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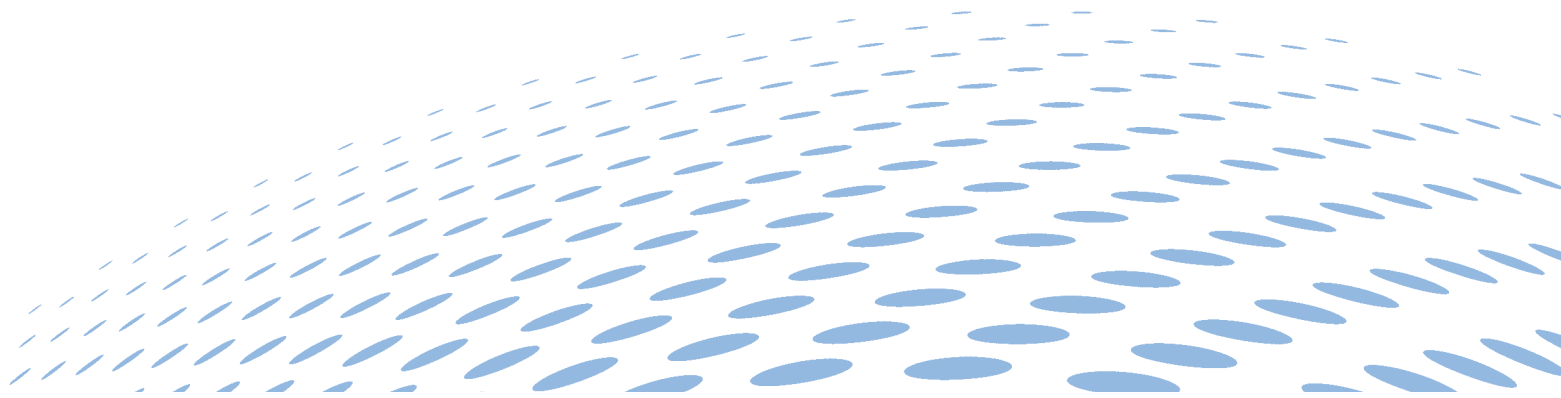
Rhode Island Comprehensive Assessment System

TEST ADMINISTRATOR'S M A N U A L



Grade 3 ELA and Mathematics Paper-Based Tests

SPRING 2018





RIDE Rhode Island
Department
of Education

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903
Phone: 401-222-4600
www.ride.ri.gov

Important Contact Information and Resources

RICAS Service Center

(for logistical support, including technical support for PearsonAccess^{next} and TestNav)

Hours: 7:00 a.m.–5:00 p.m., Monday–Friday

Email: ricasservicecenter@measuredprogress.org

Telephone: 855-222-8936

RICAS Policy Information

Rhode Island Department of Instruction, Assessment, and Curriculum

Web: www.ride.ri.gov/RICAS

Email: assessment@ride.ri.gov

Telephone: 401-222-8494

Grade 3 ELA and Mathematics Test Administration Schedule Spring 2018

Test ¹	Allowable Administration Dates	Recommended Testing Times ²
English Language Arts	April 2–May 4	Session 1: 2 hours Session 2: 2 hours
Mathematics	April 3–May 25	Session 1: 1 ½ hours Session 2: 1 ½ hours

¹ Each test session must be administered simultaneously to all grade 3 students at your school. Schools may administer make-up sessions after the scheduled dates, through May 4 for ELA and May 25 for Mathematics, according to the policies detailed in the *Test Coordinator’s Manual* (TCM). Your school test coordinator will provide you with instructions for administering make-up sessions.

² Schools may plan for one short, supervised break per session (3–5 minutes) to be given at the test administrator’s discretion. Test security must be maintained during the break.

Note: Review this manual before the Test Administrators’ Training with your school principal or school test coordinator.

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Part I

RICAS Test Security Requirements

RICAS Test Security Requirements

The Rhode Island Comprehensive Assessment System (RICAS) tests are designed to elicit students' work in order to assess their comprehension of the subject being tested. The purpose of the RICAS Test Security Requirements is to protect the validity of RICAS results.

Section A describes responsibilities of test coordinators.

Section B describes shared responsibilities of all individuals who have access to secure test materials.

Section C describes responsibilities of test administrators.

Section D provides instructions for reporting testing irregularities and describes the process the Rhode Island Department of Education (RIDE) follows for investigation.

Principals and school personnel authorized to have access to secure materials must follow the requirements listed below and may not participate in, direct, assist in, encourage, or fail to report any testing irregularity or act of misconduct.

Principals are responsible for ensuring that all test administrators and school personnel authorized to have access to secure test materials comply with the requirements and instructions contained in the *Test Coordinator's Manual* (TCM) and in this *Test Administrator's Manual* (TAM).

Please note the following definitions for the purposes of this section and this manual:

- **“Secure”** materials and items include the following, except for certain materials listed below after they are securely destroyed as directed in this manual:
 - o test questions not publicly released by RIDE
 - o student responses to test questions
 - o test and answer booklets³ for paper-based testing (PBT)
 - o any math reference sheets or graphic organizers with student writing
 - o used scratch paper
- **“Access”** refers to handling test materials, but does not include viewing tests or individual questions, which is prohibited. Students may never transport secure test materials, including from their initial testing room to a test completion room.
- **“Locked storage area”** refers to the central locked area that must be used to store all RICAS test materials **at all times** when materials are not in use. Test coordinators must restrict access to the locked storage area to only those school personnel authorized by the test coordinators to handle secure materials. For example, custodial or cleaning staff may not enter the locked area where the test coordinator stores secure materials.

Each principal must complete the Principal's Certification of Proper Test Administration (PCPA) to certify that the school has followed proper RICAS test security requirements and test administration protocols. See Appendix C of the TCM for the certification statement to which the principal must attest.

³ The term “secure test and answer booklets” also refers to Braille test materials and large-print test materials.

A. Responsibilities of the Principal and Designee

1. **Authorize specific personnel to serve as test administrators, and train them to properly administer RICAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors) and train them in RICAS security requirements.**
 - Before the training session, distribute
 - o a copy of this manual to every test administrator, and
 - o a copy of the test security requirements to all school personnel who have access to secure materials.
 - Using the sample form in Appendix C of the TCM or a similar form, document that all test administrators have received a TAM and that school personnel who have access to secure materials have received the test security requirements (principals keep these forms on file for three years).
 - Train test administrators prior to test administration. The TCM and TAMs describe the protocols necessary to conduct a proper RICAS test administration.
 - For test administrators who provide accommodations to students with disabilities provide training in the implementation of accommodations in accordance with Appendix A of the TCM and the *RICAS Accessibility and Accommodations Manual, 2018* (available at www.ride.ri.gov/RICAS).
2. **Instruct test administrators in RICAS test security requirements.**
3. **Develop local policies and procedures to ensure proper test security at all times.**
 - Schedule tests to avoid conflicts with recess or lunch (see Part III of the TCM for more information about scheduling test sessions).
 - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
 - Ensure that tests are administered within the prescribed window and in the prescribed order.
 - Ensure that test administrators administer tests according to section C on the following pages.
4. **Keep RICAS test materials in locked central storage when RICAS tests are not being administered.**
 - Account for all secure test materials at the end of each test session and keep them in the locked storage area when not in use.
 - Restrict access to the locked storage area to only those school personnel authorized to have access to secure materials.
5. **Monitor the receipt and return of all test materials.**
 - Inventory materials immediately upon receipt and investigate any discrepancies in counts of materials as described in the TCM.
 - Return all materials to the testing contractor according to the prescribed packing instructions and the deadlines in the TCM.

RICAS Test Security Requirements

B. Shared Responsibilities of Test Coordinators, Test Administrators, and Other School Personnel Authorized to Have Access to Secure Materials

1. Receive training in test security requirements and test administration protocols.

- Test coordinators are encouraged to participate in one of RIDE’s training sessions on RICAS test security and test administration protocols in February 2018.
- Test administrators, test coordinators, and other school personnel authorized to have access to secure test materials must attend the school training session. Document their participation using the sample form in Appendix C of the TCM or a similar document (test coordinators keep these forms on file for three years).

2. Document the location of secure materials at all times.

- Track secure materials using the sample Test Materials Internal Tracking Form in Appendix C of the TCM or a similar document (test coordinators keep these forms on file for three years). See Part III of the TCM for more information about requirements for internal tracking forms.

3. Ensure the security of the testing location.

- Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school personnel (including teachers) not assigned to the room as test administrators.
- School administrators, district personnel, and RIDE observers may enter testing rooms to monitor and observe testing procedures.

4. Ensure the security of test questions, test & answer booklets, and other secure materials.

- Do not leave RICAS materials unattended at any time unless they are locked in secure storage.
- Do not view the contents of test & answer booklets before, during, or after a test administration, except as noted in this manual.
- Do not discuss or in any way reveal the contents of test & answer booklets before, during, or after test administration, except as noted in this manual. Because RICAS test questions are secure and confidential until RIDE releases them publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed.
- Do not duplicate any portion of test & answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.⁴
- Do not remove test materials from the school. For example, do not share test & answer booklets with another school or program housed in your building.
- Do not allow any portion of test & answer booklets to be retained, discarded, recycled, removed, or destroyed.⁵

⁴ The only exceptions are for test administrators who must transcribe student responses into test & answer booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.

⁵ The only exception is for test materials that have become contaminated; contact the principal or designee immediately for instructions.

- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Be sure that testing tickets and used scratch paper and Mathematics reference sheets have been destroyed after testing.
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any student responses.
- Do not change any student responses.

C. Responsibilities of Test Administrators

1. **Receive training from the test coordinator in administering test sessions properly and securely.**
 - Review this manual and all relevant test security requirements before administering test sessions.
 - Attend the training session led by the test coordinator before each test administration. Test coordinators will document participation in training and receipt of TAMs using the sample form in Appendix C of the TCM or a similar document.
 - Understand and follow the protocols related to administering tests to students with disabilities, English learners, and English learners with disabilities.
2. **Administer all tests according to appropriate protocols.**
 - Administer tests during the prescribed testing window, and in the prescribed order.
 - Follow the directions and read the scripts in this manual (and in any subsequent updates provided to test coordinators by RIDE) verbatim to students.
 - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 20).
 - Provide students with all required test materials as listed in this manual.
 - Prevent the use of prohibited materials (see pages 12–14 for lists of required/ permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.
3. **Focus full attention on the testing environment at all times.**
 - Continually monitor the testing process by moving unobtrusively about the room. While monitoring the classroom, **a test administrator may view students' booklets for the purpose of confirming that students are working in the correct session, or in order to administer appropriate accommodations and accessibility features.**
 - Ensure that students are not left unsupervised during testing, including during breaks and transitions to test completion locations.
 - Students must work only on the session being administered. If a test administrator observes a student working in the incorrect session or reviewing the incorrect session of the test & answer booklet, this is a testing irregularity that must be reported immediately to the test coordinator.

