the graduation tests shall comply with this rule.

Appendix B: Supplemental Instructions for Braille, Large Print, Oral Translations and Read Alouds

Braille Materials

The Braille test booklet is to be used by students whose IEP or 504 Plan specifies the use of Braille materials. The Braille test booklet consists of comb-bound 11½- x-11-inch single-sided Braille pages for grade 3 and comb-bound 11½- x-11-inch double-sided Braille pages for high school tests. Students enrolled in schools that are testing most students online will use hardcopy Braille test booklets for the Braille administration. As with the general test materials, Braille materials must be securely stored between administrations.

In order to administer the grade 3 test using Braille, schools will need the following:

- < The Braille test booklet
- < One general test booklet – the test administrator must record student responses in a scorable test booklet.
- < The test directions instruct students to use blank paper to plan their writing. Students using Braille should be given the opportunity to plan their writing using an appropriate method for the student.

In order to administer the high school tests using Braille, schools will need the following:

- < The Braille test booklet
- < One general test booklet – test administrators will use this booklet for reference.
- < One answer document – the test administrator must record student responses in a scorable answer document.
- < The ELA test directions instruct students to use blank paper to plan their writing. Students using Braille should be given the opportunity to plan their writing using an appropriate method for the student.

Note that there is no Form SV for the fall 2015 tests.

During Test Administration

Additional time is not a requirement for this accommodation but may be an IEP or 504 accommodation. Directions may differ slightly from those in the general test booklet.

The Physical Science materials contain a Braille version of the periodic table and reference sheet. Students taking the Physical Science Test must have access to a scientific calculator. Students taking an end-course mathematics test will receive a Braille version of the reference sheet and will need access to an approved graphing calculator.

Because of the large-sized Braille test booklet and the likelihood that the student may require a scribe or an assistive device (e.g., Braille Note) to record his or her responses, visually impaired students may need to be tested in a separate test setting.

After the Test Administration

The student responses for all test questions must be transcribed verbatim into the scorable document. A school or district employee with a license/certificate/permit issued by the Ohio Dept. of Education must complete the transcription with a witness present during the transcription. Only responses marked in the scorable document will be scored. The test contractor will not score extra sheets of paper.

The test coordinator or test administrator must apply the student's Pre-ID label to the scorable document and bubble the appropriate accommodations and the testing group number. If a Pre-ID label is not available, apply a generic label, bubble the student's demographic information, testing group number and accommodations.

Test administrators will return the Braille test booklet, answer document and all other secure test materials to the building test coordinator.

The test coordinator will:

- < return the scorable document with scorable materials.
- < securely destroy students' notes and any other ancillary documentation.
- < return the Braille test booklets and the general test booklets that were used for reference during the administration with other nonscorable materials.

Large-Print Materials

The large-print test booklet is to be used by students who require the use of large-print materials. The large-print test booklets are 8½-x-11-inch and printed in 18-point type.

In order to administer the grade 3 test using large print, schools will need the following:

- ◁ The large-print test booklet
- ◁ One general test booklet – the test administrator will ensure that student responses are recorded in a scorable test booklet.
- ◁ Two blank sheets of paper

In order to administer the high school tests using large print, schools will need the following:

- ◁ The large-print test booklet
- ◁ One answer document – the test administrator will ensure that student responses are recorded in a scorable answer document, if needed.
- ◁ One general test booklet – the test administrator can use this booklet for reference, but it is not required.
- ◁ Two blank sheets of paper (required for ELA; by student request for other subjects)

Note that there is no Form SV for the fall 2015 tests.

During Test Administration

The Large-Print Physical Science Test Booklets include perforated pages with a periodic table and reference (formula) sheet. The Large-Print End-of-Course Mathematics Test Booklets include perforated pages with a reference sheet. Students can remove this page from their test booklets and reference it during testing. This is the only page that can be removed from the test booklet, and students must be careful when removing the page so as not to damage the booklet.

Unless the student's IEP or 504 Plan indicates otherwise, students using a large-print test booklet may take the test with the rest of their class under normal testing conditions. Test administrators should be mindful that directions may differ slightly from those in the general test booklet. Ideally, the student should respond directly in the student answer document. If this is not possible, a school or district employee with a license/certificate/permit issued by the Ohio Dept. of Education must complete the transcription with a witness present during the transcription.

