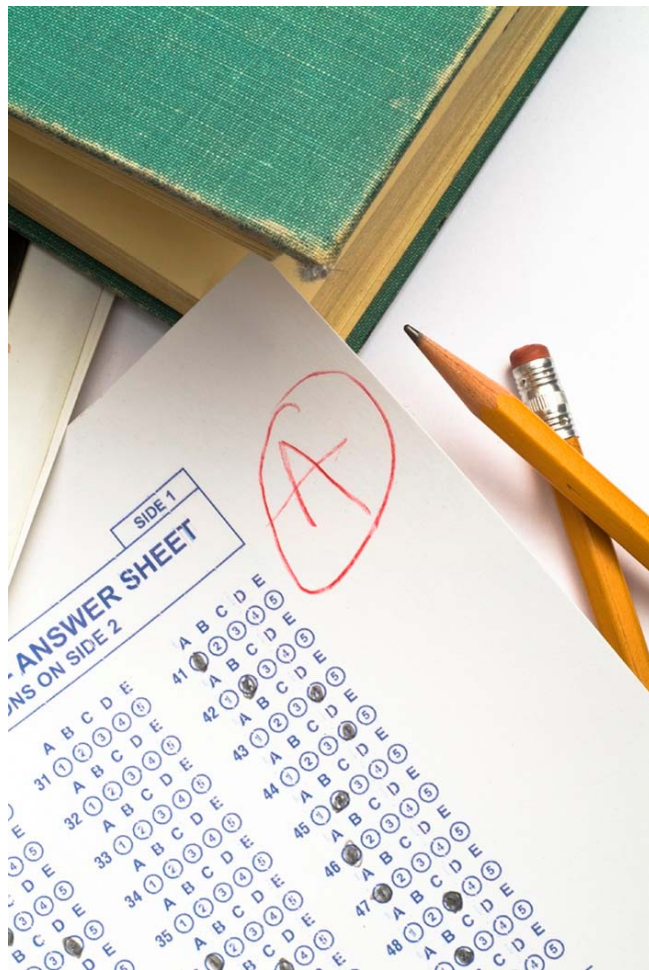


MIAMI-DADE COUNTY PUBLIC SCHOOLS

**GUIDELINES AND TIPS
FOR
SCHOOL TEST CHAIRPERSONS**



**Assessment, Research, and Data Analysis
Student Assessment and Educational Testing**

Miami-Dade County Public Schools

School Board Members

Dr. Solomon C. Stinson, Chair
Dr. Marta Pérez, Vice Chair
Mr. Agustin J. Barrera
Mr. Renier Diaz de la Portilla
Dr. Lawrence S. Feldman
Ms. Perla Tabares Hantman
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Ms. Ana Rivas Logan

Angelique Gayle, Student Advisor

Superintendent of Schools

Mr. Alberto M. Carvalho, Superintendent of Schools



Table of Contents

Introduction	1
Your Role As The Test Chairperson.....	2
The Role of the District’s Student Assessment and Educational Testing Office.....	2
The Role of Test Administrators	3
The Role of Test Proctors	3
Standards and Procedures.....	4
Assessment Programs	4
Planning for and Carrying Out Preparation Activities Before the Tests are Administered ..	6
Reserve Dates for School-Site Training	6
Resources you may Need to Request From Your Principal	6
Room for Secure Storage	6
Access to Online Applications	7
Additional Software That May be Useful.....	7
Plan Ahead	7
Purchase Testing Supplies	7
Plan with Special Education and ESOL Teachers	7
Locate Potential Rooms for Testing.....	8
Prepare a Testing Calendar.....	8
Plan How to Familiarize Students with Standardized Tests.....	8
General Planning Activities Two to Four Weeks Prior to Testing	9
Training Meetings for Test Chairpersons.....	9
Place Materials in Locked Storage	9
Select Test Administrators and Proctors.....	9
Schedule the Test.....	9
Plan for Students Who Arrive Late or Will Not Be Tested.....	10
Plan Procedure for Distributing Testing Materials to Test Administrators	10
Specific Planning Immediately Following Test Chairperson Training	10
Practice Tests	10
Lunch Schedule.....	11
Notification of Completion of Testing	11
Send Out Letters to Parent(s)/Guardian(s) About the Testing	11
Finalize Testing Schedule and Materials	12
After You Have Received Your Testing Materials.....	12
Preparation of Class Lists and Student Identification Numbers for New Students.....	13
Planning Specific for Senior High Schools.....	14
School-Site Training	14
Supervising And Monitoring During Test Administration Windows.....	18
Testing Morning(s).....	18
During Testing	18
Make-Up Testing	19
After Testing	20
Test Score Reports	20
Types of Test Reports	20
Types of Test Scores.....	21
Appropriate Use of Test Results.....	21

Privacy Issues	21
Missing Student Reports.....	22
Protocol for Assisting Parents/Guardians	22
Commonly Asked Questions	23
What is the role of test administrators?.....	23
What is the role of test proctors?	24
What is the difference between test administrators and test proctors?.....	24
Who will provide orientation and training for the test chairperson?.....	24
What are the test chairperson’s responsibilities for training at the school site?	25
What are the general test security guidelines for distribution and return of testing materials?	25
What are the general guidelines for student participation and eligibility for exemption from testing?	25
What are some of the testing accommodations for student with disabilities and ELL students?	26
What are the test chairperson’s responsibilities during testing?	26
How does the test chairperson report irregularities and security violations?	26
What constitutes invalidation of test results?	27
What are the test monitoring procedures for district and state testing programs?	27
What are the guidelines and procedures for the distribution and confidentiality of test results?	27
How can we assist parent(s)/guardian(s) with interpreting test data?.....	28
How can you improve this publication?.....	28
Appendix A: Glossary of Frequently Used Testing Terms.....	29
Appendix B: General Contacts For Testing Programs and Assessment Issues 2009-2010 School Year.....	32
Appendix C: Helpful Testing Websites	34
General Test Taking Tips	34
Florida Comprehensive Assessment Test (FCAT).....	34
Other Testing Programs	34
Other Testing Programs	35
Testing Forms.....	35
Test Question (Item) Development.....	35
Rubric Development and Application.....	35
Appendix D: Sample Supply List	36
Appendix E: Helpful Hints Contributed By School Test Chairpersons.....	37
Boxes for the Return of Testing Materials.....	37
English as a Second Language (ESOL) Students	37
Grade 3 Reading Student Portfolio	37
School Test Chairpersons	37
Testing Materials Kept Year-Round at Schools	38
Sample Testing Count Form	39
Appendix G: Guidelines and Tips for School Test Chairpersons Feedback Form.....	40
Appendix H: Sample Seating Chart.....	41
Sample Seating Chart	42
Appendix I: Countdown to Testing! Before, During And After Testing Timeline	43

INTRODUCTION

Serving as a test chairperson can be an overwhelming task. With proper planning and preparation, the process will run smoothly. This document was prepared for test chairpersons by test chairpersons under the supervision of Student Assessment and Educational Testing (SAET) to provide guidance on how to deal with various situations and how to answer commonly asked questions.

As test chairperson, you will be responsible for the administration of numerous district, state, national, and, in the case of selected high schools, international assessment programs. Regardless of the type of program, there are a number of commonalities in your responsibilities at the school site. For example, you will need to:

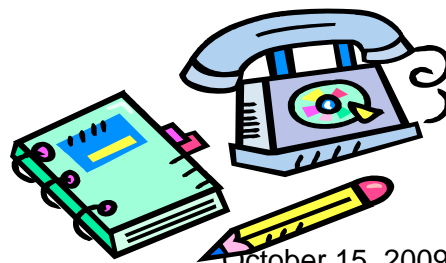
- plan ahead to ensure that school administrators, teachers, parents, and students are aware of the dates and times of the test administration windows;
- provide school-level training for everyone who will be either administering tests, proctoring test sessions, or handling the testing materials;
- locate a secure storage room for testing materials;
- select rooms for testing that have adequate space, seating, ventilation, and lighting;
- ensure that all needed testing materials have arrived and have been counted; and
- audit testing rooms and materials to ensure that the test is being administered according to the guidelines and procedures specified in the testing program's administration manual/program guide;
- process test materials for local scoring or for return to the district warehouse, or test contractor, depending on the program.

Becoming familiar with the guidelines and procedures specified in each testing program's administration manual/program guide will ease your task.

The administration manual/program guide will provide you with detailed information about the administration of the test, such as:

- who to call if you need additional testing materials,
- who is to be tested,
- what are the allowable accommodations for students,
- if the test is timed or untimed, and
- how and when to return the testing materials.

Due to the complexities involved in the administration of tests and the distribution of test scores and reports, it is extremely important to view your role as a team effort. Meet with your principal at the very beginning of the school year to review the testing calendar and to identify those staff members who will assist you with tasks related to assessment programs throughout the school year.