RICAS Test Security Requirements

4. **Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.**
 - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
5. **Do not give students any assistance or make suggestions for responding to any test question.**
 - Test administrators must not coach a student during testing or alter or interfere with a student's response in any way. Examples of coaching include, but are not limited to,
 - o providing answers to a student
 - o indicating that a student has answered a question incorrectly or left a question blank
 - o defining words or providing synonyms
 - o spelling words
 - o influencing a student's responses by offering hints, clues, cues, gestures, facial expressions, nods, or changes in voice inflection
 - o altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
 - o providing any manner of assistance that could impact a student's answers, including testing strategies
 - o suggesting that a student write more on a question, check his or her work, or review or reconsider a question
 - At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary for clarification.
6. **Do not read, view, or change student responses.**
7. **Follow proper procedures for administering accommodations to students with disabilities, English learners, and English learners with disabilities.**
 - Ensure that students are **only** provided accommodations that are listed specifically for use during RICAS testing in an approved IEP or a 504 plan, or that were specifically chosen as accommodations for English learner (EL) students.
 - Follow guidelines on proper provision of RICAS accommodations as prescribed in Appendix A of the TCM and in the *RICAS Accessibility and Accommodations Manual, 2018*.

D. Testing Irregularities

Testing irregularities are incidents that represent a deviation from prescribed testing procedures. Testing irregularities may include student impropriety, errors in providing accommodations, educator misconduct, or the mishandling of secure test materials.

Mandatory Reporting of Irregularities by All Personnel

All test irregularities must be reported by the test administrator to the school test coordinator. The school test coordinator must collect any information and/or documentation and inform the LEA or district test coordinator. The LEA or district test coordinator must contact Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum at 401-222-4693 to discuss the incident and provide any documentation, as necessary. The Office of Instruction, Assessment, and Curriculum will inform the local LEA/district if it is required to submit a formal investigation report of the irregularity to RIDE. If any school or district employee with knowledge of a test irregularity has questions about his or her reporting obligations, RIDE can be consulted.

It is recommended that parents/guardians be informed when a student-specific irregularity is reported.

When reporting an irregularity to RIDE, the following information should be provided:

- a description of the alleged incident and the date it occurred
- the name of the school involved, along with the district and school code
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)

E. School Observations

In order to ensure the security and proper administration of the RICAS program, RIDE conducts announced monitoring visits to schools to ensure that testing procedures are followed and to obtain feedback for improvement. At least two regular classrooms should be visited by RIDE staff and at least one accommodation session, if possible. Additional information about school selection and visit procedures are available in the *2018 RI Test Coordinator Handbook* on the RIDE website at www.ride.ri.gov/RICAS.

Department observers will confirm that all test security requirements in Part I of the TCM are being met, including the following:

- Materials are stored properly.
- Staff have been trained.
- Test administrators are administering tests appropriately.
- The testing environment is secure.

Part II

Spring 2018 RICAS Test Administration Protocols

Spring 2018 RICAS Test Administration Protocols

A. Supervising Test Administration

It is the test administrator’s responsibility, once authorized by the school test coordinator to serve in this role, to oversee his or her assigned test sessions. This responsibility includes the following:

- understanding and enforcing the test security requirements and test administration protocols
- reading the scripts contained in this manual verbatim to students
- following all other instructions contained in this manual and provided by the principal or school test coordinator
- administering tests to students with disabilities using accommodations according to their IEPs or 504 plans and accurately transcribing student work, if applicable

B. Testing Time

Session Length

ELA test sessions are designed to be completed within two hours. Mathematics test sessions are designed to be completed within one and a half hours. However, **all RICAS test administrations are untimed.**

Requirements and Recommendations for Scheduling Testing

Test Sessions

It is important for all testing to occur during regular school days and to begin **at the start of the regular school day**, to ensure equivalent testing conditions in schools across the state and to ensure that all students, including students with disabilities and English learners (EL students), are afforded an equal opportunity to benefit from untimed tests.

Test Completion

Students who require time beyond the end of their scheduled test session may take it, as long as they are working productively. To that end, test administrators read scripts in this manual to guide students through the session and inform them of the time available. Students may be moved to another location to finish testing but must be supervised at all times during the transition.

Same-Day Requirement

No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins. (If a student becomes ill during a session and cannot continue testing, see Part I of the TCM for instructions on how the student may complete the test.)

The scripts in this manual that are read aloud throughout the session will help remind students how much time they have, so **extra time should not generally be needed beyond the end of a regular school day.** However, a school test coordinator may provide a student with a **maximum** of 15 additional minutes to review and complete his or her work, provided that

- the student requests the additional time him- or herself;
- transportation is arranged if necessary (e.g., the school bus is held for the student, the student’s parent/guardian is contacted); and
- a test administrator stays with the student until the end of the allotted time.

Spring 2018 RICAS Test Administration Protocols

If testing must occur on an “early release” day, arrangements must be made for test administrators to stay with students who have not finished their work until the time at which school would end on a regular school day.

Breaks and Lunch

Extended breaks, including recess, may not be scheduled in the middle of a session. Students are permitted to use the restroom one student at a time during the session. **Students must be supervised at all times between the testing room and the restroom.**

School test coordinators are responsible for ensuring that tests are scheduled to avoid conflicts with lunch. If a lunch break is required during testing, lunch shall be brought to the students in the testing area. If this is not feasible, test materials must be secured, and students must be escorted to the lunchroom, instructed that they may not discuss the test and that they still may not access any prohibited materials, **sufficiently monitored to prevent discussion of test questions during the entire lunch period**, and escorted back to the testing location.

Schools may plan for one short, supervised break per session (3–5 minutes) to be given at each test administrator’s discretion. Test administrators must maintain security during the break (e.g., students may not discuss the test).

Test administrators should instruct students approximately midway through a session that they may have a short break or they may continue working.

Concurrent Administration Requirement

Each test session must be administered simultaneously to all students taking that test in your school. This requirement includes students in another school or program housed in your building. The only exceptions to this concurrent testing requirement are the administration of make-up sessions and the administration of tests to students receiving designated accessibility feature DF10 (specific time of day) or DF3 (frequent brief supervised breaks).

C. Test Administration Interruptions

Circumstances over which you have no control (e.g., power failures) may interrupt testing. If such an interruption does occur during testing, instruct students to close their test & answer booklets. Collect and secure the booklets. In the event of an emergency, be sure to follow your school’s safety instructions. When normal conditions are restored, redistribute booklets to their original owners and resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Report any major disruption to your school test coordinator, who will report the disruption to RIDE.

Your school test coordinator will provide guidance on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse’s office. Students may not remove secure materials from the room at any time. Test administrators are responsible for maintaining test security while any student is out of the room.

D. Planning for Required and Prohibited Materials

School test coordinators are responsible for developing local procedures to ensure that students are provided required materials for testing and that they do not access prohibited materials (see sections E and F below). School test coordinators will communicate these expectations to test administrators, and must keep students and parents/guardians informed about the policies on prohibited materials so that they can plan accordingly.

- Test administrators make sure that students have all the required materials for testing.
- Test administrators monitor the room actively to ensure that students do not access prohibited materials (e.g., cell phones, notes), and must know how to handle a situation if a student is found with a prohibited item.
- Students and parents/guardians need to know that cell phones and other electronic devices are not permitted during testing and that students may not contact their parents/guardians via cell phone during the test session, even after turning in their own test materials.

Test administrators read a script to students to inform them of the materials prohibited during testing. In addition, school test coordinators may direct test administrators to read a recommended script in this manual that instructs students to put their cell phones and other electronic devices away in their backpacks at the side of the room. Other options include the following:

- Test administrators may collect cell phones from students and keep them at the front of the room during testing.
- Students may put their cell phones away in their lockers.

School test coordinators will also implement procedures to ensure that students who need more time and are moved to test completion rooms do not access prohibited items such as cell phones or testing materials during the transition.

Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.

E. Materials Required/Permitted during Testing

1. Materials Required for Student Use

The following materials are required to be provided for student use during testing:

- #2 pencils (wooden)
- Scratch paper
 - o Test administrators must supply at least one sheet of scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper if needed, up to three pages at one time. (If a student needs additional pages, he or she will need to turn in used scratch paper.)
- RICAS rulers that are included in shipments of Mathematics test materials (see page 44 and 54.)

2. Materials Permitted for Student Use

The following materials **may be used** by students:

- colored pencils (students in grade 3 may use a colored pencil for marking or underlining passages, but must use a #2 pencil only to answer all test questions)
- printed copies of the *Guidelines for Completing Answer Grids* (available in the “Gridded Response Guidelines” dropdown at RICAS.pearsonsupport.com/student)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix E for more information.)

F. Materials Prohibited during Testing

Prohibited materials include materials that must be covered or removed from the testing space (see page 20) as well as the materials listed below. Materials listed in section 1 below are not permitted at any time during test sessions, and materials listed in section 2 may only be provided after a student has turned in his or her test materials. None of the materials in section 1 or 2 are permitted while a student has his or her test materials.

1. Materials Not Permitted at Any Time during the Session

Materials listed in this section are **NOT permitted at any time during test sessions**, including after a student turns in his or her test materials, during a break, or during the transition to a test completion area.

- cell phones (See the following page for more information.)
- other electronic devices (See the following page for more information.)
 - o smart watches
 - o calculators
 - o e-book readers or electronic dictionaries
 - o music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones
 - o any device capable of taking photographs
 - o game consoles
 - o pocket translators
 - o computers or electronic tablets
 - o any device that provides access to the Internet, including certain calculators and fitness trackers
 - o editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses
- encyclopedias
- school-provided rulers and unapproved reference sheets
- accommodation materials unless specified by a student’s approved IEP or his or her 504 plan (e.g., graphic organizers, whisper phones)

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2. Materials That May Be Permitted Only after a Student Has Turned in Test Materials

Materials listed in this section **may be provided only AFTER** a student has turned in his or her test materials, and at the school test coordinator's discretion.