After the Test Administration

If a student does not respond directly into his or her scorable document, the student responses for all test questions must be transcribed verbatim into the scorable document. A school or district employee with a license/certificate/permit issued by the Ohio Dept. of Education must complete the transcription with a witness present during the transcription. Only responses marked in the scorable document will be scored. The test contractor will not score responses marked in the large-print booklet or responses marked on extra sheets of paper.

The test coordinator or test administrator must apply the student's Pre-ID label to the scorable document and bubble the appropriate accommodations box and the testing group number. If a Pre-ID label is not available, apply a generic label and bubble the student's demographic information, testing group number and accommodations.

Test administrators will return the large-print test booklet, answer document and all other secure test materials to the building test coordinator.

The test coordinator will:

- < return the scorable document with scorable materials.
- < securely destroy students' notes and any other ancillary documentation.
- < return the large-print test booklets and general test booklets that were used for reference during the administration with other nonscorable materials.

Oral Translations

Students who meet the criteria outlined in *C \] c Ñ g ´ 5 WWY g g]* are eligible for an oral translation of the test. During this type of administration, a translator orally translates the test into the student's native language.

Policies

Test coordinators and test administrators must be mindful of the policies that govern oral translations, including the following:

- ◁ Test coordinators, test administrators and translators must maintain test security at all times.
- ◁ The district test coordinator must assign a test administrator to assist with scheduling the testing for students who are eligible for a language translation.
- ◁ Districts and schools are responsible for identifying people who will serve as translators and contacting them to schedule translations at the district or school.
- ◁ The test administrator will contact the translator and arrange the location, dates and times to administer the tests. When scheduling a translator, please tell the translator to arrive at least 30 minutes early in order to review instructions before translating the tests. The translator may not review the test prior to the day of the test.
- ◁ The test administrator must be present for the testing of each student and is responsible for the security of the testing materials.
- ◁ Students may have extended time to complete their tests (up to one full school day).
- ◁ Students may use a word-to-word dictionary that meets the criteria listed in *C \] c Ñ g ´ Accessibility Manual* .
- ◁ After receiving a language translation, if a student feels more comfortable with an English-language administration for other portions of any remaining tests (rather than a language translation in his or her native language), he or she may receive one.
- ◁ A language translation may be given to one student or a group of students. A group administration is permissible if all participating students will be writing their responses. The group administration is not permissible if a student will be providing his or her responses orally. Students who will be providing their responses orally must be tested individually.

Student Response Mode

Some questions require a written (typed) response from the student. Students who are testing on paper can respond in one of three ways:

1. Students can write their responses in English in the scorable document that corresponds with their test.
2. Students can orally respond. If a student will provide responses orally, the student must be administered the test one-on-one. If the student responds in his or her native language, the translator must translate the student's response and write the student's

response in English in the scorable document that corresponds with the student's test. If the student responds in English, the translator will write the student's responses verbatim in the scorable document that corresponds with the student's test.

3. Students can write responses in their native language. If a student will write responses in a language other than English, the translator must translate the student's responses and write the student's responses in English in the scorable document that corresponds with the student's test.

Students who are testing online can also respond in one of three ways:

1. Students can type their responses in English in the online Student Testing Site.
2. Students can orally respond. If a student will provide responses orally, the student must be administered the test one-on-one. If the student responds in his or her native language, the translator must translate the student's response and type the student's response in English in the online Student Testing Site. If the student responds orally in English, the translator will type the student's responses verbatim in the online Student Testing Site.
3. Students can write responses in their native language. If a student will produce written responses in a language other than English, the student will write on blank paper. The translator must translate the student's response and type the student's response in English in the online Student Testing Site.

Regardless of the student's response mode, test administrators are responsible for ensuring that the test submitted for scoring contains English responses. Responses not translated into English will not be scored. Responses not recorded in a scorable document or the online Student Testing Site will not be scored.

Materials Needed for Paper Administration

See the table below for guidance on the materials needed to administer the tests to students who are using paper test materials and receiving an oral foreign language translation. Note that the necessary materials depend on how the student will provide his or her responses. Make sure that students and translators are using the correct test materials.