YOUR ROLE AS THE TEST CHAIRPERSON

As the school site test chairperson, you are responsible for following standards, guidelines, and procedures to ensure the accuracy and validity of all test scores, and to safeguard the security of the test content. These standards and procedures are specific to each assessment program and are delineated in the administration manual or the program guide that is provided for each testing program.

You should expect to receive an assessment program's administration manual/program guide approximately two (2) to four (4) weeks before the actual test administration. Additionally, you will receive training for each testing program approximately two (2) weeks before the administration window.

Your responsibilities can be divided into three categories:

- 1) planning for and carrying out preparation activities before the tests are administered;
- 2) supervising and monitoring during the test administration windows; and
- 3) accounting for, packing up, and returning all testing materials after the tests have been administered.

THE ROLE OF THE DISTRICT'S STUDENT ASSESSMENT AND EDUCATIONAL TESTING OFFICE

The role of Student Assessment and Educational Testing is to coordinate district, state, national, and international assessment programs. District staff will assist you in understanding the guidelines for the administration of tests and the interpretation of test results. In many cases, the division is directly responsible for:

- training you on how to administer the test;
- working with you to ensure that the integrity of the test is maintained before, during, and after testing;
- ensuring you have the necessary number and types of testing materials;
- providing instructions on the return of testing materials; and
- assisting you in the case of missing scores and/or the explanation of scores.

Check each program's test administration/program guide and ancillary materials to determine if you should call Student Assessment and Educational Testing, another district office, or the test contractor for assistance.

If an administration issue arises during testing of any assessment program, you must report the incident immediately to Student Assessment and Educational Testing at 305-995-7520.

THE ROLE OF TEST ADMINISTRATORS

Test administrators are responsible for directing and conducting the testing sessions as specified in the assessment program's administration manual/program guide. Some testing programs provide specific criteria for who may serve as a test administrator. **In most cases, only administrative and instructional staff may serve as test administrators.** Make sure you check the testing program's administration manual/program guide for details about who may serve as a test administrator.

Regardless of the assessment program, test administrators' responsibilities include:

- attending school-site training,
- establishing and maintaining the appropriate testing conditions,
- coordinating the distribution and collection of all testing materials to and from students,
- accounting for and maintaining the security of all testing materials assigned to the test administrator, and
- strictly adhering to test directions to ensure a standard administration.

Anyone who serves as a test administrator **must** receive appropriate training related to test administration and procedures for each testing program. Despite the number of times someone has served as a test administrator, he/she must attend your training session for the specific testing program.

Test administrators are responsible for maintaining documentation on the students who were assigned to take the test and the materials assigned to each student. **It is highly recommended that test administrators make and keep a seating chart of where students sat during the test administration.** The test administrators must keep detailed records of any incidents that result in the invalidation of a test, as well as breaches of security that occur before, during, or after a test has been administered in the testing room.



THE ROLE OF TEST PROCTORS

The test proctors are responsible for monitoring the testing session and assisting the test administrator with the duties and responsibilities of test administration. Proctors **must** attend your training meeting.

Parents and community volunteers who serve as test proctors may assist test administrators, but may **not** handle testing materials or proctor their child's testing session. Additionally, they must be assigned to a different grade level than their child.

Be sure to check each testing program's administration manual/program guide for details about who is permitted to serve as a test proctor and the responsibilities of the test proctors.



STANDARDS AND PROCEDURES

Test administration standards and procedures have been established in order to ensure the integrity of the testing process and the accuracy and validity of test scores. These standards apply to all personnel involved with any aspect of the testing process and are in effect for school, district, state, national, and international testing programs.

An assessment program's specific procedures are provided in the test administration manual/program guide. Guidelines and procedures are also delineated in the document: *M-DCPS Standards, Guidelines and Procedures for Test Administration and Test Security Handbook*. When there is a difference between the testing program's guidelines and the standards contained in the *M-DCPS Standards, Guidelines, and Procedures Handbook*: the more stringent procedure or standard will apply.



ASSESSMENT PROGRAMS

Miami-Dade County Public Schools (M-DCPS) students participate in a number of testing programs. Participation in some of the tests is required, such as the Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS). On the other hand, participation in some of the tests administered in high school is on a voluntary basis, such as the Florida College Entry-Level Placement Test (CPT) and the Florida Competency Examination on Personal Fitness (FCEPF).

District tests and the state assessment programs provide student, school, and district results that are used to measure and track student achievement in reading, mathematics, science, and/or writing. Tests such as the Stanford Achievement Test (SAT), the FCAT, the Iowa Tests (ITBS/ITED), Florida Competency Examination on Personal Fitness (FCEPF), Comprehensive English Language Learning Assessment (CELLA), Florida Kindergarten Readiness Screener (FLKRS), Grade 3 Promotion Opportunities, and Interim Assessments (IA), are coordinated through the Division of Student Assessment and Educational Testing.

M-DCPS students also participate in national and international testing programs. Some of these assessments are designed to measure student progress across the nation, such as the National Assessment of Educational Progress (NAEP). In some cases,

participation in the assessment is for college or occupational planning, scholarship eligibility, entrance into college, or eligibility for internationally recognized high school diplomas. These assessments include PLAN, Advanced Placement Examinations (AP), International Baccalaureate Examinations (IB), PSAT, ACT, SAT I, and SAT II.

Detailed information on district, state, national, and international assessment programs and testing dates are located on the district's testing calendar website:

<http://oada.dadeschools.net/TestingCalendar/TestingCalendar.asp>

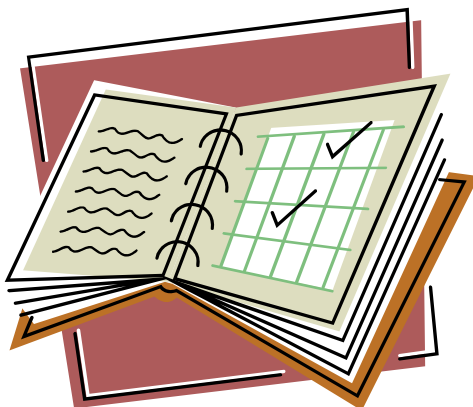
General information on testing is provided on the district's test chairperson website:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>

Regardless of the particular test, as the test chairperson, you are responsible for guiding and overseeing the administration at your school. There are many general procedures that are common to all testing programs that you should begin to plan for, at the beginning of the school year. The next sections provide some helpful hints to consider early in the school year, as well as what you should do the weeks leading up to each administration window and during the administration window.



PLANNING FOR AND CARRYING OUT PREPARATION ACTIVITIES BEFORE THE TESTS ARE ADMINISTERED



Planning ahead is an integral part of your role as a test chairperson. As early as the first week of school, you should review the district testing calendar.

Please note that the dates are subject to change. Refer to the calendar regularly.

Following are steps you should prepare to take for the tests in the upcoming school year.

Reserve Dates for School-Site Training

August is a good time to plan training sessions for the entire school year. Some testing is grade specific, so that training may be held during the grade-level planning times. In other cases, the testing is across grade levels and/or content areas. When the testing is across grade levels and/or content areas, it is probably best to schedule the training either before or after school. Grade specific instructions may include the test time for each section of a test, calculators, rulers, answer sheets, answer booklets, header sheets, etc.

RESOURCES YOU MAY NEED TO REQUEST FROM YOUR PRINCIPAL

Room for Secure Storage

Even as early as August, there are storage and supply issues to consider. Search your building and locate a secure/very limited access location for storage and distribution of testing materials. Your secure testing storage room should have adequate space for you to work in and to store all of your testing materials. You can estimate the number of

boxes you will be receiving based on the previous year's count for each testing program. The room should be large, equipped with shelves, tables, a phone, and a computer with access to ISIS. **Access to this locked storage room must be limited to the principal, assistant principal, and test chairperson only.** Re-key the room if necessary. The school safe is not a good location if other school personnel have access to it. A room is not considered secure if the lock can be opened with a master key.

Access to Online Applications

ISIS, PARIS and File Download Manager are extremely useful tools which will assist you throughout the entire testing program. Information regarding these applications and available training may be obtained from the following website:

<http://prodev.dadeschools.net/>

Additional Software That May be Useful

Database and word processing programs such as *Microsoft* EXCEL, Word, and ACCESS are very helpful.

Plan Ahead

Discuss plans for limiting or avoiding announcements and bell schedule during testing windows.

Purchase Testing Supplies

This is a good time to purchase testing supplies that you will need throughout the school year. Refer to the sample list of testing supplies in Appendix D. Check with your principal for available funds.

Plan with Special Education and ESOL Teachers

Meet with Special Education teachers to review the testing accommodations listed in each student's IEP (Individual Educational Plan). Determine if sign/English or English/sign dictionaries are needed for testing programs that allow their use. If necessary, purchase the needed dictionaries. Inform SAET of any visually impaired students in your school who require special test formats.

Meet with the ESOL teachers to determine if English-to-heritage language or heritage-to-English dictionaries are needed for testing programs that allow their use. If necessary, purchase the needed dictionaries. Note that electronic dictionaries are NOT permitted for some assessment programs.

