Teacher Directions ~ Spring 2015

Tennessee Comprehensive Assessment Program
Achievement Test ~ Grades 3–8
Teacher Directions ~ Spring 2015

This manual is provided to assist in the administration of the TCAP Achievement Test. To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your students.

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PEARSON

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TEST SECURITY AND THE LAW

State of Tennessee Test Security Law

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

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

State Test Security Measures

The State will:

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

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State Test Security Guidelines

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

- Adopt a locally monitored test security policy that incorporates, at a minimum, State Test Security Guidelines.
    - This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
- Train all personnel involved and retain training documentation for system records.
    - State Test Security Law
    - State Test Security Guidelines
    - Local policy
    - Test administration procedures
- Implement check-in, check-out & quantity verification procedures for test materials at all levels.
    - Restrict handling of test materials to authorized personnel at all times.
    - Store test materials in a centrally located locked room that is inaccessible to unauthorized persons.
    - Return test materials immediately after each test session and when the entire administration is completed.
- Implement policies & procedures to prohibit all personnel from obtaining knowledge of test items or passages before, during, and after testing.
    - Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited to protect the validity of the test.
- Create secure, yet positive, environment for testing.
    - Place appropriate signage outside of test setting to limit interruptions (e.g., Do Not Disturb – Testing in Progress).
    - Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as:
        - Maps
        - Posters
        - Student samples
        - Bulletin board items
        - Familiar study aids
            - Graphic organizers
            - Models
            - Number lines
    - Turn off all electronic communication devices (cell phones, pagers, PDAs, tablets) in the test setting.
    - Ensure proper calculator use as outlined in the *Test Administration Manual,* making sure that calculators are cleared before and after administration of each test.
- Confirm each student is the person named on the answer document for every testing session.
    - A photo ID may be required if administrators are not responsible for normal classroom instruction.
- Require Test Administrators and Proctors to carefully adhere to all test administration & accommodation instructions.
    - Follow appropriate schedules and time limits, which are outlined in all test directions.

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- Require Test Administrators & Proctors to remain with students and be observant & non-disruptive throughout the testing session.
    - Prohibit the coaching of students in any way during State assessments.
    - Ensure students respond to test items without assistance from anyone.
    - Prohibit the reading of test items & passages by anyone other than the students being tested, unless indicated in the test instructions or accommodations.
- Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.
- Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person.
    - Standard copyright laws must be maintained at all times.
    - Test materials shall not be copied, filed, or used directly in instructional activities.
    - Specific excerpts or paraphrased portions of the test may not be used for classroom examples or instruction.
- Maintain confidentiality of student-specific accountability demographic information & test results at all times.
- Document test security concerns, including missing materials, on a Potential Breach of Security Report form.
- Make sure to report <u>any</u> potential breach of security.
    - Failure to report a potential breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

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Protocol For System Response to Missing Secure Test Materials

1. System Testing Coordinator completes a thorough investigation and documents all related facts.
2. System Testing Coordinator completes an Online Report of Irregularity with a Breach of Testing Security Request.
3. System Testing Coordinator notifies the Director of Schools concerning missing test materials.
4. System Testing Coordinator provides the Office of Assessment Logistics with a detailed investigation summary that includes the following information:
   - Specifics about missing secure test materials (e.g., description [answer document, test booklet], quantity, content area)
   - Date test materials were determined missing
   - Last known location of missing test materials
   - Description of storage area for secure test materials
   - Names of all people who had access to area where test materials were stored
   - Name and contact information of Building Testing Coordinator(s) and School Administrator(s)
   - Statements from the administrators, Building Testing Coordinators, teachers, and any others involved
   - Description of current security measures in county/school
   - Plan for improved test security measures at system and school level

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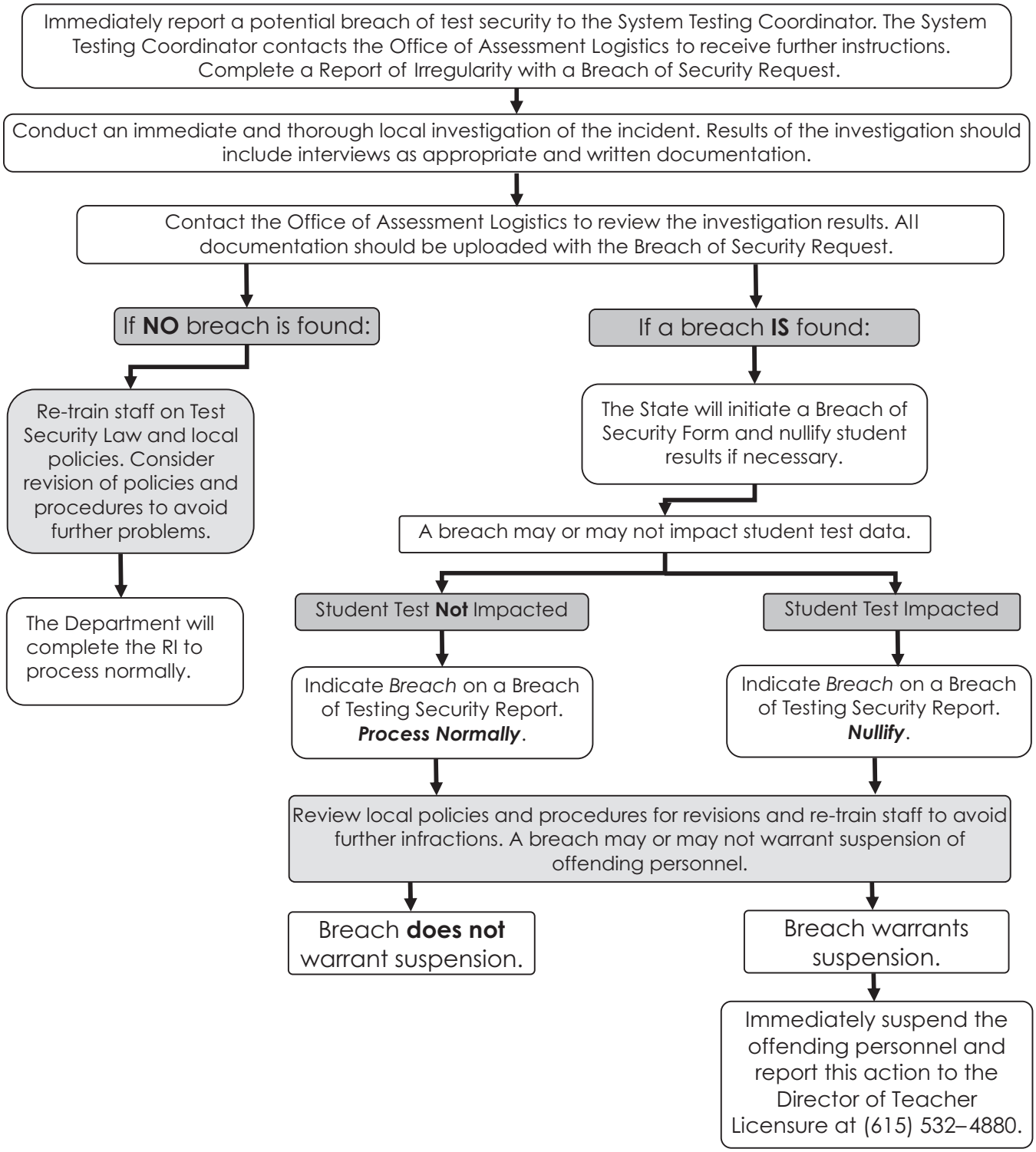
Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the Office of Assessment Logistics at tned.assessment@tn.gov.



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RI-Potential Breach of Testing Security Request (Sample)

All Potential Breach of Security Requests must be entered online. To access a Potential Breach of Security Request:

- go to TDOE EdTools at https://tdoe.randasolutions.com
- from the Processing Admin Audit, select Add an RI.