Test	If the student is writing his/her constructed responses in English	If the student will respond orally and the translator will translate/write responses	If the student will write constructed responses and the translators will translate/write responses
Grade 3 English Language Arts	<ul style="list-style-type: none"> □ Translations are not allowed on the ELA test. 	<ul style="list-style-type: none"> □ Translations are not allowed on the ELA test. 	<ul style="list-style-type: none"> □ Translations are not allowed on the ELA test.
<p>High School Tests</p> <p>(Students may also need access to an approved handheld calculator.)</p> <p>*Note: Translations are not allowed on the ELA test.</p>	<ul style="list-style-type: none"> □ Two blank sheets of paper (by student request) □ One student test booklet for the student □ One answer document for the student □ One student test booklet for the translator to translate from 	<ul style="list-style-type: none"> □ Two blank sheets of paper (by student request) □ One student test booklet for the student □ One student test booklet for the translator to translate from □ One answer document for the translator; the translator will record the student's responses in English in this document 	<ul style="list-style-type: none"> □ Two blank sheets of paper (by student request) □ One student test booklet for the student □ One answer document for the student □ One student test booklet for the translator to translate from □ One answer document for the translator; the translator will record the student's responses in English in this document

Online Administrations

If a student receives an oral foreign-language translation and is testing online, the test administrator will set up a test session, the student will sign into the test and the test administrator will mark the "Other" accommodation under the student's test settings when approving the student to test.

The translator will translate from the student's device. Students who are testing online need only an approved device with the Secure Browser or App installed and two sheets of blank paper (by student request). Note: Translations are not allowed on the ELA test.

Before the Test Administration

The test administrator will meet the translator at the scheduled time and escort him or her to the testing room. The test administrator is responsible for bringing the necessary test materials to the testing session and ensuring their security. Test security and validity are of the utmost importance. Prior to starting the test, the test administrator must ask the translator to sign and

date a copy of the Non-Disclosure Agreement located in [Appendix G](#) (test coordinators can make copies of this form, as needed). The district/school must maintain a copy of the Non-Disclosure Form and provide it to the department upon request. It should not be returned with other test materials.

After the Non-Disclosure Agreement is signed, the test administrator will review the procedures for language translations with the student and the translator, as described below. The test administrator will monitor the entire testing session.

General Procedures for the Language Translation

The test administrator will read the test directions aloud in English. The translator will translate the test directions, questions and answer choices as close to word-for-word as possible. The translator can repeat or clarify directions, if needed. Translators may not clarify questions and answer choices. Some terms may not have a translation in another language. If a term cannot be translated, it should be read in English.

If requested by the student, test questions and answer choices can be repeated for the student as often as necessary. The translator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best."

Translating the Tests

Some questions will include tables, figures, pictures, charts or graphs. Any text included immediately before these should be orally translated for the student (e.g., "Use the picture below to answer question 5."). When referring to tables, figures, pictures, charts or graphs, the translator must be consistent in translation and description (e.g., "The title of the graph is 'Fitness Test Results.' The x-axis is titled 'Fitness Test Results.' The y-axis is titled 'Number of Sit-ups.' "). Many questions will have numbers as answers. The translator should discuss with the student whether numbers need to be orally translated.

Breaks in the Testing Session

If district and school policy permit, the test administrator or translator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials or place the test materials in a locked, secure location. If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunch room with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials will be placed in a secure location if the student and test administrator leave the test room for lunch.

Concluding the Testing Session

At the conclusion of testing, the test administrator will instruct the student to review his or her answers to all of the test questions, including the translation of the student's constructed responses. The translator will translate any test question(s) that the student would like re-read.

The test administrator should collect the test materials and organize them according to the procedures described below.

After Test Administration

For students testing online, after the student has concluded reviewing responses, the student will submit his or her test and the test administrator will end the test session. If an online testing student wrote responses on paper, the test administrator must securely destroy that paper.

For students testing on paper, only one scorable document per student must be submitted for scoring, and it must contain the student's English responses to written questions (when applicable) as well as the student's responses for all other items. Students taking science and social studies tests will have one answer document for each part of the test.

The test coordinator or test administrator must apply the student's Pre-ID label to the scorable document that contains the student's English responses and bubble "Other" in the Accommodations box and the testing group number. If a Pre-ID label is not available, apply a generic label and bubble the student's demographic information, the "Other" bubble under Accommodations and the testing group number. The test administrator must return the scorable document to the building test coordinator for scoring.