Locate Potential Rooms for Testing

It is never too early to search your building in order to identify potential testing rooms. These should be rooms that are well lighted, well ventilated, and have enough space so that desks can be separated in order to preclude students from looking at the work of others.

Consider that students with disabilities are entitled to small group testing or individual testing based on their IEPs. English Language Learner (ELL) students may test with the standard curriculum/homeroom students or in a separate room with other ELL students.

Prepare a Testing Calendar

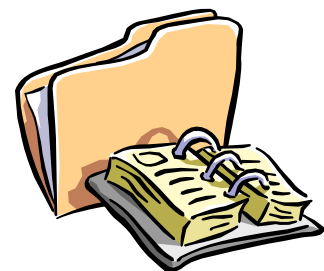
Prepare a general school testing calendar for distribution to teachers, and school staff, as well as parent(s)/guardian(s). The calendar should include testing dates so parents and guardians can ensure their children are in school and on time during testing. You may want to send a copy of the testing calendar at the beginning of the school year in order for parents to plan vacations, doctor's appointments, travel, etc.

You may want to include general information about each testing program, which is available at the district's testing calendar website, by clicking on the assessment to get helpful descriptions of each assessment.

Plan How to Familiarize Students with Standardized Tests

Research shows that it is important for students to feel comfortable with the format of tests. For those testing programs that provide sample or practice test materials, it is important to use them according to the program guidelines.

Consider the types of test-taking tips and familiarity with standardized tests that should be promoted with students throughout the school year. A suggested list of test taking tips for parents, students and teachers, is included in the "Miscellaneous/Other" link of the Test Chairperson's Information website.



GENERAL PLANNING ACTIVITIES TWO TO FOUR WEEKS PRIOR TO TESTING

Training Meetings for Test Chairpersons

Prior to each test, training will be held for test chairpersons. Check with your principal and/or your e-mail for information about when and where the training will be conducted by the district office or testing contractor responsible for coordinating the test.

Place Materials in Locked Storage

When the materials arrive, verify that all boxes have been received in good condition, and that all the materials belong to your school site. Place them in the locked storage room immediately. If the materials are to be returned or picked up from the school site after testing is completed, keep the boxes that materials arrive in so that you can use the boxes for repacking.

Select Test Administrators and Proctors

This is a good time to begin thinking about who will serve as test administrators and proctors. Administrative and instructional staff (including special area teachers, counselors, and media specialists) may serve as test administrators. Non-instructional staff, paraprofessionals, and parent volunteers may serve as proctors. Proctors assist test administrators.

Parents and community volunteers may **not** handle any of the testing materials. They are used as an “extra set of eyes” to assist test administrators in monitoring test administration. They **must** be assigned to a different grade level than their child. Some part-time paraprofessionals may need to have their working hours adjusted on testing days to accommodate testing times. While assigning proctors, keep in mind the specific needs of students who may need testing accommodations.

Plan ahead by having extra proctors and test administrators trained and scheduled in the event that someone assigned to a testing room is absent.

Check each program's administration manual/program guide to determine the required student/test administrator/proctor ratio.

Schedule the Test

Prepare the preliminary testing schedule by listing test dates, test administrators, and proctors. Identify required staff to administer make-up testing. Identify the location(s) for the make-up testing.

Plan for Students Who Arrive Late or Will Not Be Tested

In order to minimize traffic in the hallways on testing dates and prevent disruption to the testing rooms, design a plan for students who arrive late as well as a plan for students who will not be testing. You may want to assign a paraprofessional or teacher who will not be conducting a test administration to supervise those students. Use a room that is not conducive to testing for students who arrive late to school or are exempt from testing. This staff member should keep a list of the students arriving late. This list of students will be used with the list of absences to schedule make up testing.

Students who arrive late may not, under any circumstances, be permitted to interrupt a test session already in progress. They may however, be permitted to join their testing group for the next session, if it has not yet begun, and if this can be accomplished in an orderly manner.

Plan Procedure for Distributing Testing Materials to Test Administrators

Some test chairs prefer to distribute testing materials from one location in the school, while others prefer to deliver the materials directly to each room in which testing is taking place. Your decision should be based on the quantity of materials that need to be distributed and who will assist with this task, and the requirement for maintenance of test security. In either case, written documentation of “chain of custody” must be maintained each time materials changes hands.

For helpful hints from your peers, look in Appendix E.

SPECIFIC PLANNING IMMEDIATELY FOLLOWING TEST CHAIRPERSON TRAINING

After you have received the test chairperson training and read the administration manual/program guide for a particular test, you can plan the specific procedures you will be using for the test. This is the time that you can do the following:

- finalize your testing schedule,
- determine how many rooms will be needed for testing,
- prepare and send letters to parent(s)/guardian(s) about the testing program,
- determine if lunch and/or class schedules need to be revised, and
- decide how to handle students who were absent on the day of a test and if a make up test is required,
- plan for students not testing

Practice Tests

Verify if the testing program includes a practice test. If practice tests are part of a testing program, then include time for their use in your school’s testing schedule.

Lunch Schedule

Determine if the regular lunch schedule will have to be changed on testing dates. If so, notify the cafeteria manager of the possibility of lunch delays on testing days. This might be a good time to encourage students to “brown bag” their lunches, as well as recommending that the cafeteria serve sandwiches so the students can more quickly move through the lunch lines.

Please note that special arrangements may need to be implemented for lunch for students who will be testing on extended time or on an untimed schedule. The testing program guidelines may require those students to be closely supervised throughout the lunch break to ensure that the test content is not discussed, and that students do not access outside information or resources (reference materials, textbooks, internet, etc...).

Under no circumstances during a standardized testing session may students be excused for lunch, unsupervised, and return to the testing session.

Some possible strategies for lunch plans may include:

- students provide their own brown bag lunches
- brown bag provided by the school for free and reduced lunch (ie, in-school field trip)
- testing students eat before, between, or after general population
- end the testing day early and provide students a late lunch
- check with PSTO/PTSA/EESAC for possible funding of lunches/snacks

These may require prior notification to parents, as well as cafeteria staff.

Notification of Completion of Testing

Plan how to notify staff when all testing has been completed for the day and when the regular school schedule will resume. On the secondary level, a procedure will be necessary to notify the staff and students of the schedule (which classes will meet) for the rest of the day. This procedure can be done by walkie-talkie, hall monitors, security personnel, and announcements on the intercom. Announcements on the intercom should be made only after all testing has been completed.

Send Out Letters to Parent(s)/Guardian(s) About the Testing

Sample letters are available in three languages in the district program guides and/or materials. You may print these letters on school letterhead or write your own. The letters must be made available in English, Spanish, and Haitian Creole, depending on your school's parent/guardian population. Letters should go home one to two weeks prior to testing.

Finalize Testing Schedule and Materials

Determine which rooms will be used for testing and who will administer the test and proctor in each room. Finalize the schedule for training meeting and provide sufficient notice of the meeting, so all test administrators and proctors may attend.

Prepare a count form for test books, answer sheets, calculators (if applicable), and rulers (if applicable). The count form may be used as sign-out/sign-in sheet for the test administrators. Refer to the sample count form in Appendix F.

Sharpen and count out #2 lead pencils for distribution. Refer to the information about pencils in Appendix D. Students should **not** use mechanical pencils, as these will not scan correctly.



In preparation for your test administrator and proctor training, make copies of “testing/do not disturb” signs and of the required program forms, such as the “exemptions, absences, and invalidations” form, or test administration record form, as applicable for each test administration. These forms are generally located in the back of each administration manual/program guide or online, depending on the testing program. Prepare a form to list the names of students by grade level who are absent from specific test/content area. This form can be used to determine which students need to be given a make-up test. The test administrators should become familiar with these forms during school-site training. If not already provided in the test administration or program guide, prepare a form to document test invalidations.

After You Have Received Your Testing Materials

As soon as you receive testing materials, count the number of boxes and make sure all the boxes belong to your school. Locate the packing list and verify the number of boxes and actual testing materials received. Depending on the testing program, there may be restrictions on how far ahead of the testing window or test session secure test materials may be opened for processing. **Please note that the sets of testing materials may be unpacked and checked against the packing list without breaking open any secure shrink-wrapped packets.**

Report any discrepancies or need for more testing materials identified at any time throughout this process, to the office identified in the test administration manual/program guide immediately.

Once the testing materials may be opened and processed, begin counting out materials in the order of the testing schedule. For example, if reading is to be tested first, prepare reading, then mathematics, etc. in the order of the administration. As you are preparing the testing materials, count out test booklets, answer sheets or header sheets, and calculators and rulers (if applicable) for each test administrator. Make a list of the test book sequence numbers and the total number of test booklets, answer sheets, header sheets, calculators and rulers, if applicable (Appendix F) assigned to each test administrator. Make sure you keep a copy of this list because you may have to refer to it if there are any discrepancies after testing is completed. The testing materials must be stored in a safe and secure room. Organizing sets of materials for teachers in storage containers or bins makes distribution easier on testing days.