❑ Select H. Breach of Security Request.

PROCESSING > REPORTS OF IRREGULARITY (RI)

SGLs | RIs | School AP Audit

RI Serial #

Test: SPRING ACHIEVEMENT (GRADES 3-8)

Grade: -- Select --

Content Area / Subtest:
- ○ Reading/Language Arts
- ○ Mathematics
- ○ Science
- ○ All Content Areas

Test Part: -- Select --

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

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

- ○ A. A student or a group of students cheated
- ○ B. Test administrator/proctor provided inappropriate assistance to student(s)
- ○ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below
- ○ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest
- ○ E: Inactive Test Materials Form: A student completed a test using multiple response documents, defective materials or the test became damaged or contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this form. Non-contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should be returned under the appropriate TAG or GIS for scoring.
- ○ F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions
- ○ G. Improper test modifications/accommodations were used
- ◉ H. Breach of Security Request
- ○ I. Medical Exemption Request
- ○ J. Other reasons. Please specify

District Name: 00000 - DISTRICT NAME

School Name: 0000 - SCHOOL NAME

Incident Date:

Teacher Info (as on the Test Administration Group): Last Name: First Name:

Contact Information for the State: Name: Email:

Report of Potential Breach

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

Test Date:

Explanation of Testing Security Event:

Name of Reporter: Phone number: Email address:

Complete a Breach of Security request form for ***each*** incident. Print the form and attach copies of supporting documents. **DO NOT send student answer documents with this form.**

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

Recommendations related to Breach incidents are subject to approval by the Tennessee Department of Education.

Student Info

Unique ID	Last Name	First Name	Middle Name
No data available in table			

Last Name (as appears on test document):

First Name (as appears on test document):

Middle Initial (as appears on test document):

Student Unique ID:

Add Student to List >>

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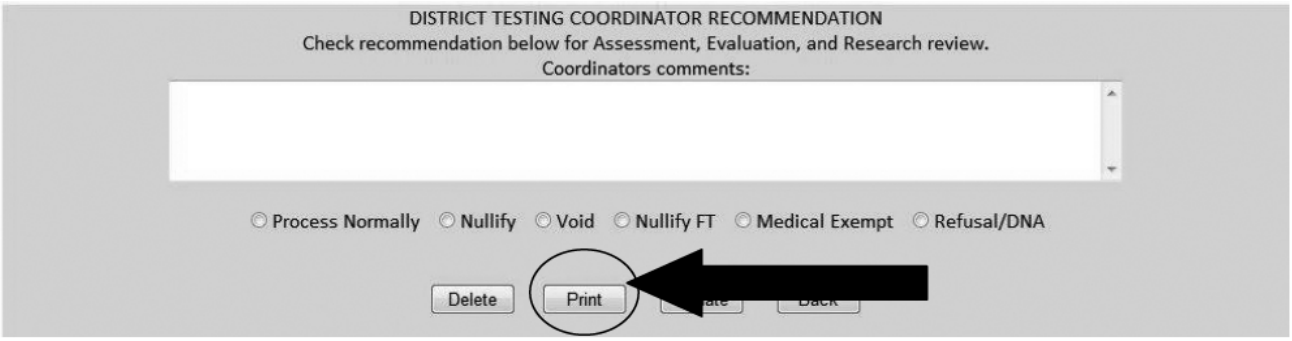
Printing the Breach of Testing Security Report:

❑ 1. Click the "Print" button located at the bottom of the page.



❑ 2. When RI Report Viewer pops up, click the "Breach of Security" tab to view and print the Breach of Testing Security Report.

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM REPORT OF IRREGULARITY

RI Serial #: RI-016779
Test: Spring Achievement (Grades 3-8)
Grade: 3
Subtest(s): Reading/Language Arts
Part: 1

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

[ ] **A.** A student or a group of students cheated.
[ ] **B.** Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.

Keep one copy of Breach form for system records.

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Message to Teachers

A Message to Teachers from the Tennessee Department of Education

Because we know your time is valuable, we have designed the *Teacher Directions* to help you administer the test quickly and efficiently. A series of easy-to-follow steps will guide you as you organize testing materials, administer the tests, and return testing materials. By following the guidelines in this manual, you can help ensure that the test is administered in a valid and equitable manner.

Answer Document

Page 4 of the Achievement answer document allows teachers to "pre-claim" their students for Teacher Effect.

Teacher license and content information will be collected by bubbling the appropriate sections on page 4 of the answer document OR by uploading the information. If teacher license and content information is uploaded by the deadline in February, the information will be pre-bubbled.

After testing, update/correct page 4 information in Student Teacher Connections on the TDOE EdTools site.

New teacher license numbers have been assigned that are not social security numbers. System personnel have access to the secure site if you need this number.

For further information on the answer document, please contact your Building or System Testing Coordinator. The Test Administration Manual also has additional information, and a link is available on the TDOE website at:

http://www.state.tn.us/education/assessment

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STEP 1

Check Your Test Materials

Check to be sure you have received the following materials.

If any materials are missing, notify the Testing Coordinator.

PROVIDED FOR THE TEACHER

- ☐ *Teacher Directions*

PROVIDED FOR EACH STUDENT

- ☐ test book
- ☐ answer sheet
- ☐ punch-out ruler for mathematics Grades 3–4 only (to be separated prior to testing)

ADDITIONAL MATERIALS NEEDED FOR EACH STUDENT (Not provided with test materials)

- ☐ No. 2 pencil with eraser
- ☐ extra eraser and extra pencils
- ☐ scratch paper for solving mathematics problems (graph paper is not allowed)

OPTIONAL

- ☐ The use of approved calculators is permissible as per system policy.

TEST BOOKS

Test books and answer documents are color-coded for each grade. When distributing test materials to your students, make sure the test books and answer documents are the same color. Test books for ELSA are the same color as the Achievement test books but use a slightly different format. Colors for each grade are as follows:

Grade 3—dark blue; Grade 4—green; Grade 5—rust; Grade 6—red; Grade 7—purple; Grade 8—aqua.

If you are missing test materials, see your Testing Coordinator.

ANSWER SHEETS
Student accountability demographic information on each answer sheet must be complete for accurate reporting.

CALCULATORS
The decision to use or not to use calculators is made at the school system level.

If you have any questions about using calculators for testing, contact your Testing Coordinator.

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STEP 2

Working with Proctors

Proctors shall serve as additional monitors to help the Test Administrator ensure that testing occurs in a fair and ethical manner. Review your plans with proctors prior to testing.

Proctors can help you

- ☐ arrange the testing room
- ☐ separate punch-out rulers for Grades 3–4 (Do not return rulers)
- ☐ escort students to and from restroom
- ☐ monitor to prevent talking or sharing of answers

Proctors should not handle test materials, walk around students during testing, or assist students in any way. They are there to monitor and assist, and they should not have the opportunity to look at test books.

Only school employees should handle and return test materials to the Building Testing Coordinator.

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STEP 3

Organize Your Classroom

- ☐ Plan for the distribution of calculators for the mathematics content only (as per system policy).
- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing of answers.
- ☐ Conceal all instructional or reference materials in the test setting that are related to the content area being assessed (e.g., maps, alphabets, posters, student samples, bulletin board items).
- ☐ Eliminate distractions such as bells or telephones.
- ☐ Use a Do Not Disturb sign on the door of the testing room.
- ☐ On the board, indicate starting and stopping times for each test session.
- ☐ No music of any kind can be played during testing.

STEP 4

Prepare Your Students

- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been learned and which skills need further development.
- ☐ Remind students that it is normal to be somewhat anxious before the test.
- ☐ Remind students to carefully listen to and read all directions.
- ☐ Remind students to rule out answer choices that they know are incorrect and then choose from those that remain.