If a student elected to write his or her responses in a native language, the document that contains responses in a language other than English must have a DO NOT SCORE label applied in the box that says "Apply Label Here" and should be returned with other nonscorable documents.

Reimbursements for Translators

Please search keyword *Translator* on the department's website for guidance.

Read Aloud

Students who meet the criteria outlined in *Appendix B: Supplemental Instructions for Braille, Large Print, Oral Translations and Read Alouds* are eligible for a human read aloud. During this type of administration, the test administrator reads the test to the student. If a student is testing on paper, the test administrator will read the test from a student test booklet. If the student is testing online and is eligible for a human read aloud, the test administrator will read from the student's device.

A read aloud may be given to one student or a group of students. A group administration is permissible if all participating students will be writing their responses. The group administration is not permissible if a student will be providing his or her responses orally. Students who will be providing their responses orally must be tested individually.

General Procedures for Read Aloud

The test administrator will read the test directions, questions and answer choices aloud. Test questions and answer choices can be repeated for the student as often as necessary, if the student requests a repeat. The test administrator may not answer student questions regarding the content of test questions. The best response is, "I can't answer that; just do your best."

Reading the Tests Aloud

Some questions will include tables, figures, pictures, charts or graphs. Any text included immediately before these should be read to the student (e.g., "Use the picture below to answer question 5."). When referring to tables, figures, pictures, charts or graphs, the test administrator must be consistent with descriptions (e.g., "The title of the graph is 'Fitness Test Results.' The x-axis is titled 'Fitness Test Results.' The y-axis is titled 'Number of Sit-ups.' "). Many questions will have numbers as answers. The test administrator can ask the student whether numbers need to be read aloud.

Breaks in the Testing Session

If district and school policy permit, the test administrator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials secure or place the test materials in a locked, secure location. If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunch room with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The test materials will be placed in a secure location if the student and test administrator leave the test room for lunch.

After Test Administration

For students testing online, after the student has concluded reviewing responses, the student will submit his or her test and the test administrator will end the test session. If the student wrote any responses on paper, the test administrator must securely destroy that paper.

For students testing on paper, the test coordinator or test administrator must apply the student's Pre-ID label to the scorable document that contains the student's responses. If a Pre-ID label is not available, apply a generic label and bubble the student's demographic information. For all students, bubble "Read Aloud" under accommodations and the testing group number. The test administrator must return the scorable document to the building test coordinator for scoring.

Appendix C: What to Do When – Troubleshooting for Online Testing

This section addresses some scenarios that may arise before or during online testing. If you encounter a situation that is not covered, please see the [inside front cover](#) of this manual for guidance on whom to contact.

#	Description	What to Do
1	An online test administrator needs a Test Administrator or Teacher User Account	District test coordinators, district administrators and building test coordinators can create Test Administrator (TA) and Teacher (TE) User Accounts.
2	A user forgets his or her password	From the TIDE Login Screen at oh.tide.airast.org , click [Forgot Your Password?]. Enter your username (your email address), then [Next].
3	The student's accessibility features or accommodations are not listed correctly under Test Settings in the Test Administrator Interface	The district test coordinator, district administrator, building test coordinator, teacher or test administrator should mark the correct accessibility features under test settings in the student's record in TIDE, or the test administrator should update the student's accessibility features or external accommodations under Test Settings in the Test Administrator Interface before approving the student to test.
4	There are no tests available for the student to select on the "Your Tests" screen. Tests on the "Your Tests" page are grayed out and cannot be selected by the student.	Verify that a test for which the student is eligible is selected in the Test Administrator Interface. Verify that the student has been identified as an online tester in his or her Pre-ID record. If the student sees a message that the student has used up the opportunities for this test, verify that the student has not already taken the test. Students can take each test only once. Verify that the student's test eligibility was not set as "yes" for the alternate assessment (AASCD).
5	A student's "Is This Your Test?" page shows the wrong accessibility features or accommodation	The test administrator should have the student sign out and then sign back in. Before the test administrator approves the student to start the test, he or she must click the test settings and adjust them to provide the desired accessibility features. Once they are set, the test administrator must approve the student. The student will be able to continue his or her test with the appropriate features.
6	A new student is enrolled at the school	The district test coordinator, district administrator, EMIS coordinator, Information Technology Center (ITC) or building test coordinator must pre-identify the new student in TIDE. If the student began taking a test at his or her previous school but did not submit the test, review the information on test status requests if the student needs to be able to access test items in order to complete the test.
7	A student moves out of the district during testing	If the student moves out of the district, no action is required by the district from which the student moved. It is recommended that districts delete student Pre-ID records for students who leave the district.