Determine how you will provide test administrators with extra testing supplies. You may wish to provide extra answer sheets, identification headers sheets, pencils, etc. in each test administrator's packet of materials or you may choose to have these extra materials available in each hallway or in a central location.

Preparation of Class Lists and Student Identification Numbers for New Students

Obtain updated class lists from your school registrar. Ask the Special Education teachers or department chair, for updated class lists per grade level that include the exceptionalities and appropriate accommodations for each student. Ask the ESOL teachers or department chair, for updated class lists that include current ESOL levels, date of entry date to the ESOL program, and appropriate accommodations for each student. A list may be ordered by your assistant principal or school registrar from on-line reporting services. Another method of getting this information is to generate a list through a PARIS search or File Download Manager.

SAET will provide you with the pre-identification cut-off date. If a student enters your school after that date, the student will not have a pre-identified test booklet, header sheet, answer document, or label. Ask your school registrar for a print out of the information needed for hand-gridding. This information includes: first and last name, Florida identification number, exceptionality, if applicable, ESOL level and entry date if applicable, ethnicity, birth date and gender. This printout will be used for all test booklets, header sheets, or answer sheets. If you have access to ISIS, you may obtain the information yourself.

The student's district ID number is a seven (7) digit number generated by M-DCPS. The Florida ID number is a ten (10) digit number, which is either the student's social security number plus a final "x", or the number given to the student on entry into the public school system, whether in M-DCPS or another county. The Florida ID number is recognized by the state and will follow the student from county to county. On all state assessments, use of the correct Florida ID is mandatory.

Ask your office registrar to alert you on a daily basis of student entries, withdrawals, or status changes (grade level, ESOL/ESE status). Obtain a printout with the new student information to use when hand bubbling test booklets, answer sheets or header sheets.

Set aside unused labels. Please note that the student identification information on the labels is confidential information. These may be disposed of securely or destroyed after testing has been completed. Check with the individual testing manual/program guide for information on which materials may be disposed of and which materials must be returned after the testing is completed. Do not destroy **any** secure materials.

Planning Specific for Senior High Schools

Generate a list of eligible students who will participate in the test administration using PARIS or File Download Manager. This list should include student's name, ID number, and the Florida ID number/ Social Security number. This list can be used to assign students to testing rooms as well as for the test administrator to record the security number of the test booklet and/or answer booklet assigned to a student.

The room assigned list (student's name and room number) should be posted in various parts of the building for student access. Please note that confidential information (social security numbers, ESE status or exceptionality, etc.) must not be posted where it would be generally accessible. The list should be given to test administrators so that they can notify students of their testing locations. Also remind secondary students that they **MUST** bring their picture ID to the testing room.

The school's guidance staff and registrar should be asked to assist the test chair in determining student grade level, pass/fail status, and eligibility for each graduation test and administration, in order to generate the lists of students to be tested on the graduation test.



School-Site Training

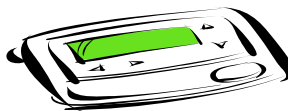
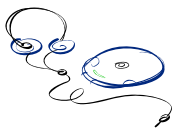
Training must take place for each assessment program. The training should take place at least one week prior to the administration window. It is a good idea to hold a meeting for all faculty members even if only a specific group of students will be tested. You can inform the faculty about what is going to take place and then dismiss those members who are not directly involved with testing and conduct the training meeting. It is advisable to train additional personnel in case of absences or unforeseen circumstances. It is good practice to review the testing calendar early and to set up the training meetings well in advance.

You must have a sign-in sheet for test administrators and test proctors to verify their attendance at the training meeting. You can use the sign-in sheet to determine who missed the meeting and who must attend a make up training meeting. Once you have trained all your test administrators and proctors, file the sign-in sheet at your school site for one year. Hand out test schedules and test administrator and proctor assignments.

Please note that some testing programs require a signed confidentiality statement or certification form. These are to be collected at the end of your training meeting and kept at your school for one year, along with the sign in sheet from the training meeting.

Below are the important points to discuss during the training meeting.

1. Testing materials needed for the particular program.
2. Procedures for distributing and collecting testing materials to ensure that they can account for all assigned testing materials in a testing room. Emphasize to teachers that once they have signed for testing materials, they are accountable for them. Remind test administrators and proctors that testing materials must be handed to each student individually. A test administrator must not hand a stack of test booklets to the first student in a row and ask the student to pass the test booklets to other students in the row. After testing is completed, the testing materials must be picked up from each student. Students must not be asked or allowed to pass the testing materials to the front of the testing room.
3. Need to secure unused testing materials in the testing rooms. Remind test administrators and proctors that all unused testing materials, and any testing materials already collected from students who are on a bathroom break or who have completed their tests, must be kept out of reach of students at all times, for example, in a locked cabinet or desk drawer.
4. Possession or use of any electronic devices, including telephones, pagers, cameras, music players, PDA's, etc., that could be used to record or transmit any form of information is a cause for invalidation. Any such devices must be turned off and stored out of "arm's reach" during testing. Remind staff that all cell phones, text messaging devices, including those belonging to the test administrator and proctor(s) in the testing room, **must** be turned off during the testing session. This will ensure that the ringing of phones does not disturb the quiet of the testing situation. It will also ensure that secure testing information is not passed to others and that students do not have access to outside information during the test.



5. Prohibition of school staff from examining or copying parts or all of secure test booklets. Remind **all** staff that State Board Rule and State Statute provide punishments for examining or copying secure state tests. These include professional sanctions against those who have violated the rule and the law.
6. Preparation of a room for testing. Remind staff of the need to remove all non-state supplied posters and visual aids that may provide clues to students during testing.
7. Directions in the manuals. Remind the test administrators that they **must** read the directions as they appear in the testing manual/program guide. Review the

directions for gridding accommodations, invalidations, student demographic information, etc...

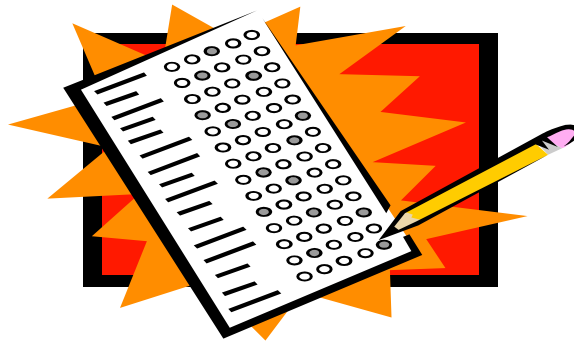
8. Test accommodations available for students with disabilities, Section 504 students, and ELL students.
9. Procedures for late arrival students.
10. Procedures for students who are absent or exempt from testing.
11. Procedures for invalidating the test for an individual student or for an entire classroom or testing group.
12. Notification of revisions in the lunch schedule and procedures to accommodate extended testing time.
13. Notification of when and how classes will resume after testing is completed for the day.
14. Familiarity with the forms to be used during testing.

15. Procedures for recording the sequence number(s) of test booklets and answer sheets, if this task will be done by the test administrator, or for verifying the information if it is pre-assigned. Review the location of security bar codes, if applicable, for each test document.

Review procedures for the return of testing materials, student supervision and dismissal. Remind test administrators and proctors that students must be supervised at all times. If proctors are assigned, they must remain with the class while the test administrator returns testing materials to you or the testing center.

You should count out your materials, photo-copy necessary forms, and work on any last minute issues, such as preparing materials for new students who have enrolled in your school.

Also, one to two days prior to testing, check all rooms for appropriate testing environment.



SUPERVISING AND MONITORING DURING TEST ADMINISTRATION WINDOWS

Testing Morning(s)

Testing materials must be ready for test administrators to pick up or to be delivered to the testing rooms. These materials include: class lists; labels; calculators and rulers (if applicable); testing door signs; test booklets; answer/header sheets; pencils; and test administration record forms and any other form(s) required for each testing program.

Test administrators must count the materials and sign them out on an appropriate count form. Refer to the sample form in Appendix F for an example. Verify that all test administrators have picked up their testing materials or the materials have been delivered by a proctor. Once the test administrators have verified the counts and signed out their materials, they should be reminded that they are now accountable for the materials. After testing, the test administrators must verify that the test materials have been returned and they must count the materials. The test chairperson or designee must also count and sign upon receipt of the returned materials.



During Testing

During testing, it is important to keep the hallways and rooms free from outside noises and disturbances. One way to limit noise is to restrict intercom use. Do not schedule fire drills or other emergency drills during the testing window. Please be mindful that some students may be testing on extended time schedules. Intercom use and any other interruptions should be limited to emergencies.

While testing is taking place, you have an opportunity to ensure that proper testing procedures are being followed by visiting classrooms. If a test administrator or proctor needs your assistance while you are visiting classrooms, the main office should be able to contact you immediately to notify you of any issues.