- extra paper such notepads, flags, sticky notes, or handwritten notes
- books
- textbooks for subjects other than the one being tested
- notebooks
- pens and highlighters

Cell Phones and Other Electronic Devices

It is the responsibility of the school test coordinator and test administrators to ensure that students do not have access to cell phones or other electronic devices during testing. **Results may be invalidated for students who use cell phones or other electronic devices at any time during a test session**, including after a student turns in his or her test materials, during a break, or during the transition to a test completion area.

During the Test Administrators' Training, the school test coordinator will inform test administrators either to read the script in this manual instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See pages 18–20 for more information about the Test Administrators' Training.

Note: Students with disabilities may be allowed, under certain circumstances, to use as test accommodations certain tools and materials that are otherwise prohibited. However, under no circumstances may students with disabilities access the Internet or a cell phone.

G. Accounting for Secure Materials

It is the responsibility of the test administrator to account for secure test materials by inventorying the materials received for students assigned to you. (See pages 26, 36, 44, and 54 for lists of the materials you should receive.) It is also your responsibility to document on the Test Material Internal Tracking Forms the receipt from and return to your school test coordinator of a specific quantity of secure test materials. All secure materials assigned to you must be returned to the school test coordinator following each test administration.

H. Damaged or Defective Test & Answer Booklets

If a student's assigned test & answer booklet becomes damaged or is discovered to be defective at any time during testing, it must be replaced. In such cases:

1. Collect the damaged/defective test & answer booklet from the student.
2. Issue the student a replacement test & answer booklet. All information on the front cover of the replacement booklet must be completed.
3. Instruct the student to continue working in the replacement test & answer booklet.

Spring 2018 RICAS Test Administration Protocols

4. Fill in the VOID TEST & ANSWER BOOKLET circle on the **back cover** of the student's damaged/defective test & answer booklet.
5. Write "VOID" in large letters across the front cover.
6. Set the void booklet aside to be returned to your school test coordinator along with the student's replacement test & answer booklet at the end of the test session.
7. Notify your school test coordinator that you are returning a damaged or defective test & answer booklet. Your school test coordinator must ensure that all of the student's answers marked in the void test & answer booklet are accurately transcribed into the student's replacement booklet.

Students will not receive credit for any work in void test & answer booklets that was not transcribed into replacement test & answer booklets.

I. Contaminated Test Materials

If a test & answer booklet or other test material becomes contaminated with bodily fluids, contact the school test coordinator or designee immediately for instructions.

J. Administering Accommodations, including for Students with a Recent Injury to Their Writing Hand

Your school test coordinator will inform you if your group of students includes one or more students being tested with accommodations, including students with a recent injury to their writing hand (e.g., broken bone or fracture in the writing hand or arm). Many schools give a scribe accommodation (accommodation A10.1 or special access accommodation SA3.1) or the typed response accommodation (accommodation A12) for students with a recent injury to their writing arm. Schools must develop a 504 plan for these students; see your principal for details.

The table below shows where you can find more information in this manual about specific accommodations.

Special Edition/Accommodation	Instructions to Follow
Braille (accommodation A3.2)	Appendix A
Large-print (accommodation A2)	Appendix B
Typed responses (accommodation A12)	Appendix C
Signing the ELA test for a student who is deaf or hard of hearing (special access accommodation SA2)	Appendix D

Part III

Tasks to Complete Prior to Test Administration

Tasks to Complete Prior to Test Administration

A. Receive This Manual and Document Receipt

Test administrators will receive their TAMs to review before the school’s training session and should familiarize themselves with test security requirements, protocols, and procedures.

Your school test coordinator will ask you to document that you have received your manual.

B. Attend Test Administrators’ Training

Before the test administration window, your school test coordinator will schedule a training session for all test administrators to explain the testing procedures that will be followed at the school.

Test administrators must sign in to demonstrate that they attended a training session and to acknowledge that they received TAMs for the test(s) they will administer, and all school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements using the sample form in Appendix C of the TCM or a similar document.

School test coordinators will retain in their school files for three years the following: agendas, sign-in sheets, and any other relevant documentation to demonstrate they trained test administrators and other school personnel authorized to have access to secure test materials.

Following is a list of essential topics that must be covered at these training sessions.

Test Security

The school test coordinator will emphasize the following:

- the school’s procedures for distributing and tracking secure test materials before, during, between, and following test sessions, using internal tracking forms
- the importance of test administrators and the test coordinator independently counting materials before signing the tracking form any time custody of secure materials is transferred
- the need to closely monitor students during testing to ensure that they do not view one another’s test & answer booklets, pass notes, turn back to previously completed sessions, consult prohibited materials, or engage in any form of cheating
- the need to closely monitor students during testing to ensure that they are not using cell phones for any purpose, including text messaging, accessing the calculator function or Internet, and photographing test & answer booklets
- whether test administrators will read the script regarding cell phones and other electronic devices in the “As Students Arrive” sections of this manual or a locally developed script instead
- the requirement that test administrators may not view secure test content (except in specific situations listed in this manual)
- the requirement that test administrators may not view student responses (except in specific situations listed in this manual)
- the requirement that test administrators may not coach students or answer any question that relates to the content of the test

Tasks to Complete Prior to Test Administration

- the requirement that RICAS materials must never be left unattended unless they are locked in the secure central storage area, and that they may not be left in locked storage in classrooms

Administration Schedule and Logistics

The school test coordinator will inform test administrators of the school’s policies, procedures, and logistics regarding the following:

- RICAS testing schedules (e.g., testing dates), including the administration of practice tests, if applicable
- students who arrive late
- testing time, including test completion sessions for students who require additional time to complete a test session
- assignment of a specific, appropriate testing space and a specific group of students
- supervision of students during test sessions, and between test sessions (e.g., transporting students and test materials to test completion areas), during make-up sessions, and during breaks
- how test administrators may contact the school test coordinator or designee during testing, if necessary
- providing RICAS test accommodations to students with disabilities
- whether Student ID Labels will be applied before test sessions or applied by students after test & answer booklets are distributed
- materials that become contaminated
- new policies and procedures at the school, as well as whether to use the recommended scripts in this manual for students going to a supervised lunch, going to the restroom, or going to a test completion room.

For each test session, test administrators are required to do the following:

- Maintain security in their testing space.
- Read the scripts in this manual verbatim to students, including students taking make-up sessions and students starting late.
- Write on the board the question numbers that students will be answering during each test session or test completion session.
- Write on the board the test administrator’s name (students must write this on the front covers of their test & answer booklets).
- Monitor students to confirm they do not have access to prohibited materials (see pages 12–14 for lists of required/permitted and prohibited materials).
- Make a list of all students assigned to them who were not tested so that they can be scheduled for make-up testing, and give this list to the school test coordinator. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.

Tasks to Complete Prior to Test Administration

Test Administration and Resource Materials

The school test coordinator will familiarize test administrators with the following policies:

- Test materials required for each test session are listed in this manual.
- Students in grade 3 write their answers in test & answer booklets. They may underline using a pencil or colored pencil but must use only a #2 pencil to mark their responses. They may not make any other marks in the areas that contain answer circles. The use of pens and highlighters is prohibited.
- Students must be provided with scratch paper for ELA and Mathematics testing.
- Students must be provided with RICAS rulers for Mathematics testing.
- The use of calculators is prohibited for both sessions of the Mathematics test for grade 3.
- Current and former EL students may use printed copies of authorized bilingual word-to-word dictionaries and glossaries (see Appendix E for more information).

C. Prepare the Testing Space

Before each test session, the testing space must be prepared as follows:

- Ensure that the room is free from noise or distractions and is adequately lit, ventilated, and furnished so that students can work comfortably and without disruption.
- Ensure that each student will have adequate work space and be sufficiently separated from other students to support a secure test environment.
- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.
- Prepare a sign that reads “RICAS Testing—Please Do Not Disturb” to be posted on the door during each RICAS administration session.

D. Prepare to Provide Universal Accessibility Features (UFs) and Designated Accessibility Features (DFs)

Your test coordinator will inform you if any students in your assigned group will be using UFs or DFs. Some of these accessibility features require special tools (e.g., colored overlay, magnification tool, straight edge) and some require changes in test administration (e.g., frequent breaks, specific time of day, alternate test location).

The list of UFs and DFs can be found in the *RICAS Accessibility and Accommodations Manual, 2018*.

Tasks to Complete Prior to Test Administration

E. Complete Front Covers of Test & Answer Booklets

Your school test coordinator will inform you at the Test Administrators' Training whether Student ID Labels are to be applied to test & answer booklets before testing sessions or by students immediately after test & answer booklets are distributed. To ensure the proper application of labels, RIDE strongly recommends that labels be applied by test administrators, especially for younger students.

Labels with incorrect SASIDs must not be applied to test & answer booklets. If your school did not receive Student ID Labels for some students, or received labels with incorrect SASIDs, all information requested on the front covers of the test & answer booklets must be completed according to the instructions in this manual.

Labels may be used if the information other than the SASID is incorrect.

Sample test & answer booklet covers with a Student ID Label and without a label are provided in the TCM. See your school test coordinator with any questions.

Part IV

Administering the Practice Test

Administering the Practice Test

The administration of the practice test is optional.

Your school test coordinator will provide you with a schedule for administering the English Language Arts or Mathematics practice tests if they will be administered at your school. Large-print and Braille editions are also available, and your school test coordinator will provide them, if applicable.

The format of the practice test closely resembles the format of the actual test.

Follow the instructions below to administer the practice test.

1. Distribute the practice test to each student and say:

“Do not open the practice test until I instruct you to do so.”

- 2a. When the English Language Arts tests have been distributed, say:

“I have just handed out a practice test that will help you understand how and where to answer questions on the RICAS English Language Arts test. The practice test has the same kinds of questions that you will see on the real test, but your answers to questions on this practice test do not count toward your RICAS score.

You may open your test, read the directions, and begin the practice test.”