#	Description	What to Do
8	A student is absent on the day of testing	See the " Make-Up Testing " information in the Schedules section of this manual.
9	A student is unable to sign in to the test	<p>Confirm that the student is correctly entering the Session ID.</p> <p>Confirm the student is correctly entering his or her first name and SSID, and that the entries match the first name and SSID listed in TIDE using the Student Lookup feature in the Test Administrator Interface.</p> <p>If the student receives a message that the student must test in a session in your own school, verify that the student and test administrator are associated with the same school. Test administrators and students must be associated with the same school in order for a student to sign into the test administrator's test session. If the test administrator is not associated with the correct school, the test coordinator must add the user to the correct school using the Manage Users Task in TIDE.</p> <p>If the student's demographic information or school is incorrect, the district test coordinator, district administrator, EMIS coordinator or building test coordinator must update the information in TIDE.</p>
10	<p>A student becomes ill during testing</p> <p>A student is disruptive during testing</p>	<p>See the "Pausing the Test," "Make-Up Testing," and "Test Status Requests" sections of this manual.</p> <p>Follow local policy for handling student illness or behavior issues.</p>
11	A student needs to leave the computer for some reason	Have the student click the [Pause] button, which will sign the student out of the test. If the student leaves the room without pausing the test, the test administrator should pause it from the Test Administrator Interface. When the student returns, have the student sign in to the correct active session and continue testing.
12	A student is cheating	See Section 3 for guidance on reporting test incidents.
13	A student starts or takes a test for which the student is not eligible	See the information on test status requests .
14	<p>The school building has a power failure or Internet connection interruption</p> <p>The school building has a fire or emergency drill</p>	<p>If a test session is interrupted by a loss of power or Internet connectivity, the test will automatically be paused for 20 minutes. If the test session is not resumed within 20 minutes, the test administrator will need to establish a new test session (see the <i>Directions for Administration Manual</i> and Online Testing Checklist for step-by-step instructions).</p> <p>Test administrators should confer with the building test coordinator on whether testing can be resumed on the scheduled test day or whether a makeup testing session is needed.</p> <p>See the information on test status requests.</p>

#	Description	What to Do
15	The school building has an emergency	<p>First, the test administrator should ensure student safety. If circumstances permit, the test administrator should stop the test session in the Test Administrator Interface.</p> <p>Test administrators should confer with the building test coordinator on whether testing can be resumed on the scheduled test day or whether a makeup testing session is needed.</p> <p>See the information on test status requests.</p>
16	A student accidentally pauses his or her test	After a test is paused, the student must complete the sign-in steps to resume testing.
17	A student is unable to review items that he or she answered	If a student's test is paused for more than the allowable amount of time (e.g., one school day or eight hours), the student is unable to review items that were answered prior to the test being paused.
18	A student receives an error message while taking the operational administration	<p>Refer to the <i>Message Codes</i> document on the Portal.</p> <p>Write down the message ID (usually 5 digits) and the text of the error. Contact the Ohio Help Desk.</p>
19	A student's machine crashes or loses its connection to the Internet	The student can continue his or her test on another computer. The student should sign in on another computer.
20	<p>An iPad message indicates Guided Access must be turned on.</p> <p>An Android message indicates a keyboard change is needed.</p> <p>A Chromebook message indicates that Kiosk Mode is needed.</p>	Refer to the Technical Specifications Manual , available on the Portal, for detailed instructions on setting up iPads, Android tablets and Chromebooks for testing.



Appendix D: Summary of Additional Resources



The online Portal (<http://www.ohiostatetests.org/>) contains a series of user guides, manuals, guidance documents, video tutorials and practice materials. A summary of some of the available materials is listed below. To locate resources, navigate to the Portal and select from the list of available materials. You can also use the search feature to look for documents that address specific topics or keywords. If you are unable to find the information you are looking for, please see the [inside front cover](#) of this manual for additional support.