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STEP 5

Plan to Use Standard Testing Procedures

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

To ensure that test results are valid, reliable, and equitable, standardized tests must be administered using standard testing procedures. These procedures include exact directions, time limits, and the order in which subtests must be given. It is very important that these standard testing procedures be followed, and that any deviations from standard testing conditions be documented so that scores may be interpreted appropriately.

TEST-TAKING MECHANICS

Be sure students understand the directions and how to mark answers. Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering.

Be sure students use a No. 2 pencil. Remind students to fill in only the circle that goes with the answer they choose. The circle must be filled completely. Tell students to erase all stray pencil marks and to make all erasures complete.

Students must mark only **one** response for a question and completely erase any responses they do not want.

INVALIDATION OF TESTS

Special circumstances, interruptions, or distractions that affect individual or group performance can invalidate test results.

Students who mark randomly will be processed as Did Not Attempt. Complete an RI for random marking situations.

If you are not certain about how to treat a particular situation, consult your Testing Coordinator.

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STEP 6

Coding Instructions for Grades 3–8

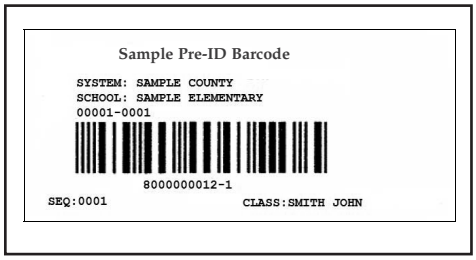
Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in only one circle in each column.

In order to assist in the delivery of tests and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information and pre-code the answer documents. Pre-ID is available to public schools only.

You must make sure that each student receives the correct pre-ID answer document! Failure to do so may result in students receiving incorrect scores and reports.

Student demographic data will be bubbled for pre-ID answer documents. DO NOT MAKE CHANGES TO THIS DATA ON THE ANSWER DOCUMENT.

Pre-ID answer documents will also have a pre-ID barcode label printed in the bottom left corner. Barcodes are used for scanning purposes only.



For pre-ID answer documents, bubble any data fields that have not been pre-bubbled (Test Version, Membership Data, Code A or B, Absentee Status, Other Programs, Title I, ESL Services, Special Education, Modified Test Format, Special Accommodations).

If a student does not have a pre-ID answer document, a blank answer document must be used with all necessary demographic information bubbled.

Follow the coding instructions for any blank answer documents that need to be bubbled or any data fields being collected on the answer document.

☐ Ensure student demographic information is properly marked.

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

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☐ Coding instructions for Grades 3–8 follow. Do not bubble for any field already filled in on pre-ID answer documents.

1 **Name:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2 **Ethnic Origin:** Fill in the one circle that best represents the student's ethnic origin. Select only one bubble in this field.

3 **Race:** Regardless of your choice in the Ethnic Origin field, select the racial category or categories that best represent the student. Select as many bubbles as apply to the student.

4 **Birth Date:** Write the date of birth in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0). (Note: A century bubble has been added to the *Birth Date Year* field.)

5 **Unique Student ID (USID):** The USID, which is obtained from the EIS system, must be printed and the corresponding circles filled in below each number on the answer document. If the number has fewer than nine digits, use leading zeros. Nonpublic schools/facilities will not have EIS-generated numbers.

6 **Test Version:** Fill in the bubble for Version 1 (there is only one version).

7 **TAG ID:** Bubble the TAG ID number from the TAG form on each answer document placed under the TAG form.

8 **Test Administrator, System, and School:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Note: The complete Test Administrator name (last name, space, first name) is required for reporting. The Test Administrator's name must be written exactly as it appears on the TAG form.

9 **Instructional Availability:** Fill in only one of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

For Traditional schedules, select from among the following:

- ○ 150 days or more
- ○ 75–149 days
- ○ 74 days or fewer

For Modified schedules, select from among the following:

- ○ 75 days or more
- ○ 38–74 days
- ○ 37 days or fewer

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10 **Gender:** Fill in the appropriate circle.

11 **Optional Codes:** Do not make any marks or fill in any bubbles in this area (Optional Codes) without permission from the Office of Assessment Logistics.

12 **REQUIRED-MEMBERSHIP:** Fill in the circle corresponding to the student's enrollment. These data are used for Federal Reporting.

(1) School - The student has been enrolled in this school for 150 days or more.

(2) System - The student has not been enrolled in this school, but has been enrolled in one or more schools within this district for 150 days or more.

(3) State - The student has not been enrolled in this district, but has been enrolled in one or more public schools within the state for 150 days or more.

(4) Out of State - The student has not been enrolled in a Tennessee public school for 150 days or more. (This includes home school, private schools, and transfers from out of state.)

13 **CODE A/B:** (All schools must complete this information.) Fill in the corresponding circle for each child in every school.

- CEP (Community Eligibility Provision) Schools:
  - Code A: a student who is
    - CEP certified via the state form OR
    - Directly certified by the school
  - Code B: a student who is NOT
    - CEP certified via the state form OR
    - Directly certified by the school
- Non-CEP Schools:
  - Code A: ELIGIBLE for free or reduced lunch
  - Code B: NOT eligible for free or reduced lunch

Code A or B:

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

14 **Absentee Status:**

- Fill in the corresponding circle if the student is absent from the entire test. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.
- "Absent" should be marked only for students who are currently enrolled but are not present to take **ANY** portion of the test throughout the entire testing window.
- "Absent" should **NOT** be marked for students who are present but refuse to test or who leave during the test administration without completing the subtest(s).

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- If the student makes up ANY part of the test, erase the Absent bubble completely.

15 **Other Programs:** To ensure accuracy, Test Administrators should complete this section for students who receive special services.

- 504 Service Plan: Fill in the corresponding circle if the student has a 504 Service Plan.
- Gifted: Fill in the corresponding circle if the student qualifies as gifted. Gifted is not an IDEA-recognized category. (Do not bubble Sp.Ed. hours.)
- Functionally Delayed: Fill in the corresponding circle if the student is identified as Functionally Delayed. This is not an IDEA-recognized category. (Do not bubble special education hours.)
- Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
- Home School: Fill in the corresponding circle if the student qualifies as a Home School student who is tested.
- Homebound: Fill in the corresponding circle if the student qualifies as a Homebound student who is tested.

16 **Title I (Only schools receiving Title I funds complete this information):**

- SWP—School Wide Programs: Fill in the corresponding circle for each student in the Title I school wide project school.
- TAS—Targeted Assisted Schools: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.

17 **ESL Services:** In the first calendar year (less than 365 days) an EL student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/ Language Arts content area of the TCAP Achievement Test. A recently arrived EL student must participate in the Mathematics and Science content areas of the TCAP Achievement Test. Fill in the appropriate circle (only one) to indicate the student's testing status.

- EL (English Learner): Fill in the corresponding circle if the student qualifies as an EL. Note: Not all EL students are EL Excluded.
- T1/T2: Fill in the corresponding circle if the student qualifies as a transitional EL student. Transitional EL students are non-English language background students who were classified as EL based on the TN English Language Proficiency Assessment (ELPA) and scored English proficient or above on all subtests.
- EL Excluded: Fill in this circle only if the student qualifies for EL Excluded and is in the first year of enrollment (less than 365 days) in a U.S. school.

18 **Accommodations for English Learners:** Fill out accommodations for English Learners who qualify according to state criteria. Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for EL, T1, or T2 is darkened on the answer document.

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

19 **Special Education:** Fill in the circle corresponding to the appropriate number of hours for **each** student receiving special education services. **Do not code special education hours for Functionally Delayed students or students with a 504 Service Plan.**

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

20 **Modified Format Test:** Fill in the circle corresponding to the modified format used. **Note:** Incorrectly or inappropriately completing these circles may affect the student's score.