- 2b. When the Mathematics tests have been distributed, say:

“I have just handed out a practice test that will help you understand how and where to answer questions on the RICAS Mathematics test. The practice test has the same kinds of questions that you will see on the real test, but your answers to questions on this practice test do not count toward your RICAS score.

You may open your test, read the directions, and begin the practice test.”

3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to
 - fill in multiple-choice answer circles completely and correctly; and
 - answer open-response questions completely, including how to respond to open-response questions that have more than one part to answer and label.

This is the **only** session in which you may help the students while they are answering questions. After students have completed their work on the practice test, you may review their answers with them. You may **not** answer student questions once students have begun the actual RICAS test.

4. When students have completed the practice test, collect the tests for return to the school test coordinator.

Part V

Administering Grade 3 English Language Arts Test Session 1

Administering Grade 3 English Language Arts Test Session 1

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:

- this manual
- English Language Arts test & answer booklets
- scratch paper (either blank, lined, or graph)
- optional: English Language Arts practice tests (if not previously administered)
- a list of students' SASIDs, if applicable
- Student ID Labels, if labels were not previously applied to booklets

If your school test coordinator has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.

- a tracking form to assist you and your school test coordinator in maintaining the security of test materials
- If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Note: English-language dictionaries are not allowed during the English Language Arts test.

2. You will also need the following materials available in your testing space prior to testing:

- “Do Not Disturb” sign
- printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
- #2 pencils

3. You will likely receive more materials than needed for your group of students. Notify your school test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 1–18 in this session.”

Administering Grade 3 English Language Arts Test Session 1

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your school test coordinator has instructed you to do so, read the following recommended script:

“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”

Answer any questions students have. Then say:

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time.
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 13).

Administering Grade 3 English Language Arts Test Session 1

D. Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your school test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the RICAS English Language Arts test. This is the first of two sessions that you will take. Test questions for both sessions will be in your test & answer booklet, but you will only be answering the questions in the ‘Session 1’ part during this session. You will take Session 2 _____ (announce the date and time for Session 2). Does everybody understand?”

Answer any questions that students may have.

2. Say to the students:

“I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets and one sheet of scratch paper to each student. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student his or her assigned booklet.

3. Then say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

4. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the school test coordinator. Give new booklets to those students who had defective materials.
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return his or her label or pre-labeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 9 of this section.

Administering Grade 3 English Language Arts Test Session 1

6. When all Student ID Labels have been applied, say:

“Before beginning this test session, you will provide some information on the front cover of your test & answer booklet. It is extremely important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil in your test & answer booklet. You may NOT use a pen or any other writing instrument.”

7. Then say:

“At the top of the front cover, under the heading ‘Test Administrator Name(s),’ print my name on the line after Session 1. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

“Print the school name and the district name on the third and fourth lines. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

10. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’ ”

Pause for students to complete this section.

11. If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 12. Otherwise, continue with step 11.

Say to the students:

“If your test & answer booklet does not have a Student ID Label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’ ”

Pause and check that students are completing this task correctly.

Administering Grade 3 English Language Arts Test Session 1

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’

Last, underneath each number you printed, fill in the circle that contains the same number.”

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

“Locate the box labeled ‘STATE-ASSIGNED STUDENT IDENTIFIER.’ I will provide each of you with your State-Assigned Student Identifier number so you can write the information and fill in the appropriate circles.”

Provide each student with his or her SASID. Check that students are completing this task correctly.

12. Then say:

“Now I am going to tell you some information about the types of questions you will be answering.

During Session 1 you will answer questions 1–18.

Be sure to read each passage and question carefully. Then answer each question as well as you can.

For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. You will write your response in the space provided in your test & answer booklet. Words that you write outside the provided space will NOT be included in your score.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

13. Say to the students:

“Next, I am going to tell you about some things that are not allowed during this session.

You may not use an English-language dictionary during this test.

Administering Grade 3 English Language Arts Test Session 1

You must mark all of your answers in your test & answer booklet, using a #2 pencil ONLY.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student's test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room."

14. Say to the students:

"This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively, but you should not need that much time.

Once you begin the test, each test & answer booklet page for this session will say 'GO ON' at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says 'STOP' at the bottom."

15. Pause to show students a sample page of a test & answer booklet that says "STOP" at the bottom. Then say:

"If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT look ahead to the next test session.

Please open your test & answer booklet to page 2, which says, 'Grade 3 English Language Arts Session 1.'"

16. Then say:

"Be sure to read the directions on this page. You may begin Session 1 now."

17. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 67 in Appendix C for the script to read to these students at this time.
18. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

Administering Grade 3 English Language Arts Test Session 1

19. (Optional) Approximately midway through the session, say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“The break is over. You should begin testing again now.”

20. When the session time is half over, say to the students:

“This session time is half over. Make sure that you do not skip any questions. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

21a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklets, I want to remind you that

- **you were supposed to answer questions 1 through 18 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, music players, game consoles, e-book readers, and other electronic devices are *still* not allowed until I give you permission.”

Permit students to check whether they have skipped any questions.

21b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **you were supposed to answer questions 1 through 18 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have skipped any questions.

22. Say to the students:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

23. Note which students need more time and then pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet and scratch paper from each student.** For students who need more time, follow the instructions given by your school test coordinator. Remind students of when Session 2 will begin.

24. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students**

Administering Grade 3 English Language Arts Test Session 1

until they have confirmed that their printed typed responses are ready to submit. After these students have completed testing, see page 68 in Appendix C for further instructions.

25. For students who need more time, if your school test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

26. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your school test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing
27. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
28. Group test materials into the following separate piles:
- used test & answer booklets
 - used scratch paper
 - void test & answer booklets
 - unused test materials
 - practice tests (if applicable)
 - contaminated test materials, if applicable (Remember to notify your school test coordinator or designee.)
29. Complete appropriate tracking documents, as instructed by your school test coordinator.
30. Immediately return **all** test materials and the list of students to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

Administering Grade 3 English Language Arts Test Session 1

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your school test coordinator has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your school test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your school test coordinator has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your school test coordinator has directed you to follow a different procedure, do so at this time.

Part VI

Administering Grade 3 English Language Arts Test Session 2

Administering Grade 3 English Language Arts Test Session 2

A. Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - English Language Arts test & answer booklets
 - scratch paper (either blank, lined, or graph)
 - a tracking form to assist you and your school test coordinator in maintaining the security of test materials
 - If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Note: English-language dictionaries are not allowed during the English Language Arts test.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your school test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “You will answer questions 19–37 in Session 2.”

Administering Grade 3 English Language Arts Test Session 2

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of Session 2.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your school test coordinator has instructed you to do so, read the following recommended script:

“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”

Answer any questions students have. Then say:

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time.
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 13).

Administering Grade 3 English Language Arts Test Session 2

D. Administer Session 2

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your school test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have test & answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of test & answer booklets appear in this manual on pages 28–30 in steps 5–6 and 8–11 (skip step 7).

Say to the students:

“We are about to begin Session 2 of the RICAS English Language Arts test.

I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original test & answer booklet. Distribute one sheet of scratch paper to each student.

Once the test & answer booklets and scratch paper have been distributed, say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Make sure you have your own test & answer booklet. If you have someone else’s test & answer booklet, raise your hand now.”

If any students raise their hands, give them their correct test & answer booklets.

2. Say:
“On the front cover, print my name on the second line, next to ‘Test Administrator Name (Session 2).’ My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

3. Say to the students:
“Now I am going to tell you some information about the types of questions you will be answering.
During Session 2, you will answer questions 19–37.
Be sure to read each passage and question carefully. Then answer each question as well as you can.
For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Administering Grade 3 English Language Arts Test Session 2

Some questions will ask you to write a response. You will write your response in the space provided in your test & answer booklet. Words that you write outside the provided space will NOT be included in your score.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

4. Say to the students:

“Next, I am going to tell you about some things that are not allowed during this session.

You may not use an English-language dictionary during this test.

You must mark all of your answers in your test & answer booklet, using a #2 pencil ONLY.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.”

5. Say to the students:

“This session is scheduled to be _____ (state length of session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question on the page that says ‘STOP’ at the bottom.”

6. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session may be invalidated.

Please open your test & answer booklet to the first page that says ‘Grade 3 English Language Arts Session 2’ at the top.”

7. Then say:

“Be sure to read the directions on this page. You may begin Session 2 now.”

8. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 67 in Appendix C for the script to read to these students at this time.

Administering Grade 3 English Language Arts Test Session 2

9. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

10. (Optional) Approximately midway through the session, say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“The break is over. You should begin testing again now.”

11. When the time for Session 2 is half over, say to the students:

“The time for this session is half over. Make sure that you do not skip any questions. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”

- 12a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklets, I want to remind you that

- you were supposed to answer questions 19 through 37 during Session 2; and
- you should make sure you have not skipped any questions.

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission.”

Permit students to check whether they have skipped any questions.

- 12b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- you were supposed to answer questions 19 through 37 during Session 2; and
- you should make sure you have not skipped any questions.

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have skipped any questions.

Administering Grade 3 English Language Arts Test Session 2

13. Say to the students:
“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”
14. Note which students need more time and pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your school test coordinator.
15. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 68 in Appendix C for further instructions.
16. For students who need more time, if your school test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:
“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.
Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.
17. Make a list of all students in your assigned group who were not tested. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your school test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
18. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - void test & answer booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your school test coordinator or designee.)
19. Complete appropriate tracking documents, as instructed by your school test coordinator.
20. Immediately return **all** test materials and the list of students to your school test coordinator.

Administering Grade 3 English Language Arts Test Session 2

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your school test coordinator has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your school test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your school test coordinator has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your school test coordinator has directed you to follow a different procedure, do so at this time.

Part VII

Administering Grade 3 Mathematics Test Session 1

Administering Grade 3 Mathematics Test Session 1

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:

- this manual
- Mathematics test & answer booklets
- scratch paper (either blank, lined, or graph)
- RICAS rulers
- a list of students' SASIDs, if applicable
- Student ID Labels, if labels were not previously applied to booklets

If your school test coordinator has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.

- a tracking form to assist you and your school test coordinator in maintaining the security of test materials
- optional: mathematics practice tests, if not previously administered
- If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Note: Calculators are not allowed during the grade 3 Mathematics test.