Continue preparing testing materials for the subsequent day(s). Preparation includes counting the number of test booklets and answer/header sheets for distribution the next day.

As test administrators return materials, verify that the number of test booklets and answer sheets returned are the same as the number given to them. Document all this information on the count form. Collect any records of absences or invalidations on a daily basis. Verify with ESOL and Special Education (SPED) teachers that students have received appropriate accommodation(s) and that the accommodation(s) has/have been bubbled on the test booklets or answer/header sheets, if required for the particular testing program.

As tests are completed by grade level/subject, identify who needs to be administered make-up tests. Separate the test booklets and answer sheets for absent students from the used materials. Make-up testing may begin if a student does not have another test that same day. It is in the best interest of the student to take no more than two test sessions on a given day.

Ensure testing materials are accounted for, organized, and ready for distribution the subsequent day.

Secure all testing materials and report any administration incidents to the appropriate office specified in the testing materials for each program. Reporting incidents immediately may salvage that particular test administration.



Make-Up Testing

Check the test administration manual/program guide to determine if make-up testing is required. In general, for testing programs that have multiple sessions, make-up testing should follow the same session order as the regularly scheduled tests, beginning with the first missed session. Please note that a test session may not be administered as a make-up test until **after** the session has been administered to the regular population, as scheduled.



After Testing

Report any loss of testing materials or any other security violations that may have occurred. Inform your school-site administrator of the incident and **immediately** contact Student Assessment and Educational Testing at 305-995-7520.

Prepare testing materials for return as specified in the test administration manual/program guide. Refer to program guidelines or training materials for the return dates of testing materials.



TEST SCORE REPORTS

Because receipt and distribution of test reports often take place after widespread media coverage, school staff and parents/guardians may become anxious about the test results. Based on the size of your school, you may only have a small amount of time to process and sort reports in preparation for their distribution. Before the reports arrive at your school, it is extremely important to develop a plan that includes how test scores should be interpreted by school staff and how information will be communicated to parents/guardians. For programs that provide parents with on-line access to their children's test results, the plan must include provision of assistance to parents who need help accessing their children's scores. Also, plan for assisting parents who will not be able to access on-line results or for whom on-line access codes are not provided.

The information below may assist you in determining what should be included in your school's plan.

Types of Test Reports

Check each testing program's administration manual/program guide for a description of the types of reports that will be generated. For some programs, only individual student reports are produced. Schools listing of results, school reports, district reports, state reports, as well as individual student reports are generated for many of the larger district and state testing programs.

Types of Test Scores

Test scores may be reported as percentile scores, scaled scores, stanines, or achievement levels. Refer to the glossary in Appendix A for definitions of commonly used test scores.

Appropriate Use of Test Results

Your school's test result distribution plan should include who will be responsible for interpreting and communicating test scores to school staff, parents/guardians, and students. To assist in this task, please review each program's ancillary materials to determine proper interpretations and likely misinterpretations of the test results.

Privacy Issues

Individual test results are confidential information and become part of the student's school records. Guidelines for maintaining and safeguarding the privacy of student records must be applied to individual student's test results. Individual student's results must **not** be released to, accessed by, or discussed with any unauthorized person. All students in M-DCPS have a right to privacy with regard to their educational records. The right is guaranteed to them by both state and federal law.

Lists of student results must not be posted or distributed in any way that would permit students to see one another's scores. It is important that you remind school-site staff about the privacy of student records. M-DCPS employees may **not** view or otherwise access any student's record unless the employee in question is a school official who has a legitimate educational interest in the information contained in those records, or unless the employee has been given prior written consent by the student's parent(s)/guardian(s).

Refer employees to *M-DCPS Student Educational Records* document, which is incorporated under Board Rule 6Gx13-5B-1.07. This document may be viewed online at:

<http://ehandbooks.dadeschools.net/ehome.asp?Page=Main>

Please caution school staff that any employee who views or otherwise accesses any student's record without legitimate educational interest or prior written parental consent will be subject to disciplinary action.



October 15, 2009

Missing Student Reports

As soon as you receive the test results, check the School Listing of Student Results and the student/parent reports to verify that you have a score for each student that was tested. In the event that a student was tested and did not receive results, use the following procedures:

- Verify that the student was **not** absent or exempt from testing, that the student's answer document was not invalidated, and that an answer document was submitted for scoring for that student.
- Check your student listing to make sure the student is not listed. Check for misspelled or reversed names and for incorrect grade level.
- If all your records indicate that a document was submitted for a student, and no score is located, verify the following and submit it promptly to Student Assessment and Educational Testing or the appropriate office listed in the test administration manual/program guide:
 - ▶ Student name and identification number,
 - ▶ the date the student was tested, and
 - ▶ the identification of the number of the booklet, if applicable, used by the student.



Refer to the “Desk Audit/Missing Score” form and procedures for each testing program. These are available online at:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>

Protocol for Assisting Parents/Guardians

School staff function as the primary liaison between the parents/guardians and the district. School staff is in a much better position than district-based staff to assist parents/guardians who have very specific testing questions or test-related concerns that affect their child. The school's administration, you as the test chairperson, or a counselor should respond to concerns related to testing issues and resolve the matter at your school site.

In the event that school staff is not able to assist a parent/guardian with a testing question, you should contact Student Assessment and Educational Testing at 305-995-

7520 for assistance. Do not refer parents or students to this phone number. Due to student confidentiality requirements, information regarding individual student scores or situations must be handled through the appropriate school staff, or through the regional center office.

COMMONLY ASKED QUESTIONS



What is the role of test administrators?

Administrative and instructional staff may serve as test administrators. Test administrators are responsible for directing and conducting the testing sessions as specified in the administration manual/program guide.

Responsibilities include:

- attending school-site training,
- establishing the appropriate testing conditions,
- coordinating the distribution and return of materials to students,
- accounting for and maintaining the security of all materials assigned to him/her,
- strictly adhering to test directions to ensure a standard administration and
- following test security guidelines dictated by M-DCPS.

Anyone who serves as a test administrator **must** receive appropriate training related to test administration and procedures provided by you, the test chairperson.

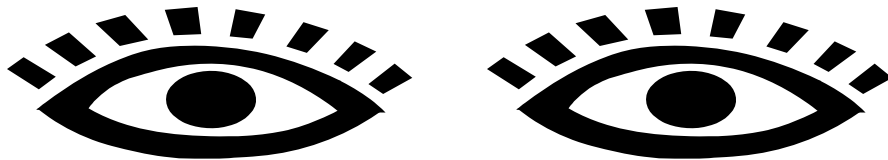
Students must be supervised at all times during the test administration and while testing materials are in the room. Test administrators must keep their attention on the students at **all** times. Test administrators must not engage in any activities that would be a distraction or interfere with test administration responsibilities. For example, test administrators should **not** grade papers, read books or newspapers, write lesson plans, use computers, read information on bulletin boards, engage in conversations, or be distracted from supervising the test takers. Quietly moving about the room during testing is an appropriate method of monitoring students.

What is the role of test proctors?



Test proctors are responsible for monitoring the testing session and assisting the test administrators with the duties and responsibilities of test administration. They must also attend the training meeting. Test proctors are responsible for assisting the test administrators by serving as an “extra set of eyes” during test. Test proctors who are school employees, but do not have teaching certificates (ie, paraprofessional, support staff, etc.) may handle test materials only under the direct supervision of the certified test administrator. Parents or community volunteers who serve as test proctors may assist test administrators, but may **not** handle testing materials.

Test proctors should keep their attention on the students at **all** times. Test proctors should **not** be sitting at desks or reading books, newspapers, or information on bulletin boards, which would distract them from observing the test takers.



What is the difference between test administrators and test proctors?

Test administrators must be administrative or instructional staff members. They are responsible for the administration of the test and for all testing materials given to them. Test proctors may be instructional staff members, paraprofessionals or parent volunteers (assigned to a different grade level than their child). Parent volunteers who serve as test proctors may assist test administrators as extra “eyes and ears”, but may **not** handle testing materials.

Who will provide orientation and training for the test chairperson?

The district staff or staff from the test contractor will conduct training for you prior to each specific test. During the training meeting you will receive test administration guidelines and samples of materials that can be used during training at your school site. Training materials will be posted for use in school site training on the district’s website at:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>



What are the test chairperson's responsibilities for training at the school site?

You are responsible for scheduling and providing test administration training for test administrators and proctors at the school site. The training should focus on the information that will ensure that all personnel understand the testing process and procedures.

Training must be scheduled at least one week prior to testing. Attendance at training meetings must be documented. If necessary, make-up training meetings **must** be held.

What are the general test security guidelines for distribution and return of testing materials?

You are responsible for the receipt, secure storage, distribution, collection, and return of testing materials, according to the directions and instructions specified in the respective administration manual/program guide.

Specific test security guidelines on the distribution and return of testing materials are available in the *M-DCPS Standards, Guidelines and Procedures for Test Administration and Test Security Handbook*, which is available at the district's website at:

<http://oada.dadeschools.net/TestChairInfo/29testsecuritymanual.pdf>



What are the general guidelines for student participation and eligibility for exemption from testing?