- ○ ELSA
- ○ Braille/Audio
- ○ Large Print

21 **Special Accommodations for Grades 3–8 (According to state criteria):**
Fill in the circle corresponding to the accommodation used. Test Administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan, Functionally Delayed, Gifted, or the number of Special Education hours received is darkened on the answer document.

- ○ A Extended Time
- ○ B Read Aloud Internal Test Instructions/Items
- ○ C Prompting Upon Request
- ○ D Interpreter Signs/Cues
- ○ E Manipulatives
- ○ F Assistive Technology
- ○ G Calculator (Calculator use is not considered an accommodation in the content area of Math on all TCAP assessments. The use of Calculator/Mathematics tables is recorded as an Accommodation for Students with Disabilities on the answer document for Achievement when used as an accommodation for the content area of Science. Refer to page 40 the Test Administration Manual for required calculator restrictions.)
- ○ H Scribe (H does not appear on the answer document since it is an Accessibility Feature)
- ○ I Unique Accommodations

Important note: Scribe is an Accessibility Feature (not Accommodation for Students with Disabilities) for the TCAP Achievement /ELSA Test.

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Student Accountability Demographic Information

Student accountability demographic information on each answer sheet must be complete for accurate reporting.

DO NOT TEAR HERE

LAST NAME | FIRST NAME | MI

ETHNIC ORIGIN
Must Choose Only One:
○ Hispanic or Latino ○ Non-Hispanic or Non-Latino

RACE
Must choose a minimum of one, or as many as apply:
○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Native Hawaiian or Other Pacific Islander
○ White

INSTRUCTIONAL AVAILABILITY
To be completed by school personnel *ONLY*
Traditional
○ 150 days or more
○ 75-149 days
○ 74 days or fewer
Modified
○ 75 days or more
○ 38-74 days
○ 37 days or fewer

CODE A B
○ Code A ○ Code B

ABSENTEE STATUS
○ Absent

BIRTH DATE
Month: ○ Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun ○ Jul ○ Aug ○ Sep ○ Oct ○ Nov ○ Dec
Day: 0 0 1 1 3 3 4 5 6 7 8 9
Year: 19 20 0 1 2 3 4 5 6 7 8 9

GENDER
○ Female ○ Male

MEMBERSHIP
○ 1 ○ 3
○ 2 ○ 4

UNIQUE STUDENT ID

OPTIONAL CODES
1 2 3 4 5 6 7 8 9

TEST VERSION
1

TAG ID

TEST ADMINISTRATOR | SYSTEM NAME | SCHOOL NAME

GRADE 3
FORM F

TCAP
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
ACHIEVEMENT TEST

TCAP Pre-ID

OTHER PROGRAMS
○ 504 Service Plan
○ Gifted (Do not bubble Sp. Ed. hours)
○ Functionally Delayed (Do not bubble Sp. Ed. hours)
○ Migrant
○ Home School
○ Homebound

STATE USE ONLY
○ A1 ○ B1 ○ C1
○ A2 ○ B2 ○ C2
○ A3 ○ B3 ○ C3
○ A4 ○ B4 ○ C4

ESL SERVICES
Choose Only One:
○ EL Excluded ○ T1
○ EL ○ T2

EL Accommodations
Q R S T
○ ○ ○ ○

MODIFIED FORMAT TEST
○ Braille/Audio ○ ELSA
○ Large Print

TITLE I
○ Title I SWP (Schoolwide Programs)
○ Title I TAS (Targeted Assisted Schools)

SPECIAL EDUCATION
○ Special Education Services (less than 4 hours per week)
○ Special Education Services (4 through 22 hours per week)
○ Special Education Services (23 or more hours per week)

SPECIAL ACCOMMODATIONS
○ A ○ B ○ C ○ D ○ E
○ F ○ G ○ I

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STEP 7

Administer the Test

Specific directions for the test begin on the following page. Be sure to review the test directions in advance.

The following symbols are used throughout the specific directions:

	Information that is only for you and is not to be read aloud is printed in this type style.
SAY	The directions you are to read aloud to the students are preceded by SAY and are printed in bold type. Test directions that are read aloud to students should be read **exactly** as written.
	This symbol accompanies anything concerning the timing of the test.

- ☐ Remind students to look for and answer every question on each page.
- ☐ Tell students that each content area test is identified by name at the bottom of each page.
- ☐ Remind students that they must mark answers ONLY in the spaces provided on the answer sheet. Stray pencil marks on the answer document will delay processing of the test materials.
- ☐ If materials with manufacturing defects are discovered during testing, notify the Building Testing Coordinator.
- ☐ **Ask students to write first and last name at the top of cover page of the test book.**

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Pages 21–32 should be used for administering the test to 3rd grade students.

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Achievement Administration Time Grade 3

ACTIVITY/TEST	TESTING TIME
☐ Fill In Student Accountability Demographic Information	
☐ Before beginning the test, make sure students put their names on their test books.	
☐ Reading/Language Arts, Part 1	70 minutes
Break	
☐ Reading/Language Arts, Part 2	66 minutes
☐ Mathematics, Part 1	47 minutes
Break	
☐ Mathematics, Part 2	45 minutes
☐ Science, Part 1	53 minutes
Break	
☐ Science, Part 2	51 minutes

Tests should be administered according to the specific directions, except as required for students with accommodations.

The time limits are generous and allow most students time to finish.

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Directions for Administering Reading/Language Arts

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

SAY **Open your test books to Page 1 in Reading/Language Arts. Be sure to stay on the pages that say "Reading/Language Arts" at the bottom of the page.**

Find the Reading/Language Arts section on your answer sheet.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box on the Reading/Language Arts section of the answer sheet.

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

❒ SAMPLE A

SAY **Read Sample A of the Reading/Language Arts Test. Mark your answer for Sample A on your answer sheet in the shaded box of the Reading/Language Arts section.**

Give students time to answer Sample A.

Do not read the sample aloud.

Discuss Sample A with the students after they have had time to complete it. The correct answer is choice B.

Sample A for Grade 3

Directions Read and answer Sample A and Sample B.

Sample A

When Pat came home from school, she put away her backpack, ate an apple, played with her little brother, and then finished her homework.

What did Pat do last?

A played with her little brother
B finished her homework
C ate an apple
D put away her backpack

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❒ SAMPLE B—Grade 3

SAY **Read Sample B of the Reading/Language Arts Test. Mark your answer for Sample B on your answer sheet in the shaded box of the Reading/ Language Arts section. Stop when you have finished Sample B.**

Give students time to do Sample B.

Do not read the sample aloud.

Discuss Sample B with the students after they have had time to complete the question. The correct answer for sample B is choice F.

Sample B

Read the sentence.

The dog chased the bouncing red ball.

Which underlined word is the simple subject?

F dog
G chased
H red
J ball

Sample B for Grade 3

Students must be allowed the entire allotted time.

PART 1 Grade 3—70 minutes

❒ QUESTIONS 1 THROUGH 35

SAY **Now you will do Numbers 1 through 35 in Part 1 of Reading/ Language Arts.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Reading/Language Arts, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Reading/Language Arts and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 70 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Turn the page in your test books. You may begin.

Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 70 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 70	_____

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At the stopping time,

SAY **Stop. This is the end of Reading/Language Arts, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

Ask students to put their names on their test books.

At the stopping time, have the students close their books and take a short break.

PART 2 Grade 3—66 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

Before collecting the tests, make sure students' names are on the test books.