2. You will also need the following materials available in your testing space prior to testing:

- “Do Not Disturb” sign
- printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
- #2 pencils

3. You will likely receive more materials than needed for your group of students. Notify your school test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 1–22 in this session.”

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your school test coordinator has instructed you to do so, read the following recommended script:

“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”

Answer any questions students have. Then say:

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 13).
8. **Make sure that students do not have calculators, since all calculators are prohibited during this session.**

Administering Grade 3 Mathematics Test Session 1

D. Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your school test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the RICAS Mathematics test. This is the first of two sessions that you will take. Test questions for both sessions will be in your test & answer booklet, but you will only be answering the questions in the ‘Session 1’ part during this session. You will take Session 2

_____ (announce the date and time for Session 2). **Does everybody understand?”**

Answer any questions that students may have.

2. Say to the students:

“I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student his or her assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

4. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the school test coordinator. Give new booklets to those students who had defective materials. (See page 14.)
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return his or her label or pre-labeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.

Administering Grade 3 Mathematics Test Session 1

6. When all Student ID Labels have been applied, say:

“Before beginning this test session, you will provide some information on the front cover of your test & answer booklet. It is extremely important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil in your test & answer booklet. You may NOT use a pen or any other writing instrument.”

7. Then say:

“At the top of the front cover, under the heading ‘Test Administrator Name(s),’ print my name on the line after Session 1. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

“Print the school name and the district name on the third and fourth lines. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

10. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’ ”

Pause for students to complete this section.

11. If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 12. Otherwise, continue with step 11.

Say to the students:

“If your test & answer booklet does not have a Student ID Label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’ ”

Pause and check that students are completing this task correctly.

Administering Grade 3 Mathematics Test Session 1

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’

Last, underneath each number you printed, fill in the circle that contains the same number.”

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

“Locate the box labeled ‘STATE-ASSIGNED STUDENT IDENTIFIER.’ I will provide each of you with your State-Assigned Student Identifier number so you can write the information and fill in the appropriate circles.”

Provide each student with his or her SASID. Check that students are completing this task correctly.

- Once the students who are using booklets without Student ID Labels have completed the required information, say:

“I will now distribute the RICAS rulers.”

Distribute RICAS rulers to the students.

- Once rulers have been distributed, say:

“Now I am going to tell you some information about the types of questions you will be answering.

During Session 1, you will answer questions 1–22.

Be sure to read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

For other questions, you will need to fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

Administering Grade 3 Mathematics Test Session 1

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

14. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all of your responses in your test & answer booklet, using a #2 pencil ONLY. You may NOT use highlighters in your test & answer booklet.

You may use your RICAS ruler to help you answer questions at any time during this session. However, you may not use a calculator or English-language dictionary during this Mathematics test. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But, I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Does everyone understand?”

Pause to answer any questions students may have.

15. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively, but you should not need that much time.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says ‘STOP’ at the bottom.”

16. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT look ahead to the next test session.”

Administering Grade 3 Mathematics Test Session 1

17. Then say:

“Now open your test & answer booklet to page 2, which says ‘Grade 3 Mathematics Session 1’ at the top. Be sure to read the first two pages of directions. You may begin Session 1 now.”

18. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 67 in Appendix C for the script to read to these students at this time.

19. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they are taking the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

20. (Optional) Approximately midway through the session, say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“The break is over. You should begin testing again now.”

21. When the session time is half over, say to the students:

“This session is half over. Make sure that you do not skip any questions. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

22a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklet, I want to remind you that

- **you were supposed to answer questions 1 through 22 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission.”

Permit students to check whether they have skipped any questions.

Administering Grade 3 Mathematics Test Session 1

22b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **you were supposed to answer questions 1 through 22 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have skipped any questions.

23. Then say:

“Please put your pencil down and close your booklet. Place your ruler inside your booklet. If you need more time to answer any questions, raise your hand.”

24. Note which students need more time and then pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.** For students who need more time, follow the instructions given by your school test coordinator. Remind students of when Session 2 will begin.

25. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 68 in Appendix C for further instructions.

26. For students who need more time, if your school test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

27. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your school test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.

28. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.

Administering Grade 3 Mathematics Test Session 1

29. Group test materials into the following separate piles:
 - used test & answer booklets, with rulers inside
 - used scratch paper
 - void test & answer booklets
 - unused test materials
 - practice tests (if applicable)
 - contaminated test materials, if applicable (Remember to notify your school test coordinator or designee.)
30. Complete appropriate tracking documents, as instructed by your school test coordinator.
31. Immediately return **all** test materials and the list of students to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your school test coordinator has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your school test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your school test coordinator has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your school test coordinator has directed you to follow a different procedure, do so at this time.

Part VIII

Administering Grade 3 Mathematics Test Session 2

Administering Grade 3 Mathematics Test Session 2

A. Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - Mathematics test & answer booklets
 - scratch paper (either blank, lined, or graph)
 - RICAS rulers (inside test & answer booklets)
 - a tracking form to assist you and your school test coordinator in maintaining the security of test materials
 - If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Note: Calculators are not allowed during the grade 3 Mathematics test.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your school test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “You will answer questions 23–44 in this session.”

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

Administering Grade 3 Mathematics Test Session 2

3. Make sure that students do not have access to cell phones or other electronic devices during testing.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your school test coordinator has instructed you to do so, read the following recommended script:
“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”
Answer any questions students have. Then say:
“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time.
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 13).
8. **Make sure that students do not have calculators, since all calculators are prohibited during this session.**

D. Administer Session 2

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your school test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have test & answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of test & answer booklets appear in this manual on pages 46–48 in steps 5–6 and 8–11 (skip step 7).

Administering Grade 3 Mathematics Test Session 2

Say to the students:

“We are about to begin Session 2 of the RICAS Mathematics test. This is the last of two test sessions.

I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original test & answer booklet. Distribute one sheet of scratch paper to each student.

2. Once the test & answer booklets have been distributed, say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Make sure you have your own test & answer booklet. If you have someone else’s test & answer booklet, raise your hand now.”

If any students raise their hands, give them their correct test & answer booklets.

3. Then say:

“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after Session 2. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

4. Say to the students:

“Now I am going to tell you some information about the types of questions you will be answering.

During Session 2, you will answer questions 23–44.

Be sure to read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

For other questions, you will need to fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

Administering Grade 3 Mathematics Test Session 2

5. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all of your responses in your test & answer booklet using a #2 pencil ONLY. You may NOT use highlighters in your test & answer booklet.

You may use your RICAS ruler to help you answer questions at any time during this session. However, you may not use a calculator or English-language dictionary during this Mathematics test. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But, I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Does everyone understand?”

Pause to answer any questions students may have.

6. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively, but you should not need that much time.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 2 on the page that says ‘STOP’ at the bottom.”

7. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session may be invalidated.”

8. Then say:

“Now open your test & answer booklet to the first page that says ‘Grade 3 Mathematics Session 2’ at the top. Be sure to read the first two pages of directions. You may begin Session 2 now.”

Administering Grade 3 Mathematics Test Session 2

9. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 67 in Appendix C for the script to read to these students at this time.
10. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they are taking the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

11. (Optional) Approximately midway through the session, say to students:
“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“The break is over. You should begin testing again now.”

12. When the session time is half over, say to the students:
“The session time is half over. Make sure you do not skip any questions. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”

- 13a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklet, I want to remind you that

- you were supposed to answer questions 23 through 44 during this session; and
- you should make sure you have not skipped any questions.

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission.”

Permit students to check whether they have skipped any questions.

- 13b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- you were supposed to answer questions 23 through 44 during this session; and
- you should make sure you have not skipped any questions.

Administering Grade 3 Mathematics Test Session 2

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have skipped any questions.

14. Then say to the students:

“Please put your pencil down and close your booklet. Place your ruler on your desk. If you need more time to answer any questions, raise your hand.”

15. Note which students need more time and pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your school test coordinator.
16. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 68 in Appendix C for further instructions.
17. For students who need more time, if your school test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

18. Make a list of all students in your assigned group who were not tested. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your school test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
19. Group test materials into the following separate piles:
- used test & answer booklets
 - used scratch paper
 - void test & answer booklets
 - RICAS rulers
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your school test coordinator or designee.)

Administering Grade 3 Mathematics Test Session 2

20. Complete appropriate tracking documents, as instructed by your school test coordinator.
21. Immediately return **all** test materials and the list of students to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your school test coordinator has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your school test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your school test coordinator has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your school test coordinator has directed you to follow a different procedure, do so at this time.

Appendix A

Procedures for Administering the Braille Edition of the Test

Appendix A—Procedures for Administering the Braille Edition of the Test

Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 team determines that the student will participate in RICAS testing using **accommodation A3.2**.

1. Your school test coordinator will provide you with a shrink-wrapped packet of Braille test materials, which includes the Braille Administrator’s Copy and all materials listed on the Braille Special Instructions sheet.

You will have **up to four days** to review these materials before the first test session.

It is important that you become familiar with the Braille test questions and Braille transcriptions and understand any differences between the Braille edition page numbers and page number references in this manual. Your review must occur at the school under the supervision of the school test coordinator.

2. If a student records his or her own answers using Braille paper, the school test coordinator or designee must transcribe the student’s responses verbatim from the Braille paper into the student’s **standard test & answer booklet in order for the student to receive credit for his or her work**.

If the student has accommodation A12 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit for his or her work.**

The school test coordinator or designee must properly complete all information requested on the front cover and inside and outside back covers of the student’s **standard test & answer booklet**.

3. Immediately after testing, return **all** test materials to your school test coordinator using appropriate tracking documents, as instructed by your school test coordinator.

Remember that all test materials, including the Braille Administrator’s Copy, are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator. Materials must not be removed from the school.

Appendix B

Procedures for Administering the Large-Print Edition of the Test

Appendix B—Procedures for Administering the Large-Print Edition of the Test

Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 team determines that the student will participate in RICAS testing using **accommodation A2**.

1. Your school test coordinator will provide you with the materials listed on the Large-Print Edition Special Instructions sheet in the shrink-wrapped packet of large-print test materials.
2. If a student records his or her own answers in the large-print booklet, the school test coordinator or designee must transcribe the student's responses verbatim from the large-print test & answer booklet into the student's **standard test & answer booklet in order for the student to receive credit for his or her work**.