It is your responsibility to ensure that all students who are eligible to be tested are indeed tested. Specific criteria for “who must be tested” and “who may be exempted” are described in the respective administration manual/program guide. The criteria for student eligibility for participation in a testing program must be followed.

If a student is determined to be exempt from a particular test administration, the IEP or the LEP plan must document the reason for the exemption and an alternate assessment must be specified.

If a particular assessment program requires special coding, then the coding on student's test booklets and/or answer/header sheets must be supported by appropriate records and documentation. Test administrators and you, as test chairperson, are responsible for ensuring that the coding is correct.

What are some of the testing accommodations for student with disabilities and ELL students?

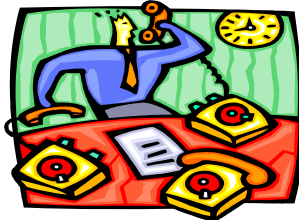
Testing accommodations may be provided for certain students with disabilities, ELL students, and students who may be entitled to special test conditions under Section 504 of the Rehabilitation Act of 1973.

Examples of accommodations include, but are not limited to: flexible seating, extended time, assistance in marking or recording responses, revised test formats (e.g., Braille), and revised test presentation (e.g., sign language or translation into heritage language).

Descriptions of permissible accommodations can be found in the respective administration manual/program guide. Please note that some accommodations may be allowable for one testing program but not for another.

What are the test chairperson's responsibilities during testing?

You and the principal should be in constant communication during the test administration window to ensure that the testing is proceeding on schedule and that established testing procedures are being followed. You should visit random testing rooms to ensure that proper testing conditions are being maintained.



How does the test chairperson report irregularities and security violations?

In the event that secure testing materials are determined to be missing, that a student is cheating, that the inappropriate amount of time was given for a testing session, or that any other test security violation is suspected or known to have occurred, the test administrator or proctor must immediately notify you. You, in turn, **must** notify Student Assessment and Educational Testing at 305-995-7520 of the incident. **Immediate notification of a problem can sometimes salvage a test administration.**

Specific test security procedures are available in the *M-DCPS Standards, Guidelines and Procedures for Test Administration and Test Security Handbook*.

What constitutes invalidation of test results?

Check each test administration manual/program guide for specific details.

What are the test monitoring procedures for district and state testing programs?

M-DCPS has established a system for test monitoring in order to ensure the validity of the testing process and of the resulting test scores. The test monitor checks for compliance with testing procedures. Monitors from the district office may visit your school on the day of the test and/or make-up dates, as well as during the time period in which testing materials are being stored at your school.

Activities that may be monitored include:

- storage of testing materials,
- procedures used to distribute/collect materials to and from test administrators and students,
- procedures used to admit students to testing rooms, and/or
- adherence to directions for administering the test.

What are the guidelines and procedures for the distribution and confidentiality of test results?

Guidelines for appropriate and timely distribution of test results and for the maintenance of student record confidentiality must be followed. Individual student's test results are confidential information and must be safeguarded. Only custodial parent(s)/guardian(s) have the right to see the test scores. The results should be communicated in an understandable and timely manner. Before communicating any test results with parent(s)/guardian(s), proof of identification, such as a picture ID, must be provided. To maintain confidentiality, test results **cannot** be given over the telephone.

The procedures used to communicate the information should be discussed with your administrator before the test results arrive. For example, your school may decide to send home individual test reports accompanied with a letter advising parent(s)/guardian(s) of the procedure to follow if they are in need of further clarification. Your school's procedure may include scheduling a meeting with a school administrator or classroom teacher and the parent(s)/guardian(s) if test results may impact grade promotion or graduation/diploma.

Adherence to appropriate communication procedures will serve to maintain the confidentiality of the individual test results while providing for timely and appropriate dissemination of district and school results and relevant public information.

Specific test guidelines and procedures for protecting student confidentiality are available in the *M-DCPS Standards, Guidelines and Procedures for Test Administration and Test Security Handbook*.



How can we assist parent(s)/guardian(s) with interpreting test data?

Classroom educators and other qualified school staff should assist parent(s)/guardian(s) in making appropriate use of test information. This assistance could include helping parent(s)/guardian(s) in understanding the implications for their child's educational progress and in making valid inferences from test scores.

In the event that school staff is not able to assist parent(s)/guardian(s) with a testing question, **you or the school's representative** should contact Student Assessment and Educational Testing at 305-995-7520.

How can you improve this publication?

As you use this publication during the year, please record your suggestions for improvement on the *Guidelines and Tips for School Test Chairpersons* Feedback Form. The feedback form is in Appendix G. The completed form should be faxed to Student Assessment and Educational Testing at 305-995-7522.

APPENDIX A

GLOSSARY OF FREQUENTLY USED TESTING TERMS

GLOSSARY OF FREQUENTLY USED TESTING TERMS

Achievement Levels - represent levels of mastery based on the professional judgments of panels of educators and citizens. For example, on the *FCAT Sunshine State Standards (SSS)* there are five levels of achievement with 1 representing the lowest level and 5 representing the highest level.

Benchmark - a specific statement that describes what a student should know and be able to do, as part of the *Sunshine State Standards*.

Content Cluster Scores - the number of points earned in each grouping, cluster, or strand of related statements that describe what students should know and be able to do. For example, on the *FCAT SSS Reading* there are content cluster scores for Words and Phrases in Context; Main Idea, Plot, and Purpose; Comparisons and Cause/Effect; and Reference and Research.

Criterion Referenced Test - a test that is intended to measure how well a student has learned specific content area skills. Examples of criterion referenced tests, also referred to as CRTs, include the *FCAT SSS* in reading, mathematics, science, and writing.

Developmental Scale Score - a score used to determine a student's annual progress from one grade to the next grade. For example, the *FCAT SSS* developmental scale ranges from 86 to 3008 across grades 3 through 10.

Expository Writing - writing that provides information, explains how or why, clarifies a process, or defines a concept.

Gridded Response Item - an item that requires a student to bubble in a numeric answer on a number grid.

Item - another term for a test question.

Mean - the arithmetic average of a group of scores, computed by adding all scores together and dividing by the number of scores in a group.

Median- a score that identifies the middle value of a group of data. One half of the scores fall above the median; the other half fall below the median.

Median Percentile Rank - the midpoint of a group of percentile rank scores.

Mode- the most frequently occurring score or a set of scores.

Multiple Choice Item - an item that presents a student with several options from which to choose the correct answer.

Narrative Writing - writing that recounts a personal experience or tells a story based on a real or an imagined event.

Nationally Mandated Test - a test that is required by the federal government. An example of a nationally mandated test is the *National Assessment of Educational Progress (NAEP)*.

Non-secure Testing Materials - materials that can be previewed by test staff or other personnel before, during, and/or after testing. Examples of non-secure testing materials are teacher-developed tests and tests that are included in textbooks.

Norm Referenced Test - a test that compares a student's performance against how other students in a norm group did on the test. An example of a norm referenced test, referred to as an NRT, is the *Stanford Achievement Test (SAT)*.

Number Correct Score- a score that reports the raw number of points a student earned in each test question.

Percentile Rank - indicates the percentage of a reference group obtaining scores equal to or less than the score achieved by an individual. This rank indicates the relative standing of one student in comparison to students in the same grade who took the test. Percentile ranks can be used to report student performance across subject areas.

Performance Task - an item that requires students to write an answer instead of choosing one from several choices or gridding a response. Two types of performance tasks are used in the *FCAT SSS* which differ in terms of the length or complexity of the expected answer (short-response items and extended-response items).

Persuasive Writing - writing that attempts to convince the reader that a point of view is valid or that the reader should take a specific action.

Prompt- the topic on which a student is to write an essay response. On the *FCAT Writing+*, the prompt has 2 parts: the writing situation and the directions for writing.

Quartile Score Analysis - provides the percent of students whose percentile ranks fall within each of the four quartile ranges (1-25, 26-50, 51-75, and 76-99). In a normal distribution, one would expect to have 25% of the students scoring in each quartile range.

Reliability - the degree to which a test consistently measures what it is intended to measure. For example, reliability can be measured by administering a test to the same group of individuals on two different occasions. If the test is reliable, the results from both administrations will be consistent.

Rubric - scoring tool or a set of criteria used to evaluate a student's response to a constructed response item.

Scale Score - raw score that has been converted to a standardized scale. Scale scores are suitable for comparing different test levels or test forms of the same subject area.

Secure Testing Materials - materials that must be accounted for before, during, and after testing; kept in locked storage when not in use; and cannot be previewed and/or copied by school staff and other personnel. Examples of secure testing materials are *FCAT SSS* test booklets and completed answer sheets.

Standardized Test - a test in which the directions, time limits, materials, and scoring procedures are designed to remain constant each time the test is administered in order to ensure comparability of scores. Standardized tests can be either criterion referenced or norm referenced.