For guidance or information on	Refer to
Preparing students	Online practice test items Released items from spring 2015 Student testing site video tutorial Online item tutorial videos
Managing online user accounts Submitting Pre-ID data Marking student accessibility features under test settings Ordering paper test materials Submitting test status requests Creating rosters and printing test tickets	TIDE User Guide TIDE Video Tutorials
Error codes or message codes	<i>Message Codes Document</i>
Approaches for establishing online user accounts	TIDE User Management Guidance Document
Which online user accounts have access to which online systems	TIDE User Guide User Role Matrix
How to proctor the online tests	<i>Directions for Administration Manual</i> and Online Testing Checklist TA Interface User Guide Test Administrator Interface Video Tutorial
Administering tests to paper testers	<i>Directions for Administration Manual</i>
Internet, network, hardware and software requirements	Online System Requirements Technical Specifications for Online Testing Manual
How to download and install the Secure Browser for desktop computers and the App for tablets and Chromebooks	Secure Browser Installation Manual
Tracking test completions and accessing score data	<i>Online Reporting System User Guide</i> Online Reporting System Tutorials

Return Box Labels

See [Section 9, "Paper Testing,"](#) in this manual for complete instructions on returning materials. A summary of the box labels is below.

For these materials	Sample Return Box Label	Districts returning materials via UPS will apply these labels to each box
<p>Grade 3 English Language Arts</p> <p>SCORABLE documents</p>	<p>FALL 2015 OHIO'S STATE TESTS GRADE 3 ELA DIST/SCHL IRN: 012345/123456 YOUR SCHOOL</p> <p>FROM: YOUR SCHOOL YOUR ADDRESS YOUR CITY, OH 12345-9999</p> <p>TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428</p>  <p>R53654500001196</p> <p>SCORE</p>	<p>White UPS-RS Label</p> <p>Gold return box label</p>
<p>Grade 3 English Language Arts</p> <p>NONSCORABLE documents</p>	<p>FALL 2015 OHIO'S STATE TESTS GRADE 3 ELA DIST IRN: 012345 YOUR DISTRICT</p> <p>FROM: YOUR DISTRICT YOUR ADDRESS YOUR CITY, OH 12345-9999</p> <p>TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428</p>  <p>R53654550001196</p> <p>NONSCORE</p>	<p>White UPS-RS Label</p> <p>Gray return box label</p>

For these materials	Sample Return Box Label	Districts returning materials via UPS will apply these labels to each box
<p>High School</p> <p>SCORABLE documents (Part 1 and Part 2)</p>	<p>FALL 2015 OHIO'S STATE TESTS DIST/SCHL IRN: 012345/123456 YOUR SCHOOL</p> <p>FROM: YOUR SCHOOL YOUR ADDRESS YOUR CITY, OH 12345-9999</p> <p>TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428</p>  <p>R53652500001196</p> <p>SCORE</p>	<p>White UPS-RS Label</p> <p>Turquoise return box label</p>
<p>High School</p> <p>NONSCORABLE documents (Part 1 and Part 2)</p>	<p>FALL 2015 OHIO'S STATE TESTS DIST IRN: 012345 YOUR DISTRICT</p> <p>FROM: YOUR DISTRICT YOUR ADDRESS YOUR CITY, OH 12345-9999</p> <p>TO: Data Recognition Corporation (DRC) 7303 Boone Ave N Brooklyn Park, MN 55428</p>  <p>R536525500001196</p> <p>NONSCORE</p>	<p>White UPS-RS Label</p> <p>Rose return box label</p>

Appendix F: Calculator Policies

Allowable Calculators for Physical Science

The recommended calculator for the Physical Science Test is a scientific calculator. A graphing calculator may be used but is not required or recommended for the Physical Science Test. There are no calculators allowed for the Biology Test.

For students taking the computer-based Physical Science Tests, a scientific calculator will be provided in the technology platform for the test. [The online scientific calculator is available for use here.](#) A handheld calculator is also permissible for both the paper and computer based tests. Students should be familiar with the calculator prior to testing.

Test administrators must confirm that the memory on all calculators has been cleared before and after each testing session.