If the student has accommodation A12 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit for his or her work.**

The school test coordinator or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard test & answer booklet**.

3. Immediately after testing, return **all** test materials to your school test coordinator using appropriate tracking documents, as instructed by your school test coordinator.

Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator. Materials must not be removed from the school.

Appendix C

Procedures for Administering the Test to Students Who Type Their Responses

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in RICAS testing using accommodation A12.

General Information

A student's response to each test question (including all sub-parts, e.g., a, b, c, d) must be submitted entirely using one of the following methods:

- typed on paper and inserted inside the front cover of the student's test & answer booklet;
- written by the student; or
- transcribed into the student's test & answer booklet (if the student also used accommodation A10.1, A11, or SA3.1).

All of the responses for an individual student do not need to be submitted using the same method. **Regardless of which method is used, submit only one response per question.**

Only written responses to questions may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard test & answer booklet. Any draft responses are to be marked "DRAFT" and returned in the nonscorable shipment.

Prior to Administration

1. If your school test coordinator or designee has not already done so, make sure students' computers do not have access to the Internet or to spell-check features.
2. Prepare to provide the following information on each page of each student's response. The required information listed below may be handwritten, typed, or printed on a label and affixed to each page. A sample template for a typed response is included on page 69.
 - student name
 - student SASID
 - answer booklet serial number (the 10-digit number located on the lower right corner of the front cover)
 - subject
 - question number
3. Prepare students' computers and printers:
 - Use plain white paper (8 ½" x 11").
 - Use a font size between 8-point (minimum) and 12-point (maximum).
 - Set margins to be one inch.
 - Set line spacing to be single-spaced.
 - Plan to print one response per page (multiple responses per page cannot be scored).

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

During Test Administration

1. After reading step 17 for ELA Session 1 on page 31, step 8 for ELA Session 2 on page 39, step 18 for Mathematics Session 1 on page 50, or step 9 for Mathematics Session 2 on page 58, say to the students:

“Now I have some additional information to explain about using your computer.

During this session, you will be typing your work. Be sure to save your file often in case of computer issues.

As you know, you are not allowed to access the Internet. Doing a Web search, playing games online, or accessing a Web page will cause your test results to be invalidated.

You should not have access to the spell-check function on your computer during this session. If you see it turned on for some reason during this session, please raise your hand.

You will be able to submit a maximum of two printed pages for each question. Plan your work accordingly.”

2. For Mathematics test sessions, say to the students:

“During this session, if you come to a question for which you would like to create a graph, draw a figure, or plot coordinates on a grid, but you are unable to do this using your computer, please raise your hand.”

In such cases, a student may either write the graphic portion of his or her response in the test & answer booklet or request that the test administrator scribe the graphic response into the test & answer booklet exactly as dictated by the student. **If the student also typed any portion of his or her response to the same question, you must later transcribe verbatim the portion that was typed into the student’s test & answer booklet.** It is suggested that you use a piece of paper to mark the student’s test & answer booklet for later transcription.

3. Say to the students:

“Once you complete your work, I will print it out so that you have the opportunity to review it and confirm that your work is ready to be submitted.”

Security Information

Test administrators are responsible for

- ensuring that students do not have access to the Internet or any files on the computer hard drive or network during testing;
- ensuring that no response is edited by anyone other than the student and only during the test-taking period; and
- at the end of test administration, deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with an answer booklet.

Student responses are secure and confidential and must not be accessible to unauthorized individuals.

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

4. After reading this script, return to step 18 on page 31 for ELA Session 1, step 9 on page 40 for ELA session 2, step 19 on page 50 for Mathematics Session 1, or step 10 on page 58 for Mathematics Session 2.

After Test Administration

1. If students typed their responses to multiple-choice questions, transcribe the responses to the students' standard test & answer booklets. **Otherwise, the students will not receive credit for their work.**

The process of transcribing a student's responses into his or her test & answer booklet by a test administrator may occur any time during the testing window, but the process must be monitored and supervised by the school test coordinator, test coordinator, or another test administrator to ensure accuracy.

2. Place the student's final typed response pages for scoring inside the front cover of the student's standard test & answer booklet. Do not use any clips, tape, or staples. Mark any draft responses as "DRAFT" and ask your school test coordinator to return them in the nonscorable shipment.
3. If you are the school test coordinator's designee, fill in the circle for accommodation A12 on the inside back cover of the student's test & answer booklet.
4. Immediately after testing, return **all** test materials to your school test coordinator using appropriate tracking documents. Your school test coordinator or designee will return the typed responses following instructions in the TCM.
5. Once materials are returned to the school test coordinator, delete all student responses from the computers.

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

Sample RICAS Typed Response Template

Student Name: Jonathan Ward
Student SASID: 1012345678
Answer Booklet Serial Number*: 1234567890
Subject: English Language Arts
Question Number: 35

In this area, the student will type the response to the test question.

For more information, see the formatting requirements in this appendix.

** (located on the lower right-hand corner of the answer booklet front cover)*

Appendix D

Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

Appendix D—Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in RICAS testing using accommodation A6 or special access accommodation SA2.

1. All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meaning of words, intent of any test questions, or responses to test questions.
2. The test must be administered in a separate setting (DF4) either **individually** (DF2) or to a **small group** (DF1). No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
3. Under secure conditions supervised by the test coordinator, interpreters may review test materials up to four days prior to test administration. Test materials may not be removed from the school and **must** be returned to the testing contractor by the test coordinator following test administration.
4. There is only one test form for paper-based testing in 2018, so all test booklets are the same.
5. The test coordinator or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard** answer booklet.
6. Immediately after testing, return **all** test materials to your test coordinator using appropriate tracking documents, as instructed by your test coordinator.

Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator. Materials must not be removed from the school.

Appendix E

Procedures for Approving Bilingual Word-to-Word Dictionaries

Appendix E—Procedures for Approving Bilingual Word-to-Word Dictionaries

Any EL student, including a student who has been identified as EL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the RICAS tests.

Bilingual dictionary and glossary use for RICAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited. Electronic devices are not allowed.

A list of authorized bilingual dictionaries and glossaries is available on RIDE’s website at www.ride.ri.gov/RICAS. To discuss the approval of a word-to-word dictionary not included in the list, please ask the school test coordinator to call 401-222-8493.

Appendix F

Administering the English/Spanish Edition of the Grade 3 Mathematics Test

Appendix F—Administering the English/Spanish Edition of the Grade 3 Mathematics Test

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:

- this manual
- Mathematics test & answer booklets
- scratch paper (either blank, lined, or graph)
- RICAS rulers
- a list of students' SASIDs, if applicable
- Student ID Labels, if labels were not previously applied to booklets

If your school test coordinator has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.

- a tracking form to assist you and your school test coordinator in maintaining the security of test materials
- optional: mathematics practice tests, if not previously administered
- If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Note: Calculators are not allowed during the grade 3 Mathematics test.

2. You will also need the following materials available in your testing space prior to testing:

- “Do Not Disturb” sign
- printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
- #2 pencils

3. You will likely receive more materials than needed for your group of students. Notify your school test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “Durante la Sesión 1, contestarán las preguntas 1–22.”

Appendix F—Administering the English/Spanish Edition of the Grade 3 Mathematics Test

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing.
4. Say to the students:
“Antes de empezar la prueba, es necesario que sepan que durante esta sesión no se permite usar teléfonos celulares, reproductores de música, lectores de libros electrónicos ni otros dispositivos electrónicos por ningún motivo, incluso después de que entreguen los materiales de la prueba. Se invalidarán los resultados de los estudiantes que usen cualquiera de estos dispositivos durante la prueba o después de entregar los materiales de la prueba. Por favor, apaguen sus teléfonos celulares o cualquier otro dispositivo electrónico en este momento.”
5. If your school test coordinator has instructed you to do so, read the following recommended script:

“Recuerden que recientemente recibieron instrucciones en una reunión estudiantil acerca de las actividades apropiadas que podrán hacer cuando terminen de trabajar en la prueba, y las que no se les permitirá hacer. ¿Tienen alguna pregunta sobre las cosas apropiadas que pueden hacer durante esta sesión cuando terminen de trabajar en la prueba o las que no se les permite hacer?”

Answer any questions students have. Then say:

“Si llevan consigo un dispositivo electrónico, asegúrense de que esté apagado en este momento, pónganlo en su mochila, y pongan su mochila en un lugar apartado de su asiento. Podrán tener acceso a sus mochilas cuando yo les dé permiso.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students' desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 13).
8. **Make sure that students do not have calculators, since all calculators are prohibited during this session.**

Appendix F—Administering the English/Spanish Edition of the Grade 3 Mathematics Test

D. Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your school test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar la prueba de matemáticas de RICAS. Ésta es la primera de las dos sesiones que Uds. van a tener. Las preguntas de la prueba para ambas sesiones estarán en sus folletos de prueba y de respuestas, pero1 durante esta sesión sólo van a responder a las preguntas de la parte de la sesión 1. Ustedes tendrán la sesión 2 _____ (announce the date and time for Session 2). ¿Lo han entendido todos?”

Answer any questions that students may have.

2. Say to the students:

“Ahora voy a repartir los folletos de prueba y respuestas y papel en blanco. No abran sus folletos hasta que yo les indique.”

Distribute the test & answer booklets. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student his or her assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

“Pueden usar el papel en blanco como borrador en cualquier momento durante la prueba. Si en algún momento necesitan más, levanten la mano y les daré una hoja adicional. Pueden tener hasta tres hojas de papel en blanco al mismo tiempo.

Ahora tomen sus folletos de prueba y de respuestas y revísenlos RÁPIDAMENTE para ver si falta alguna página, si hay páginas completamente blancas, o páginas impresas al revés.

Por favor, levanten la mano si tienen un folleto de prueba y respuestas al que le faltan páginas, o que tiene páginas en blanco, o páginas impresas al revés.”

4. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the school test coordinator. Give new booklets to those students who had defective materials. (See page 14.)
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return his or her label or prelabeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.

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6. When all Student ID Labels have been applied, say:

“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es sumamente importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz #2 en su folleto de respuestas. NO deben usar bolígrafos ni otros instrumentos de escritura.”