❒ QUESTIONS 36 THROUGH 68

SAY **Open your books to Part 2 of Reading/Language Arts.**

Find Page 26. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Now you will do Numbers 36 through 68. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 66 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 66 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 66	_____

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At the stopping time,

SAY **Stop. This is the end of Reading/Language Arts, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the building test coordinator immediately after the testing session.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

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Directions for Administering Mathematics

The use of approved calculators is permissible on the mathematics content area of the TCAP Achievement Test as per system policy. If you have questions about the calculator policy, contact the testing coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Very Important: *Each student should have scratch paper (scratch paper should be blank, unlined paper), a punch-out ruler, and a calculator (as per system policy) before test materials are distributed. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED TO THE STATE. Students must sign and return all scratch paper for submission to the Building Testing Coordinator.*

SAY **Open your test books to Mathematics.**

Find Page 51.

Be sure to stay on the pages that say "Mathematics" at the bottom of the page.

Now find the Mathematics section on your answer sheets.

Put your name on the extra paper I gave you. You may use the extra paper to work the mathematics problems. Remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may ask you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Mathematics section of the answer sheet.

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

❒ SAMPLES A AND B

SAY **Do Samples A and B, beginning on the first page of the Mathematics test. Use your ruler to help you answer Sample B. Mark your answers for Samples A and B on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.**

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Give students time to answer Samples A and B.

Do not read the samples aloud.

Discuss Samples A and B with the students after they have had time to complete them. The correct answer for Sample A is choice B, and the correct answer for Sample B is choice H.

Directions Work Samples A and B.

Sample A

Linda has 2 sweaters. Each sweater has 6 buttons. How many buttons do the sweaters have in all?

A 14
B 12
C 8
D 4

Sample B

Use the centimeter side of your ruler to help you solve this problem.

How long is the seahorse from top to bottom? Mark your answer.

F 4 centimeters
G 6 centimeters
H 7 centimeters
J 9 centimeters

Samples A and B for Grade 3.

PART 1 Grade 3—47 minutes

❒ QUESTIONS 1 THROUGH 28

SAY **Now you will do Numbers 1 through 28 in Part 1 of Mathematics.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Mathematics, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Mathematics and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 47 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Look at the next page in your test books. You may begin.

Students must be allowed the entire allotted time.

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Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 47 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 47	_____

At the stopping time,

SAY **Stop. This is the end of Mathematics, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have the students close their books and take a short break.

Ask students to put their names on their test books.

PART 2 Grade 3—45 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, calculator (as per system policy), and punch-out ruler.

Before collecting the tests, make sure students' names are on the test books.

❒ QUESTIONS 29 THROUGH 55

SAY **Open your books to Part 2 of Mathematics.**

Find Page 74. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

SAY **Now you will do Numbers 29 through 55. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.**

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 45 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

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Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 45 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 45	_____

At the stopping time,

SAY **Stop. This is the end of Mathematics, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. DO NOT put your rulers or extra paper in your test books or answer sheets.

The punch-out rulers should NOT be returned to the state. Students must sign and return all scratch paper for submission to the Building Testing Coordinator.

SAY **Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Testing Coordinator immediately after the testing session.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils, scratch paper, rulers) inside their answer sheets.

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Directions for Administering Science

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

SAY **Open your test books to Science.**

Find Page 93.

Be sure to stay on the pages that say "Science" at the bottom of the page.

Now find the Science section on your answer sheets.

We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Science section of the answer sheet.

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

❒ SAMPLE A

SAY **Do Sample A on the first page of the Science test. Mark your answer for Sample A on your answer sheet in the shaded box of the Science section. Stop when you have finished Sample A.**

Give students time to answer Sample A.

Do not read the sample aloud.

Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice D.

Sample A for Grade 3

Directions Read the sample and mark the correct answer.

Sample A Some students want to know which types of birds live near their school. Which activity will best help the students answer this question?

A reading a story about birds

B finding out what birds eat

C learning how birds fly

D observing birds outside their classroom

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PART 1 Grade 3—53 minutes

❒ **QUESTIONS 1 THROUGH 35**

SAY **Now you will do Numbers 1 through 35 in Part 1 of Science.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Science and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

For Grade 3

SAY **You will have 53 minutes to do Science, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Turn the page in your test books. You may begin.

Record the starting and stopping times for Part 1.

Students must be allowed the entire allotted time.

RECORD THE STARTING TIME:	ADD 53 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 53	_____

At the stopping time,

SAY **Stop. This is the end of Science, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

Ask students to put their names on their test books.

At the stopping time, have the students close their books and take a short break.

PART 2 Grade 3—51 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

Before collecting the tests, make sure students' names are on the test books.

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At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

❒ QUESTIONS 36 THROUGH 69

SAY **Open your books to Part 2 of Science.**

Find Page 126. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Now you will do Numbers 36 through 69. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

For Grade 3

SAY **You will have 51 minutes to do Science, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 51 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 51	_____

At the stopping time,

SAY **Stop. This is the end of Science, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Testing Coordinator immediately after the testing session.

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Pages 34–49 should be used for administering the test to 4th and 5th grade students.

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Achievement Administration Time Grades 4 and 5

Tests should be administered according to the specific directions, except as required for students with accommodations.

The time limits are generous and allow most students time to finish.

ACTIVITY/TEST	TESTING TIME
☐ Fill In Student Accountability Demographic Information	
☐ Before beginning the test, make sure students put their names on their test books.	
☐ Reading/Language Arts, Part 1	70 minutes
Break	
☐ Reading/Language Arts, Part 2	66 minutes
☐ Mathematics, Part 1	42 minutes
Break	
☐ Mathematics, Part 2	41 minutes
☐ Science, Part 1	48 minutes
Break	
☐ Science, Part 2	47 minutes

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Directions for Administering Reading/Language Arts

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

SAY **Open your test books to Page 1 in Reading/Language Arts. Be sure to stay on the pages that say "Reading/Language Arts" at the bottom of the page.**

Now open your answer sheets and find the Reading/Language Arts section.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Reading/Language Arts section of the answer sheet.

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

❒ SAMPLE A

SAY **Read the Directions and the Sample Passage on Page 1 of the Reading/Language Arts test. Then do Sample A. Mark your answer for Sample A on your answer sheet in the shaded box of the Reading/Language Arts section. Stop when you have finished Sample A.**

Give students time to answer Sample A.

Do not read the sample aloud.

Discuss Sample A with the students after they have had time to complete it. The correct answer is choice C.

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Sample A for Grades 4 and 5

Directions **Read the passage. Then answer Sample A.**

Sample Passage

1 Runners are getting faster all the time. Roger Bannister of Great Britain set a world record in 1954 when he ran a mile in just under four minutes. Since then, however, with more specialized training and improved shoes, runners have covered the same distance in even less time.

Sample A **This passage is mainly about**

A a pair of running shoes.
B a new world record.
C people running faster.
D people training for a race.

❒ SAMPLES B AND C

SAY **Turn the page in your test books. Then read the Directions and do Samples B and C. Mark your answers for Samples B and C on your answer sheet in the shaded box of the Reading/Language Arts section. Stop when you have finished Samples B and C.**

Give students time to answer Samples B and C.

Do not read the samples aloud.

Discuss Samples B and C with the students after they have had time to complete them. The correct answer for Sample B is choice G and the correct answer for Sample C is choice A.

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Directions **A student wrote this paragraph. It contains mistakes. Read the paragraph. Then answer Sample B and Sample C.**

> (1) Last night I will make dinner for my father's birthday. (2) After we ate, we talked about the trip we will be taking in December. (3) We are planning to visit my grandmother. (4) She lives far away, and we haven't seen her in a long time.

Sample B **Choose the best way to write Sentence 1.**

F Last night I make dinner for my father's birthday.
G Last night I made dinner for my father's birthday.
H Last night I making dinner for my father's birthday.
J correct as is

Sample C **Read this sentence.**

I was nervous about preparing all the food, but everything was fine.

Where should this sentence be placed in the paragraph?