Stanines - represent a student's relative standing with respect to a reference group. Stanine scores range from a low of 1 to a high of 9, with 5 representing average performance.

State Mandated Test - a test that is required by the State of Florida. In some cases, the particular test is required by the state such as the *FCAT SSS*. In other cases, a type of test is required by the state and the district selects or develops the particular test, for example the *Grade 3 Reading Student Portfolio*, that is administered during the second semester of each school year to third graders as well as selected a norm referenced test, *Alternative Assessment for Grade 3 Promotion*, that is administered in the summer of each school year to retained third graders.

Validity - the degree to which a test actually measures what it is intended to measure. For example, the *FCAT SSS* must directly and reliably measure proficiency on the state's Sunshine State Standards to be a valid measure of the curriculum. In order for a test to be valid, it must first be reliable.

APPENDIX B

GENERAL CONTACTS FOR TESTING PROGRAMS AND ASSESSMENT ISSUES

2009-2010 SCHOOL YEAR

These lists will be revised periodically as programs are added and/or contact offices are updated.

TESTING PROGRAM	PRIMARY CONTACT OFFICE	PHONE NUMBER
Advanced Placement Examinations (AP)	Advanced Academic Programs	305-995-1934
Aprenda La Prueba de los Logros en Español Segunda Edición (APRENDA)	Student Assessment and Educational Testing	305-995-7520
Baseline Benchmark Assessments	Student Assessment and Educational Testing	305-995-7520
College Entrance Examinations (ACT and SAT)	Advanced Academic Programs	305-995-1934
Comprehensive English Language Learners Assessment (CELLA)	Student Assessment and Educational Testing	305-995-7520
District Writing Pre- and Post- Test (DWT)	Language Arts/Reading	305-995-1949
FCAT Retake	Student Assessment and Educational Testing	305-995-7520
FCAT SSS (Reading, Mathematics, and Science)	Student Assessment and Educational Testing	305-995-7520
FCAT Writing	Student Assessment and Educational Testing	305-995-7520
Florida Alternate Assessment	Exceptional Student Education	305-995-1721
Florida Assessments for Instruction in Reading (FAIR)	Language Arts/Reading	305-995-1949
Florida College Basic Skills Exit Test (FCEPF)	Student Assessment and Educational Testing	305-995-7520
Florida College Entry-Level Placement Test (FCELPT)	Student Assessment and Educational Testing	305-995-7520
Florida Competency Examination on Personal Fitness (FCEPF)	Student Assessment and Educational Testing	305-995-7520
Florida Kindergarten Readiness Screening (FLKRS) ECHOES & FAIR	Student Assessment and Educational Testing	305-995-7520
Grade 3 Alternative Assessment for Grade 3 Promotion (AAGTP)	Student Assessment and Educational Testing	305-995-7520
Grade 3 Alternative Standardized Reading Assessment	Student Assessment and Educational Testing	305-995-7520
Grade 3 Mid Year Promotion (GTMYP)	Student Assessment and Educational Testing	305-995-7520
Grade 3 Reading Student Portfolio (GTRSP)	Student Assessment and Educational Testing	305-995-7520
Interim Assessments (IA)	Student Assessment and Educational Testing	305-995-7520
International Baccalaureate External Written Examination (IB)	Advanced Academic Programs	305-995-1934
Iowa Tests of Basic Skills and Iowa Tests of Educational Development (ITBS/ITED)	Student Assessment and Educational Testing	305-995-7520

TESTING PROGRAM	PRIMARY CONTACT OFFICE	PHONE NUMBER
National Assessment of Educational Progress (NAEP)	Student Assessment and Educational Testing	305-995-7520
Oral Language Proficiency Scale-Revised (OLPS-R)	Bilingual Education and World Languages	305-756-2902
Program for International Student Assessment (PISA)	Student Assessment and Educational Testing	305-995-7520
Preliminary ACT Test (PLAN)	Advanced Academics	305-995-1934
Preliminary SAT Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Advanced Academics	305-995-1934
Stanford Achievement Test (SAT-10)	Student Assessment and Educational Testing	305-995-7520
State End of Course Exam	Student Assessment and Educational Testing	305-995-7520

MATERIALS FOR TESTING PROGRAMS	CONTACT OFFICE	PHONE NUMBER
All Student Assessment and Educational Testing Programs	Test Distribution Center	305-995-3743

RELATED ISSUES	CONTACT OFFICE	PHONE NUMBER
Advanced Academic Programs	Advanced Academics	305-995-1934
College Entrance Tests (PSAT,SAT, PLAN,ACT)	Advanced Academics	305-995-1934
Language Arts/Reading Curriculum	Language Arts/Reading	305-995-1949
Alternatives to FCAT for Graduation (Concordant Scores)	Student Services	305-995-7338
(ENNOBLES ACT Procedures)	Student Services	305-995-7338
Mathematics Curriculum	Exceptional Student Education	305-995-1721
ELL Students	Mathematics/Science	305-995-1939
Promotion and Retention Guidelines	Bilingual Education and World Languages	305-756-2902
Student Progression Plan	Student Progression Plan	305-995-1907
School Grades and AYP	Student Progression Plan	305-995-1907
School Profiles	Data Analysis	305-995-7512
Science Curriculum	Data Analysis	305-995-7512
Special Education Students (General)	Science	305-995-1939
	Exceptional Student Education	305-995-1721

APPENDIX C

HELPFUL TESTING WEBSITES

General Test Taking Tips

Website Address	Audience for Information
http://www.testtakingtips.com/test/index.htm	Students
http://www.studygs.net	Students
http://pbskids.org/itsmylife/school/teststress/index.html	Students
http://www.charliefrench.com/test_tips.htm	Parents

Florida Comprehensive Assessment Test (FCAT)

Website Address	Type of Information
http://fcats.fldoe.org/	General information on reading, writing, mathematics, and science tests; publications; preparation; item and reading passage specifications; reporting and scores; and sample test booklets; grades 3-10
http://fcats.fldoe.org/fcatscor.asp	FCAT SSS reports, scores and definitions of scores
http://www.firn.edu/doe/	Florida Department of Education resources for students, parents and teachers

Other Testing Programs

Website Address	Testing Program
http://www.collegeboard.com/student/testing/ap/about.html	Advanced Placement Examinations (AP)
http://www.fldoe.org/asp/fcelpt/	Florida College Entry-Level Placement Test (FCELPT)
http://www.fldoe.org/earlylearning/sruss.asp	Florida Kindergarten Readiness Screening (FLKRS)
http://www.ibo.org/diploma/assessment/index.cfm	International Baccalaureate External Written Examinations (IB)
http://www.nagb.org	National Assessment of Educational Progress (NAEP)
http://www.collegeboard.com/student/testing/psat/about.html	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Other Testing Programs

Website Address	Testing Program
http://www.fldoe.org/aala/cella.asp	Comprehensive English Language Learning Assessment (CELLA)
http://www.fcrr.org/fair/index.htm	Florida Assessments for Instruction in Reading (FAIR)
http://oada.dadeschools.net/IAP/IAP.asp	Interim Assessments (IA)
http://oada.dadeschools.net/IAP/IAP.asp	Item Bank

Testing Forms

Website Address	Forms
http://forms.dadeschools.net/forms.asp (search by location # 9023)	Testing Forms

Test Question (Item) Development

Website Address
http://oada.dadeschools.net/IAP/IAP.asp
http://www.park.edu/cetl/quicktips/effectiveassess.html
http://testing.byu.edu/info/handbooks/bettertests.pdf
http://pareonline.net/getvn.asp?v=4&n=9
http://eall.hawaii.edu/yao/la2004/Writeltems.htm

Rubric Development and Application

Website Address
http://pareonline.net/getvn.asp?v=7&n=10
http://www.ericdigests.org/2005-2/scoring.html
http://www.ericdigests.org/2005-2/rubrics.html
http://fcats.fldoe.org/rubrcpag.asp

APPENDIX D

SAMPLE SUPPLY LIST

- LARGE PLASTIC BINS WITH LIDS, CARDBOARD STORAGE BOXES, LARGE ZIPPERED TOTE BAGS, LARGE HEAVYWEIGHT PLASTIC BAGS WITH HANDLES, OR SIMILAR , FOR STORAGE AND DISTRIBUTION OF TESTING MATERIALS

- LABELS FOR IDENTIFICATION OF PLASTIC BINS/CARDBOARD STORAGE BOXES



- SMALL SEALABLE PLASTIC BAGS FOR STUDENT LABELS

- LARGE SEALABLE PLASTIC BAGS FOR STUDENT CALCULATORS AND PENCILS

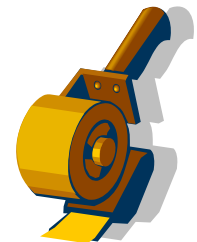
- PHOTOCOPY PAPER IN A VARIETY OF COLORS FOR COLOR CODING BY GRADE LEVELS/SUBJECT AREAS OR DATES



- EXTRA-LARGE, HEAVY DUTY RUBBER BANDS FOR BANDING NON-SCANNABLE MATERIALS

- SELF ADHESIVE NOTE PADS IN A VARIETY OF COLORS FOR COLOR CODING

- LARGE FACE CLOCKS FOR ROOMS WITHOUT CLOCKS : REMEMBER TO PROVIDE BATTERIES IF NECESSARY



- PERMISSIBLE HERITAGE LANGUAGE TO ENGLISH DICTIONARIES AND SIGN LANGUAGE TO ENGLISH DICTIONARIES

- PENCIL SHARPENERS

- # 2 PENCILS **ONLY** BECAUSE OTHERS WILL NOT SCAN PROPERLY. DO NOT USE MECHANICAL PENCILS!