7. Then say:

“En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba,’ escriban mi nombre en la línea después de Sesión 1. Mi nombre está en la pizarra para que lo copien.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

“Escriban el nombre de la escuela y el del distrito en la tercera y cuarta línea. Pueden copiar los nombres de la escuela y del distrito que escribí en la pizarra.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’

Escriban las letras de su APELLIDO en las casillas que están debajo de ese título. Escriban una letra en cada casilla, comenzando en la primera casilla del lado izquierdo. Observen la línea divisoria entre la palabra ‘Apellido’ y la palabra ‘Nombre.’ Si su apellido no cabe en el espacio provisto, escriban las letras que quepan antes de la línea divisoria. Si su apellido incluye un guión o un espacio, escriban las dos partes sin guión ni espacio, como una sola palabra.”

Pause for students to complete this section.

10. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente a la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo la letra ‘I.’”

Pause for students to complete this section.

11. If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 12. Otherwise, continue with step 11.

Say to the students:

“Si su folleto de prueba y respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, ahora rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE.’”

Pause and check that students are completing this task correctly.

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Say:

“En la esquina superior derecha de la página, hay una sección titulada ‘FECHA DE NACIMIENTO’ con las abreviaturas de los meses del año. Rellenen el círculo que está a la derecha del MES en que nacieron. Por ejemplo, si nacieron en agosto, deben rellenar el círculo ‘8’ a la derecha de A-G-O.

Después escriban los dos números de su DÍA de nacimiento, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento contiene un solo número, escriban un cero antes de ese número. Por ejemplo, si su fecha de nacimiento es el segundo día del mes, deberán escribir los números ‘cero, dos’ en las casillas debajo de la palabra ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en la casilla debajo de la palabra ‘AÑO’.

Por último, debajo de cada número que escribieron, rellenen el círculo que tenga el mismo número.”

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

“Localicen el recuadro titulado ‘NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE ASIGNADO POR EL ESTADO’. Yo les proporcionaré sus números de identificación del estudiante asignados por el estado para que puedan escribir los datos y rellenar los círculos correspondientes.”

Provide each student with his or her SASID. Check that students are completing this task correctly.

12. Once the students who are using booklets without Student ID Labels have completed the required information, say:

“Ahora repartiré las reglas de RICAS.”

Distribute RICAS rulers to the students.

13. Once rulers have been distributed, say:

“Ahora les voy a dar información sobre los tipos de preguntas que van a contestar.

Durante la Sesión 1, contestarán las preguntas 1-22.

Asegúrense de leer cada pregunta cuidadosamente y luego contésténla lo mejor que puedan.

Para algunas preguntas, marcarán sus respuestas rellenando los círculos en su folleto de prueba y respuestas. Asegúrense de rellenar los círculos completamente. No hagan ninguna marca fuera de los círculos. Si necesitan cambiar una respuesta asegúrense de borrar su primera respuesta completamente.

Para otras preguntas, necesitarán rellenar una cuadrícula de respuestas. Para hacer esto, deben ingresar su respuesta en las casillas de respuestas en la parte superior de la cuadrícula de respuestas Y rellenar los círculos correspondientes debajo de las casillas. Las instrucciones adicionales para contestar preguntas con cuadrículas de respuestas están en su folleto de prueba y respuestas.

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Si en una pregunta se les pide mostrar o explicar su trabajo, deben hacerlo para recibir crédito completo. Escriban su respuesta en el espacio proporcionado. Sólo se calificarán las respuestas escritas dentro del espacio proporcionado.

Si no saben la respuesta a una pregunta, pueden pasar a la próxima pregunta. Cuando terminen, pueden revisar sus respuestas y volver a contestar cualquier pregunta que no hayan contestado.

Asegúrense de que al final de la sesión de prueba hayan contestado todas las preguntas y que no hayan dejado nada en blanco o sin contestar.”

14. Say to the students:

“Ahora, les voy a hablar sobre algunas cosas que se permiten y otras cosas que no se permiten durante esta sesión.

Deben escribir todas sus respuestas en su folleto de prueba y respuesta usando SOLAMENTE un lápiz número 2. NO pueden usar resaltadores en su folleto de prueba y respuestas.

Pueden usar su regla de RICAS para ayudarse a contestar preguntas en cualquier momento durante esta sesión. Sin embargo, no pueden usar una calculadora ni tampoco un diccionario de inglés durante esta prueba de matemáticas. También es importante que sepan que cualquier figura, diagrama, o ilustración en su folleto de prueba y respuestas no están dibujados necesariamente a escala.

Está terminantemente prohibido hacer trampa de cualquier manera. Esto incluye: el uso de apuntes o libros, acceder al internet, el mirar la prueba o folleto de respuestas de otro estudiante, enseñar su prueba o folleto de respuestas a otro estudiante, o comunicarse con otros estudiantes sea de forma verbal o escrita. Asimismo, no pueden dañar los materiales del examen ni llevarse ninguna parte de ellos fuera de la sala de prueba”

En cualquier momento durante la sesión, pueden levantar la mano si quieren que les lea en voz alta una palabra de la prueba. Necesitarán señalarme la palabra, y se la leeré en voz baja y se la repetiré si es necesario. No obstante, no podré decirles el significado de la palabra, y no podré darles otro apoyo o ayuda durante esta sesión. ¿Lo han entendido todos?”

Pause to answer any questions students may have.

15. Say to the students:

“Esta sesión de la prueba durará _____ (state length of test session). Si al finalizar la sesión no han terminado de responder las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán tiempo hasta el final del día escolar siempre que sigan trabajando de una manera productiva, pero no deberían necesitar tanto tiempo.

Una vez empezada la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página. Sigán respondiendo preguntas hasta que hayan contestado la última pregunta de la Sesión 1 en la página que dice ‘PARA’ en la parte inferior.”

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16. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión. Sin embargo, NO pueden mirar las preguntas de la próxima sesión.”

17. Then say:

“Por favor, abran su folleto de prueba en la página 2, que dice “Matemáticas Grado 3 Sesión 1” en la parte superior. Asegúrense de leer las primeras dos páginas de las instrucciones. Pueden empezar a trabajar en la Sesión 1 ahora.”

18. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 67 in Appendix C for the script to read to these students at this time.
19. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they are taking the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

20. (Optional) Approximately midway through the session, say to students:

“Ahora pueden tener un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar de la prueba. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de ____ minutos.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“Ya terminó el descanso. Ahora deben volver a trabajar en la prueba.”

21. When the session time is half over, say to the students:

“Hemos llegado a la mitad del tiempo programado para esta sesión. Asegúrense de que no hayan omitido ninguna pregunta.

Cuando terminen de responder todas las preguntas de la Sesión 1 y de revisar su trabajo, entréguenme los materiales de la prueba.”

- 22a. Read aloud or point to this script for any student who finishes early:

“Antes de que me entreguen sus folletos, quiero recordarles que deben haber respondido de la pregunta 1 a la 22 durante esta sesión; y que deben asegurarse de que no hayan omitido ninguna pregunta.

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Recuerden que una vez que me entreguen los materiales de la prueba, no se les permitirá volver a la Sesión 1.

Quiero recordarles que el uso de los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos electrónicos aún no está permitido hasta que yo les dé permiso.”

Permit students to check whether they have skipped any questions.

22b. At the end of the session, say to any students still working:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que deben haber respondido de la pregunta 1 a la 22 durante esta sesión; y que no deben haber omitido ninguna pregunta.

Recuerden que una vez que me entreguen los materiales de la prueba, no se les permitirá volver a la Sesión 1.”

Pause to allow students to check whether they have skipped any questions.

23. Then say:

“Por favor, dejen el lápiz sobre la mesa y cierren sus folletos. Pongan la regla dentro de su folleto. Si alguien necesita más tiempo para responder las preguntas, levante la mano.”

24. Note which students need more time and then pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.** For students who need more time, follow the instructions given by your school test coordinator. Remind students of when Session 2 will begin.

25. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 68 in Appendix C for further instructions.

26. For students who need more time, if your school test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si no han terminado su trabajo en esta sesión, serán trasladados a _____ (location) para terminar la prueba. Tendrán tiempo hasta el fin del día escolar para terminar su trabajo, pero no deberían necesitar tanto tiempo.

Se les llevarán a Uds. los materiales de prueba. Su teléfono celular u otro dispositivo electrónico tiene que permanecer apagado, y no pueden acceder a ellos hasta que el supervisor de la prueba les dé permiso para hacerlo.

If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

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27. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your school test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
28. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
29. Group test materials into the following separate piles:
 - used test & answer booklets, with rulers inside
 - used scratch paper
 - void test & answer booklets
 - unused test materials
 - practice tests (if applicable)
 - contaminated test materials, if applicable (Remember to notify your school test coordinator or designee.)
30. Complete appropriate tracking documents, as instructed by your school test coordinator.
31. Immediately return **all** test materials and the list of students to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your school test coordinator has instructed you to do so, read the following recommended script to students:

“Ahora es la hora del almuerzo. Podrán continuar con la prueba después del almuerzo, y tendrán tiempo hasta el final del día escolar para terminar su trabajo, pero no deberían necesitar tanto tiempo. Después de su almuerzo supervisado ustedes van a ir a _____ (location) para terminar la prueba, y allí recibirán sus materiales de prueba. Su teléfono celular u otro dispositivo electrónico tiene que permanecer apagado durante el almuerzo, y no pueden acceder a ellos hasta que el supervisor de la prueba les dé permiso para hacerlo. Asimismo, no se permite hablar de la prueba durante el almuerzo.”

If your school test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for these students.

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2. For students who ask to use the restroom during the test session, if your school test coordinator has instructed you to do so, read or point to this recommended script:

“No pueden recoger ni acceder a su teléfono celular ni a cualquier material prohibido mientras estén fuera de la sala.”

If your school test coordinator has directed you to follow a different procedure, do so at this time.

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F. Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - Mathematics test & answer booklets
 - scratch paper (either blank, lined, or graph)
 - RICAS rulers (inside test & answer booklets)
 - a tracking form to assist you and your school test coordinator in maintaining the security of test materials
 - If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Note: Calculators are not allowed during the grade 3 Mathematics test.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your school test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

G. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “Durante la Sesión 2 van a contestar las preguntas 23–44.”

H. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

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3. Make sure that students do not have access to cell phones or other electronic devices during testing.
4. Say to the students:

“Antes de empezar la prueba, es necesario que sepan que durante esta sesión no se permite usar teléfonos celulares, reproductores de música, lectores de libros electrónicos ni otros dispositivos electrónicos por ningún motivo, incluso después de que entreguen los materiales de la prueba. Se invalidarán los resultados de los estudiantes que usen cualquiera de estos dispositivos durante la prueba o después de entregar los materiales de la prueba. Por favor, apaguen sus teléfonos celulares o cualquier otro dispositivo electrónico en este momento.”
5. If your school test coordinator has instructed you to do so, read the following recommended script:

“Recuerden que recientemente recibieron instrucciones en una reunión estudiantil acerca de las actividades apropiadas que podrán hacer cuando terminen de trabajar en la prueba, y las que no se les permitirá hacer. ¿Tienen alguna pregunta sobre las cosas apropiadas que pueden hacer durante esta sesión cuando terminen de trabajar en la prueba o las que no se les permite hacer?”

Answer any questions students have. Then say:

“Si llevan consigo un dispositivo electrónico, asegúrense de que esté apagado en este momento, pónganlo en su mochila, y pongan su mochila en un lugar apartado de su asiento. Podrán tener acceso a sus mochilas cuando yo les dé permiso.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time.
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 13).
8. **Make sure that students do not have calculators, since all calculators are prohibited during this session.**

I. Administer Session 2

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your school test coordinator has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

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1. If there are students in your assigned group who do not have test & answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of test & answer booklets appear in this manual on pages 46–48 in steps 5–6 and 8–11 (skip step 7).

Say to the students:

“Estamos a punto para empezar la Sesión 2 de la Prueba RICAS de matemáticas. Ésta es la última de las dos sesiones de prueba.

Ahora voy a repartir los folletos de prueba y respuestas y papel en blanco. No abran sus folletos hasta que yo les indique.”

Distribute the test & answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original test & answer booklet. Distribute one sheet of scratch paper to each student.

2. Once the test & answer booklets have been distributed, say:

“Pueden usar el papel en blanco como borrador en cualquier momento durante la prueba. Si en algún momento necesitan más, levanten la mano y les daré una hoja adicional. Pueden tener hasta tres hojas de papel en blanco al mismo tiempo.”

Asegúrense de que tengan su propio folleto de prueba y respuestas. Si tienen el folleto de otra persona, levanten la mano ahora mismo.”

If any students raise their hands, give them their correct test & answer booklets.

3. Then say:

“En la portada, debajo del título ‘Nombre del administrador de la prueba,’ escriban mi nombre en la línea después de Sesión 2. Mi nombre está en la pizarra para que lo copien.”

Pause and check that students are completing this task correctly.

4. Say to the students:

“Ahora les voy a dar información sobre los tipos de preguntas que van a contestar.

Durante la Sesión 2 van a contestar las preguntas 23–44.

Asegúrense de leer cada pregunta cuidadosamente y luego contéstenla lo mejor que puedan.

Para algunas preguntas, marcarán sus respuestas rellenando los círculos en su folleto de prueba y respuestas. Asegúrense de rellenar los círculos completamente. No hagan ninguna marca fuera de los círculos. Si necesitan cambiar una respuesta asegúrense de borrar su primera respuesta completamente.

Para otras preguntas, necesitarán rellenar una cuadrícula de respuestas. Para hacer esto, deben ingresar su respuesta en las casillas de respuestas en la parte superior de la cuadrícula de respuestas y rellenar los círculos correspondientes debajo de las casillas. Las instrucciones adicionales para contestar preguntas con cuadrículas de respuestas están en su folleto de prueba y respuestas.

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Si en una pregunta se les pide mostrar o explicar su trabajo, deben hacerlo para recibir crédito completo. Escriban su respuesta en el espacio proporcionado. Sólo se calificarán las respuestas escritas dentro del espacio proporcionado.

Si no saben la respuesta a una pregunta, pueden pasar a la próxima pregunta. Cuando terminen, pueden revisar sus respuestas y pueden volver a trabajar en cualquier pregunta que no hayan contestado en esta sesión.

Para cuando termine esta sesión de la prueba, asegúrense de que hayan contestado todas las preguntas y no hayan dejado nada en blanco o sin respuesta.”

5. Say to the students:

“Ahora, les voy a hablar sobre algunas cosas que se permiten y otras cosas que no se permiten durante esta sesión.

Deben escribir todas sus respuestas en su folleto de prueba y respuestas usando SOLAMENTE un lápiz número 2. NO pueden usar resaltadores en su folleto de prueba y respuestas.

Pueden usar su regla de RICAS para ayudarse a contestar preguntas en cualquier momento durante esta sesión. Sin embargo, no pueden usar una calculadora ni tampoco un diccionario de inglés durante esta prueba de matemáticas. También es importante que sepan que cualquier figura, diagrama, o ilustración en su folleto de prueba y respuestas no están dibujados necesariamente a escala.

Está terminantemente prohibido hacer trampa de cualquier manera. Esto incluye: el uso de apuntes o libros, acceder al internet, el mirar la prueba o folleto de respuestas de otro estudiante, enseñar su prueba o folleto de respuestas a otro estudiante, o comunicarse con otros estudiantes sea de forma verbal o escrita. Asimismo, no pueden dañar los materiales del examen ni llevarse ninguna parte de ellos fuera de la sala de prueba”

En cualquier momento durante la sesión, pueden levantar la mano si quieren que les lea en voz alta una palabra de la prueba. Necesitarán señalarme la palabra, y se la leeré en voz baja y se la repetiré si es necesario. No obstante, no podré decirles el significado de la palabra, y no podré darles otro apoyo o ayuda durante esta sesión. ¿Han entendido todos?”

Pause to answer any questions students may have.

6. Say to the students:

“Esta sesión de la prueba durará _____ (state length of test session). Si al finalizar la sesión no han terminado de responder las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán tiempo hasta el final del día escolar siempre que sigan trabajando de una manera productiva, pero no deberían necesitar tanto tiempo.

Una vez empezada la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página del folleto de prueba y respuestas. Sigán respondiendo preguntas hasta que hayan contestado la última pregunta de la Sesión 2 en la página que dice ‘PARA’ en la parte inferior.”

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7. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión. Sin embargo, NO pueden revisar las preguntas de la primera sesión de la prueba. Cualquier respuesta que ustedes ingresen sobre la Sesión 1 durante esta sesión será invalidada.”

8. Then say:

“Ahora abran sus folletos de prueba y respuestas en la primera página que dice “Grado 3 Matemáticas Sesión 2” en la parte superior. Asegúrense de leer las primeras dos páginas de instrucciones. Pueden empezar la Sesión 2 ahora.”

9. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 67 in Appendix C for the script to read to these students at this time.
10. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they are taking the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

11. (Optional) Approximately midway through the session, say to students:

“Ahora pueden tener un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar de la prueba. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de ____ minutos.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“Ya terminó el descanso. Ahora deben volver a trabajar en la prueba.”

12. When the session time is half over, say to the students:

“Ya hemos llegado a la mitad de la sesión. Asegúrense de no haber omitido ninguna pregunta.

Cuando terminen de contestar todas las preguntas y hayan revisado todo su trabajo de la Sesión 2, entréguenme sus materiales de prueba.”

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- 13a. Read aloud or point to this script for any student who finishes early:

“Antes de que me entreguen sus folletos, quiero recordarles que deben haber respondido de la pregunta 23 a la 44 durante esta sesión; y que deben asegurarse de que no hayan omitido ninguna pregunta.

Recuerden que una vez que me entreguen los materiales de la prueba, no se les permitirá volver a la Sesión 2.

Quiero recordarles que el uso de los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos electrónicos aún no está permitido hasta que yo les dé permiso.”

Permit students to check whether they have skipped any questions.

- 13b. At the end of the session, say to any students still working:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que deben haber respondido de la pregunta 23 a la 44 durante esta sesión; y que no deben haber omitido ninguna pregunta.

Recuerden que una vez que me entreguen los materiales de la prueba, no se les permitirá volver a la Sesión 2.”

Pause to allow students to check whether they have skipped any questions.

14. Then say to the students:

“Por favor, dejen el lápiz sobre la mesa y cierren sus folletos. Pongan la regla dentro de su folleto. Si alguien necesita más tiempo para responder las preguntas, levante la mano.”

15. Note which students need more time and pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your school test coordinator.
16. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 68 in Appendix C for further instructions.
17. For students who need more time, if your school test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si no han terminado su trabajo en esta sesión, serán trasladados a _____ (location) para terminar la prueba. Tendrán tiempo hasta el fin del día escolar para terminar su trabajo, pero no deberían necesitar tanto tiempo.

Se les llevarán a Uds. sus materiales de su prueba. Su teléfono celular u otro dispositivo electrónico tiene que permanecer apagado, y no pueden acceder a ellos hasta que el supervisor de la prueba les dé permiso para hacerlo.”

If your school test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

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Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

18. Make a list of all students in your assigned group who were not tested. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your school test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
19. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - void test & answer booklets
 - RICAS rulers
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your school test coordinator or designee.)
20. Complete appropriate tracking documents, as instructed by your school test coordinator.
21. Immediately return **all** test materials and the list of students to your school test coordinator.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your school test coordinator.

J. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your school test coordinator has instructed you to do so, read the following recommended script to students:

“Ahora es la hora del almuerzo. Podrán continuar con la prueba después del almuerzo, y tendrán tiempo hasta el final del día escolar para terminar su trabajo, pero no deberían necesitar tanto tiempo. Después de su almuerzo supervisado ustedes van a ir a _____ (location) para terminar la prueba, y allí recibirán sus materiales de prueba. Su teléfono celular u otro dispositivo electrónico tiene que permanecer apagado durante el almuerzo, y no pueden acceder a ellos hasta que el supervisor de la prueba les dé permiso para hacerlo. Asimismo, no se permite hablar de la prueba durante el almuerzo.”

If your school test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your school test coordinator’s instructions for maintaining the security of test materials for these students.

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2. For students who ask to use the restroom during the test session, if your school test coordinator has instructed you to do so, read or point to this recommended script:

“No pueden recoger ni acceder a su teléfono celular ni a cualquier material prohibido mientras estén fuera de la sala.”

If your school test coordinator has directed you to follow a different procedure, do so at this time.