A after Sentence 1
B after Sentence 2
C after Sentence 3
D after Sentence 4

Samples B and C for Grades 4 and 5

PART 1

Grades 4–5—70 minutes

❒ QUESTIONS 1 THROUGH 35

SAY **Now you will do Numbers 1 through 35 in Part 1 of Reading/Language Arts.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Reading/Language Arts, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Reading/Language Arts and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 70 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Turn the page in your test books. You may begin.

Students must be allowed the entire allotted time.

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Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 70 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 70	_____

At the stopping time,

SAY **Stop. This is the end of Reading/Language Arts, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

Ask students to put their names on their test books.

At the stopping time, have the students close their books and take a short break.

PART 2 Grades 4–5 — 66 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

Before collecting the tests, make sure students' names are on the test books.

❒ **QUESTIONS 36 THROUGH 68**

SAY **Open your books to Part 2 of Reading/Language Arts.**

For Grade 4

SAY **Find Page 28. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

For Grade 5

SAY **Find Page 30. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

SAY **Now you will do Numbers 36 through 68. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.**

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

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SAY **You will have 66 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 66 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 66	_____

At the stopping time,

SAY **Stop. This is the end of Reading/Language Arts, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Testing Coordinator immediately after the testing session.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

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The use of approved calculators is permissible on the mathematics content area of the TCAP Achievement Test as per system policy. If you have questions about the calculator policy, contact the testing coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Directions for Administering Mathematics

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Very Important: *Each student should have scratch paper (scratch paper should be blank, unlined paper), a punch-out ruler, and a calculator (as per system policy) before test materials are distributed. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED TO THE STATE. Students must sign and return all scratch paper for submission to the Building Testing Coordinator.*

SAY **Open your test books to Mathematics.**

For Grade 4

SAY **Find Page 57.**

For Grade 5

SAY **Find Page 59.**

SAY **Be sure to stay on the pages that say "Mathematics" at the bottom of the page.**

Now find the Mathematics section on your answer sheets.

Put your name on the extra paper I gave you. You may use the extra paper to work the mathematics problems. Remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may ask you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Mathematics section of the answer sheet.

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

❒ **SAMPLES A AND B**

For Grade 4

SAY **Do Samples A and B beginning on the first page of the Mathematics test. Mark your answers for Samples A and B on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.**

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Give students time to answer Samples A and B.

Do not read the samples aloud.

Discuss Samples A and B with the students after they have had time to complete them. The correct answer for Sample A is choice D, and the correct answer for Sample B is choice H.

Directions Work Samples A and B.

Sample A $68 \times 12 =$

A 194
B 204
C 806
D 816

Sample B **Divide:** $780 \div 12 =$

F 60
G 62
H 65
J 66

Samples A and B for Grade 4

❒ SAMPLES A, B, AND C

For Grade 5

SAY **Do Samples A, B, and C beginning on the first page of the Mathematics test. Mark your answers for Samples A, B, and C on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.**

Give students time to answer Samples A, B, and C.

Do not read the samples aloud.

Discuss Samples A, B, and C with the students after they have had time to complete them. The correct answer for Sample A is choice D, the correct answer for Sample B is choice H, and the correct answer for Sample C is choice D.

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Samples A, B, and C for Grade 5

Directions Work Samples A and B. Then work Sample C on the next page.

Sample A **Solve:** 270 ÷ 5 =

A 41
B 50
C 53
D 54

Sample B

Steve spent about $10.00 on two sale items. Which two sale items have a total cost of about $10.00?

F clay and glue
G glitter and clay
H glitter and paint
J paint and glue

Sample C for Grade 5

Sample C **Solve:**

$$\frac{19}{5} - \frac{3}{10} =$$

A $1\frac{1}{15}$
B $1\frac{3}{5}$
C $3\frac{1}{5}$
D $3\frac{1}{2}$

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PART 1 Grades 4–5—42 minutes

❒ Questions 1 through 28

SAY **Now you will do Numbers 1 through 28 in Part 1 of Mathematics.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Mathematics, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Mathematics and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

For Grades 4–5

SAY **You will have 42 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Look at the next page in your test books. You may begin.

Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 42 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 42	_____

At the stopping time,

SAY **Stop. This is the end of Mathematics, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have the students close their books and take a short break.

Ask students to put their names on their test books.

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PART 2 Grades 4–5—41 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, calculator (as per system policy), and punch-out ruler.

Before collecting the tests, make sure students' names are on the test books.

Students must be allowed the entire allotted time.

❒ QUESTIONS 29 THROUGH 55

SAY **Open your books to Part 2 of Mathematics.**

For Grade 4

SAY **Find Page 76.**

For Grade 5

SAY **Find Page 80.**

SAY **Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

Now you will do Numbers 29 through 55. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 41 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 41 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 41	_____

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At the stopping time,

SAY **Stop. This is the end of Mathematics, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. DO NOT put your rulers or extra paper in your test books or answer sheets.

The punch-out rulers should NOT be returned to the state. Students must sign and return all scratch paper for submission to the Building Testing Coordinator.

SAY **Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Testing Coordinator immediately after the testing session.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils, scratch paper, rulers) inside their answer sheets.

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Directions for Administering Science

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

SAY **Open your test books to Science.**

For Grade 4

SAY **Find Page 95.**

For Grade 5

SAY **Find Page 99.**

SAY **Be sure to stay on the pages that say "Science" at the bottom of the page. Now find the Science section on your answer sheets.**

We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Science section of the answer sheet.

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

❒ **SAMPLE A**

SAY **Now do Sample A on the first page of the Science test. Mark your answer for Sample A on your answer sheet in the shaded box of the Science section. Stop when you have finished Sample A.**

Give students time to answer Sample A.

Do not read the sample aloud.

Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A Grade 4 is D. The correct answer for Sample A Grade 5 is C.

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Directions Read the sample and mark the correct answer.

Sample A Some students want to know which types of birds live near their school. Which activity will best help the students answer this question?

A reading a story about birds
B finding out what birds eat
C learning how birds fly
D observing birds outside their classroom

Sample A for Grade 4

Directions Read the sample and mark the correct answer.

Sample A A student wants to know if iron nails will form more rust in salt water than in tap water.

Which experiment would best answer this question?

A place two nails in the same jar of tap water
B place two nails in a jar of cold salt water
C place one nail in a jar of tap water and one nail in a jar of salt water
D place one nail in warm tap water and one nail in cold tap water

Sample A for Grade 5

PART 1 Grades 4–5—48 minutes

❒ QUESTIONS 1 THROUGH 35

Students must be allowed the entire allotted time.

SAY **Now you will do Numbers 1 through 35 in Part 1 of Science.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Science and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 48 minutes to do Science, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Turn the page in your test books. You may begin.

Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 48 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 48	_____

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At the stopping time,

SAY **Stop. This is the end of Science, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

At the stopping time, have the students close their books and take a short break.

Ask students to put their names on their test books.

PART 2 Grades 4–5—47 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

Before collecting the tests, make sure students' names are on the test books.

❒ **QUESTIONS 36 THROUGH 69**

SAY **Open your books to Part 2 of Science.**

For Grade 4

SAY **Find Page 124.**

For Grade 5

SAY **Find Page 122.**

SAY **Be sure you are on the correct page in your test books and the correct number on your answer sheets. Now you will do Numbers 36 through 69. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 2.**

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 47 minutes to do Science, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

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Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 47 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 47	_____

At the stopping time,

SAY **Stop. This is the end of Science, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Test Coordinator immediately after the testing session.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

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Test Directions for Grades 6–8

Pages 51-68 should be used for administering the test to students in Grades 6, 7, and 8.

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Achievement Administration Time Grades 6, 7, and 8

ACTIVITY/TEST	TESTING TIME
☐ Fill In Student Accountability Demographic Information	
☐ Before beginning the test, make sure students put their names on their test books.	
☐ Reading/Language Arts, Part 1	70 minutes
Break	
☐ Reading/Language Arts, Part 2	70 minutes
☐ Mathematics, Part 1	42 minutes
Break	
☐ Mathematics, Part 2	41 minutes
☐ Science, Part 1	48 minutes
Break	
☐ Science, Part 2	47 minutes

Tests should be administered according to the specific directions, except as required for students with accommodations.