Examples of allowable scientific calculators include but are **not** limited to:

Casio	Sharp	Texas Instruments
fc-200V	EL-500W	TI-30Xa
fx-55PLUS	EL-501X	TI-30XIIS (OGT approved)
fx-115ESPLUS	EL-506X	TI-30XS
fx-260Solar	EL-516X	TI-34 Multi View
fx-300MS	EL-520X	TI-36X Pro
fx-300ESPLUS	EL-531X	
	EL-535X	

Examples of allowable graphing calculators include but are **not** limited to:

Casio	HP	Texas Instruments	
fx-9750GII	HP 50g	TI-73 Explorer	TI-NSpire
fx-9860GII	HP Prime	TI-83 Plus	TI-NSpire CX
fx-CG10 PRIZM		TI-84 Plus - Series	

Scientific and graphing calculators absent from this list should not automatically be considered as prohibited. Contact the department's Office of Curriculum and Assessment with questions.

Calculator Accommodations

For the Physical Science Test, specific specialized external calculators (e.g., large key, talking) are allowed for students who need them for accessibility, provided that accommodation is specified in the student's approved IEP or 504 Plan. Students do not need a calculator for the Biology Test and therefore no calculator is allowable as an accommodation on these tests. Contact the department's Office for Exceptional Children with questions.

Allowable Calculators for High School Mathematics

Recommended Calculators

Calculators are important instructional tools that are allowable – but not required – for students to use while taking state tests. For students taking computer-based tests, the test's technology platform will provide a calculator for students to use on the tests. **The online graphing calculator is available for use [here](#).** Students may use handheld calculators for either the computer-based or paper-based test forms. Schools may permit students to bring their own handheld calculators for test purposes.

State tests may use both calculator and non-calculator items to assess student progress in learning each of the mathematics standards. Educators on content advisory committees review all test items to help determine appropriate calculator usage.

For students who wish to use calculators for high school mathematics tests, the Ohio Department of Education recommends graphing calculators – although students may use calculators with lower functionality. Schools should give students opportunities to become familiar with the calculators they choose before the tests.

Examples of **recommended** graphing calculators include but are **not** limited to:

Casio	Texas Instruments	
fx-9750GII	TI-73 Explorer	TI-NSpire
fx-9860GII	TI-83 Plus	TI-NSpire CX
fx-CG10 PRIZM	TI-84 Plus - Series	

**Graphing calculators absent from this list should not automatically be considered as prohibited*

Prohibited Graphing Calculator Functions/Features

Schools must **not** allow graphing calculators that meet these descriptions:

- ◁ Calculators with Computer Algebra System (CAS) features;
- ◁ Tablet, laptop, personal digital assistants (PDAs) or phone-based calculators;
- ◁ Calculators with "QWERTY" keyboards.

Examples of allowable scientific calculators include but are not limited to:

Casio	Sharp	Texas Instruments
fc-200V	EL-500W	TI-15 Explorer
fx-55PLUS	EL-501X	TI-30Xa
fx-115ESPLUS	EL-506X	TI-30XIIS (OGT Approved)
fx-260Solar	EL-516X	TI-30XS
fx-300MS	EL-520X	TI-34 Multi View
fx-300ESPLUS	EL-531X	TI-36X Pro
	EL-535X	TI-BAll Plus

**Scientific calculators absent from this list should not automatically be considered as prohibited*

Test Administrator Guidance

- < Confirm that the calculators meet the requirements for the test;
- < Confirm that the memory on all handheld calculators is clear before and after each testing session
- < Not allow students to share calculators within a testing session

Calculator Accommodations

If a student needs a specialized calculator (e.g. large key, talking), the student may use his or her own, provided it is specified in his or her IEP or 504 Plan.

If you have additional questions regarding calculators please contact:

General Calculator Questions:

Brian Bickley

Office of Curriculum and Assessment

Phone: 614-644-6814

Email: Brian.Bickley@education.ohio.gov

Testing Accommodations Questions:

Andrew Hinkle

Office for Exceptional Children

Phone: 614-644-7304

Email: Andrew.Hinkle@education.ohio.gov

Appendix G: Non-Disclosure Agreement for Translators

Fall 2015 Administration of the Ohio Statewide Tests

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not necessarily limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of Ohio Revised Code and Rule 3301-13-05 of the Administrative Code.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral administration will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

Language Translator Printed Name: _____

Language Translator Signature: _____

Date: _____

The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.