The time limits are generous and allow most students time to finish.

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Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Directions for Administering Reading/Language Arts

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

SAY **Open your test books to Page 1 in Reading/Language Arts. Be sure to stay on the pages that say "Reading/Language Arts" at the bottom of the page.**

Find the Reading/Language Arts section on your answer sheet.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Reading/Language Arts section of the answer sheet.

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

❒ SAMPLE A

SAY **Read the Directions and the Sample Passage on Page 1 of the Reading/Language Arts test. Then do Sample A. Mark your answer for Sample A on your answer sheet in the shaded box of the Reading/Language Arts section. Stop when you have finished Sample A.**

Give students time to answer Sample A.

Do not read the sample aloud.

Discuss Sample A with the students after they have had time to complete it. The correct answer is choice C.

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Directions Read the first paragraph from a passage. Then answer Sample A.

Sample Passage

What's in a Name?

1 Names are important to people. Some people are so proud of their names that they name their children after themselves. Did you know that the world-famous boxer George Foreman named all five of his sons George Foreman? Two of his five daughters also have "George" in their names! Even though some people love the names they were given, other people prefer to change their names. Changing names is nothing new. As a writer, Samuel Clemens called himself Mark Twain. Harry Houdini, the famous nineteenth-century escape artist, was born Ehrich Weiss in his native Hungary. The well-known comedian Whoopi Goldberg, who has also starred in television shows and movies, was originally named Caryn Johnson. So what's in a name?

Sample A for Grades 6, 7, and 8

Sample A **Why does the author begin this passage by discussing famous people?**

A to explain to readers the events that influence the naming of a child
B to tell readers the reason why people change their names
C to engage readers in the topic of the names
D to entertain readers with tales about how some children receive their names

❒ SAMPLES B AND C—Grades 6–8

SAY **Turn the page in your test books. Then read the directions and do Samples B and C. Stop when you have finished Samples B and C.**

Give students time to answer Samples B and C.

Do not read the samples aloud.

Discuss Samples B and C with the students after they have had time to complete them. The correct answer for Sample B is choice G and the correct answer for Sample C is choice A.

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Samples B and C for Grade 6

Directions **A student wrote this paragraph. It contains mistakes. Read the paragraph and answer Sample B and Sample C.**

> (1) Last summer, my family and I went on a wonderful trip. (2) Have you ever spent your summer vacation in the city? (3) We left the busy city to camp at a nice lake in the woods. (4) After a long drive, arriving at the perfect spot. (5) We put up the tent and explored the area around us. (6) Then we spent the whole week swimming, fishing, hiking, and laughing. (7) That vacation was the best one I have ever experienced!

Sample B **Read Sentence 4.**

After a long drive, arriving at the perfect spot.

Choose the correct way to revise this incomplete sentence.

F Arriving at the perfect spot after a long drive.
G After a long drive, we arrived at the perfect spot.
H We arriving at the perfect spot after a long drive.
J After a long drive, we arriving at the perfect spot.

Sample C **Which sentence does not belong in the paragraph?**

A Sentence 2
B Sentence 3
C Sentence 5
D Sentence 6

Samples B and C for Grades 7 and 8

Directions **A student wrote this paragraph. It contains mistakes. Read the paragraph and answer Sample B and Sample C.**

> (1) Last summer, my family and I went on a wonderful trip. (2) Have you ever spent your summer vacation in the city? (3) We left the busy city to camp at a nice lake in the woods. (4) After a long drive, arriving at the perfect spot. (5) We put up the tent and became familiar with the area around us. (6) Then we spent the whole week swimming, fishing, hiking, and laughing. (7) That vacation was the best one I have ever experienced!

Sample B **Read Sentence 4.**

After a long drive, arriving at the perfect spot.

Choose the correct way to revise this incomplete sentence.

F Arriving at the perfect spot after a long drive.
G After a long drive, we arrived at the perfect spot.
H We arriving at the perfect spot after a long drive.
J After a long drive, we arriving at the perfect spot.

Sample C **Which sentence does not belong in the paragraph?**

A Sentence 2
B Sentence 3
C Sentence 5
D Sentence 6

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PART 1 Grades 6–8—70 minutes

❒ QUESTIONS 1 THROUGH 35

SAY **Now you will do Numbers 1 through 35 in Part 1 of Reading/Language Arts.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Reading/Language Arts, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Reading/Language Arts and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 70 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Students must be allowed the entire allotted time.

SAY **Look at the next page in your test books. You may begin.**

Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 70 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 70	_____

At the stopping time,

SAY **Stop. This is the end of Reading/Language Arts, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

Ask students to put their names on their test books.

At the stopping time, have the students close their books and take a short break.

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PART 2 Grades 6–8—70 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

Before collecting the tests, make sure students' names are on the test books.

❒ QUESTIONS 36 THROUGH 70

SAY **Open your books to Part 2 of Reading/Language Arts.**

For Grade 6

SAY **Find Page 30. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

For Grade 7

SAY **Find Page 30. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

For Grade 8

SAY **Find Page 32. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

Now you will do Numbers 36 through 70. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

SAY **You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.**

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 70 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 70 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 70	_____

At the stopping time,

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SAY **Stop. This is the end of Reading/Language Arts, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Testing Coordinator immediately after the testing session.

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

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Directions for Administering Mathematics

The use of approved calculators is permissible on the mathematics content area of the TCAP Achievement Test as per system policy. If you have questions about the calculator policy, contact your Building Testing Coordinator.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Rulers are not used for Grades 6–8.

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Very Important: *Each student should have scratch paper (scratch paper should be blank, unlined paper) and a calculator (as per system policy) before the test materials are distributed. Students must sign and return all scratch paper for submission to the Building Testing Coordinator.*

SAY **Open your test books to Mathematics.**

For Grade 6

SAY **Find Page 57.**

For Grade 7

SAY **Find Page 57.**

For Grade 8

SAY **Find Page 61.**

SAY **Be sure to stay on the pages that say "Mathematics" at the bottom of the page.**

Now find the Mathematics section on your answer sheets.

Put your name on the extra paper I gave you. You may use the extra paper to work the mathematics problems. Remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may ask you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. Mark your answers to the sample questions in the shaded box in the Mathematics section of the answer sheet.

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

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❒ SAMPLES A AND B—Grades 6–8

SAY **Do Samples A and B, beginning on the first page of the Mathematics test. Mark your answers for Samples A and B on your answer sheet in the shaded box of the Mathematics section. Stop when you have finished the samples.**

Give students time to answer Samples A and B.

Do not read the samples aloud.

Discuss Samples A and B with the students after they have had time to complete them. For Grade 6 the correct answer for Sample A is choice D, and the correct answer for Sample B is choice H.

Directions Work Samples A and B.

Sample A

Solve: $\frac{3}{4} \div \frac{1}{3} =$

A $\frac{1}{4}$

B $\frac{3}{7}$

C $1\frac{1}{2}$

D $2\frac{1}{4}$

Sample B

Steve spent about $10.00 on two sale items. Which two sale items have a total cost of about $10.00?

F clay and glue

G glitter and clay

H glitter and paint

J paint and glue

Samples A and B for Grade 6

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For Grade 7 the correct answer for Sample A is choice D, and the correct answer for Sample B is choice F.

Samples A and B for Grade 7

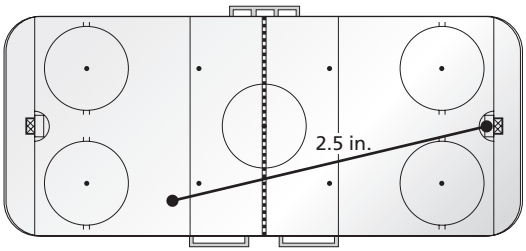
Directions **Work Sample A. Then work Sample B on the next page.**

Sample A What is the value of the expression shown below?

$$10.8 - 4 + 4\frac{1}{4}$$

A 2.55
B 6.30
C 7.05
D 11.05

Sample B The 2.5-inch segment on the scale drawing below represents a shot Randy made at a hockey rink.



SCALE: 1 inch = 50 feet

Each inch on the scale drawing represents 50 feet of the actual hockey rink. What was the actual length of Randy's shot?

F 125 feet
G 137.5 feet
H 150 feet
J 162.5 feet

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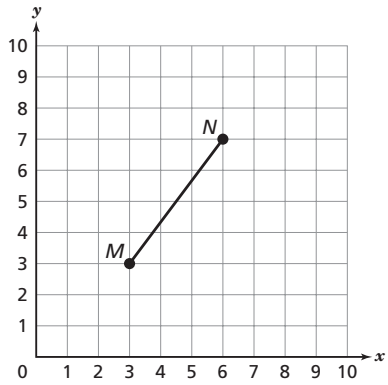
For Grade 8 the correct answer for Sample A is choice D, and the correct answer for Sample B is choice H.

Directions **Work Samples A and B.**

Sample A Which equation represents a linear function?

A $y = x^2 + 2$
B $y = x^3$
C $y = 2^x$
D $y = 2x$

Sample B Line Segment *MN* is shown on the grid below.



What is the length of Line Segment *MN*?

F 3 units
G 4 units
H 5 units
J 7 units

Samples A and B for Grade 8

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PART 1 Grades 6–8—42 minutes

❒ QUESTIONS 1 THROUGH 28

SAY **Now you will do Numbers 1 through 28 in Part 1 of Mathematics.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Mathematics, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Mathematics and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

Students must be allowed the entire allotted time.

SAY **You will have 42 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Look at the next page in your test books. You may begin.

Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 42 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 42	_____

At the stopping time,

SAY **Stop. This is the end of Mathematics, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

Ask students to put their names on their test books.

At the stopping time, have the students close their books and take a short break.

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PART 2 Grades 6–8—41 minutes

When you begin this testing session, check to be sure that each student has his or her own test book, answer sheet, calculator (as per system policy), and scratch paper.

Before collecting the tests, make sure students' names are on the test books.

❒ QUESTIONS 29 THROUGH 55

SAY **Open your books to Part 2 of Mathematics.**

For Grade 6

SAY **Find Page 74.**

For Grade 7

SAY **Find Page 80.**

For Grade 8

SAY **Find Page 82.**

SAY **Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

Now you will do Numbers 29 through 55. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 41 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

You may begin.

Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 41 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 41	_____

At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils, scratch paper) inside their answer sheets.

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At the stopping time,

SAY **Stop. This is the end of Mathematics, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

DO NOT put extra paper in your test books or answer sheets.

Students must sign and return all scratch paper for submission to the Building Testing Coordinator.

SAY **Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.**

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Testing Coordinator immediately after the testing session.

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Directions for Administering Science

Before distributing test materials, check the testing area to make sure that all instructional or reference materials have been removed or concealed.

Before testing begins, make sure students put their names on their test books. Students should have answer documents with completed accountability information.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

SAY **Open your test books to Science.**

For Grade 6

SAY **Find Page 91.**

For Grade 7

SAY **Find Page 101.**

For Grade 8

SAY **Find Page 101.**

SAY **Be sure to stay on the pages that say "Science" at the bottom of the page.**

Now find the Science section on your answer sheets.

We will begin by doing a sample question. Mark your answer to the sample question in the shaded box in the Science section of the answer sheet.

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

❒ **SAMPLE A**

SAY **Now do Sample A on the first page of the Science test. Mark your answer for Sample A on your answer sheet in the shaded box of the Science section. Stop when you have finished Sample A.**

Give students time to answer Sample A.

Do not read the sample aloud.

Discuss Sample A with the students after they have had time to complete it. For Grade 6 the correct answer for Sample A is choice C. For Grades 7 and 8 the correct answer for Sample A is choice B.

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Sample A for Grade 6

Directions Read the sample and mark the correct answer.

Sample A A student wants to know if iron nails will form more rust in salt water than in tap water.

Which experiment would best answer this question?

A place two nails in the same jar of tap water
B place two nails in a jar of cold salt water
C place one nail in a jar of tap water and one nail in a jar of salt water
D place one nail in warm tap water and one nail in cold tap water

Sample A for Grades 7 and 8

Directions Read the sample and mark the correct answer.

Sample A During an investigation, a student combines two different liquids and heats the mixture to its boiling point. In which of these should the student mix the liquids?

A thermometer
B beaker
C spring scale
D metric ruler

PART 1 Grades 6–8—48 minutes

❒ QUESTIONS 1 THROUGH 35

SAY **Now you will do Numbers 1 through 35 in Part 1 of Science.**

Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 1. Do not go on to Part 2.

You may go back over Part 1 of Science and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 48 minutes to do Science, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.**

Turn the page in your test books. You may begin.

Record the starting and stopping times for Part 1.

RECORD THE STARTING TIME:	ADD 48 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 48	_____

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At the stopping time,

SAY **Stop. This is the end of Science, Part 1. We will take a break now.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

Ask students to put their names on their test books.

At the stopping time, have the students close their books and take a short break.

PART 2 Grades 6–8—47 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

Before collecting the tests, make sure students' names are on the test books.

Students must be allowed the entire allotted time.

❒ **QUESTIONS 36 THROUGH 69**

SAY **Open your books to Part 2 of Science.**

For Grade 6

SAY **Find Page 116.**

For Grade 7

SAY **Find Page 124.**

For Grade 8

SAY **Find Page 124.**

Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Now you will do Numbers 36 through 69. Read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Science, Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY **You will have 47 minutes to do Science, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

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At the end of the testing session, have students check to see that they have no extraneous materials (e.g., pencils) inside their answer sheets.

SAY **You may begin.**

Record the starting and stopping times for Part 2.

RECORD THE STARTING TIME:	ADD 47 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 47	_____

At the stopping time,

SAY **Stop. This is the end of Science, Part 2.**

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Place your answer sheets on top of your test books, name side up.

Ask students to put their names on their test books.

If this is the end of the testing session, collect all test materials.

Return all test materials to the Building Test Coordinator immediately after the testing session.

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STEP 8

Assemble Materials for Return to Testing Coordinator

Sort and store unused materials per instructions from your Testing Coordinator.

- ☐ After your testing is complete, check students' answer sheets to ensure that
  - A) the version number has been bubbled on all answer documents from the test booklet.
  - B) all punch-out rulers (Grades 3–4 only) and scratch paper have been removed from the test booklet and answer sheets. Punch-out rulers should not be returned to Pearson.
  - C) all student accountability demographic information is complete and correct. This information is used to verify student identity when other information is insufficient.
- ☐ Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
  - A) scratch paper, signed by students
  - B) list of absentees (do not send to the state)
  - C) used answer sheets (answer sheets should be stacked with demographic grids face up and cut corners aligned at upper right side)
  - D) modified format tests and transcribed answer documents
  - E) other used and unused test materials
    - (1) used test books, including those marked with student names and/or stray marks
    - (2) unused answer sheets and test books
  - F) *Teacher Directions*
  - G) materials with manufacturing defects (notify the Building Testing Coordinator)

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NOTE: PUNCH-OUT RULERS (Grades 3–4 only) SHOULD NOT BE RETURNED TO PEARSON. CHECK TO BE SURE THAT THERE ARE NO RULERS OR SCRATCH PAPER IN THE TEST BOOKS AND THE ANSWER DOCUMENTS.

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