- PAPER CLIPS FOR NON SCANNABLE MATERIALS



- TRANSPARENT TAPE FOR BANDING MATERIALS

- PACKING TAPE WITH DISPENSER FOR SEALING MATERIALS IN BOXES FOR RETURN

- LARGE MARKERS TO LABEL BOXES

- FILE FOLDERS FOR ANSWER/HEADER SHEETS



APPENDIX E

HELPFUL HINTS CONTRIBUTED BY SCHOOL TEST CHAIRPERSONS

Boxes for the Return of Testing Materials

Throughout the school year, collect sturdy, appropriate-sized boxes that can be used for the return of materials to the Test Distribution Center (TDC).

English as a Second Language (ESOL) Students

- Tracking: Work with the school registrar to track new ESOL students. That list could be compared to the students identified by the ESOL teachers.
- Dictionaries: Meet with the ESOL teachers to determine which dictionaries will be used for testing. If necessary, call the division of Bilingual and World Languages for names of publishers who have the type of dictionaries permitted for testing accommodations. Place orders at the beginning of the school year. As new ESOL students register, check to make sure you have dictionaries in the appropriate language(s) for each student.

Grade 3 Reading Student Portfolio

- Before the third grade students begin the portfolio, determine the sequence of passages. Review the content of the passages to decide what order the students will read the passages. Consensus in the grade group is necessary.
- Have students develop their own colorful folders for the storing of their completed portfolio materials during the second semester administration period.

School Test Chairpersons

- Consider conducting individual grade group meetings. Some information is grade specific and may result in clarity within that grade.
- When there is an exchange of testing materials (booklets, answer keys, etc.) with the test administrator and the test chair, those materials may need to be assembled for easy exchange. Consider placing the materials in tote trays, folders, accordion files, etc. There needs to be a system in place to quickly identify materials.
- The placement of proctors is an important strategy in the role of the school test chairperson. From the pool of proctors, you have an array of decisions to make.

You may want to pair a well-seasoned test administrator with a less experienced proctor. If there is a testing room with an unusual amount of discipline problems, you may find that assigning a guidance counselor to proctor may improve the atmosphere in the room. Appropriately placed proctors will benefit students in the long run.

Testing Materials Kept Year-Round at Schools

Because testing materials for some programs are “assigned” to the school at the beginning of the school year, it is important to maintain the test booklets, guides, calculators, dictionaries, etc., in a secure area in order to ensure the overall integrity of the tests. Access to these materials should be through the test chairperson. Consider a sign-out/ sign-in document to better account for an exact inventory of this material.

Note: If you have helpful testing hints to share with other School Test Chairpersons, please submit your ideas via e-mail to Student Assessment and Educational Testing.

Additional information is available at the SAET website at:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>

Phone (305 995-7520)

Fax (305 995-7522)



SAMPLE TESTING COUNT FORM

SCHOOL NAME: _____ SCHOOL NUMBER: _____ GRADE: _____

ASSESSMENT PROGRAM: _____ SUBJECT: _____ ASSESSMENT DATE(S): _____

TEST ADMINISTRATOR'S NAME	TEST BOOK SEQUENCE #	TEST BKLT COUNT	RECEIPT Test Adm Initials	RETURN Test Adm Initials	TEST CHAIR Initials	TEST BOOK SEQUENCE #	TEST BKLT COUNT	RECEIPT Test Adm Initials	RETURN Test Adm Initials	TEST CHAIR Initials
	-					-				
	-					-				
	-					-				
	-					-				
	-					-				
	-					-				
	-					-				
	-					-				
	-					-				
	-					-				
TOTALS:	-					-				

Comments:
DUPLICATE AS NEEDED

APPENDIX F

APPENDIX G

GUIDELINES AND TIPS FOR SCHOOL TEST CHAIRPERSONS FEEDBACK FORM

Directions: In order to improve the quality of the contents of the *Guidelines and Tips for School Test Chairpersons* publication as well as the services provided by Student Assessment and Educational Testing, please complete the feedback form below. Please rate each section of the publication by placing a check in the appropriate column and adding comments if necessary.

Publication Topics	Very Informative	Somewhat Informative	Inadequate	COMMENTS
Role of Test Chairperson				
Role of Student Assessment Office				
Role of Test Administrators and Proctors				
Standards and Procedures				
Assessment Programs				
Planning and Activities Before Test Administration				
School Site Training				
Activities During Testing Window				
Test Score Reports				
Commonly Asked Questions				
Glossary				
Frequently Called Numbers				
Testing Websites				
Supply List, Testing Count Form & Seating Charts				
Helpful Hints & Countdown to Testing!				

School Name
(Optional)

Your Name
(Optional)

Thank you for providing this information. Please fax your completed feedback form to Student Assessment and Data Analysis at 305-995-7522.

APPENDIX H
SAMPLE SEATING CHART

Teacher: _____ Test: _____ Date/s: _____

Front of Room

SAMPLE SEATING CHART

Teacher: _____ Test: _____ Date/s: _____

Front of Room

APPENDIX I

COUNTDOWN TO TESTING! BEFORE, DURING AND AFTER TESTING TIMELINE

Two months prior to testing

- Develop testing class lists which will be an on-going document
 - File Download Manager
 - PARIS
 - Registrar, ESOL Department Chair, ESE Department Chair
 - Order/purchase testing supplies (Appendix D)

Six weeks prior to testing

- Sailing along
 - Add/delete students from lists making it an on-going document

One month prior to testing

- On-going test preparations
 - Update on-going testing class lists
 - Identify test administrators and proctors (if applicable)
 - Identify appropriate testing rooms and non-testing rooms
 - Check all testing rooms for working intercoms, clocks and proper lighting
 - Notify faculty and staff of training date/s
 - Include testing dates on monthly parent school calendars

Two to three weeks prior to testing

- Countdown to testing
 - Attend district testing training
 - Plan school site testing training for test administrators and proctors
 - Prepare parent notification of testing letters
 - Update on-going testing class lists
 - Upon receipt of labels and/or preprinted answer sheets, begin organizing according to updated class lists
 - Have school registrar notify you of any student withdrawals or entries
 - Upon receipt of testing materials, check boxes to make sure all testing materials have been received
 - If necessary, refer to your program guide for appropriate contact for ordering additional testing materials
 - Begin unpacking boxes and organizing testing materials (refer to page **XX**)
 - Advise Cafeteria Manager and all school personnel of testing schedule and its effect on lunch schedules
 - Plan for tardy and absent students
 - Prepare materials for administration of practice tests (if applicable)
 - Prepare and photocopy auxiliary materials to be distributed on testing date/s (“Do Not Disturb” and Electronic Devices signs, attendance sheets, seating charts, etc.)

- Plan and prepare materials for school site training (test security procedures, training sign-in sheets, testing schedule/room assignments, return of testing material procedures, etc.)
- Plan testing material distribution and return procedures as well as, identify personnel who will assist in the implementation of this plan

One week prior to testing and counting....

- Clock's ticking
 - Send home parent letters
 - Finalize test administrator/proctor and room assignments
 - Hold school-site training
 - Finalize testing class lists
 - Have school registrar notify you of any student withdrawals or entries
 - Upon clearance, open shrink-wrap testing materials, begin counting, adhering labels or bubbling student information on answer documents and packaging documents to be distributed on testing date/s
 - Assure all materials are packed and ready for distribution, including sign-out sheets
 - Final check on testing rooms (removal of visual aids, proper desk arrangement, etc.)

Testing Day(s)

- **BLAST OFF!**
 - Arrive to the building early, along with testing personnel who will assist in the distribution of testing materials.
 - Check with office staff in charge of subs for absent/late test administrator(s) and proctor(s).
 - Arrange for substitute coverage if necessary
 - Check to assure that proper testing material distribution is taking place (teachers are counting materials and signing for materials received).
 - Walk around testing rooms to spot check that everything is moving smoothly.
 - Have personnel available to pass out extra testing material, if necessary (damaged book, broken calculator, etc.).
 - Begin preparation for the next day's testing (if necessary)
 - All materials will be returned to the testing office at the conclusion of the daily testing session. Prepare the testing office for the return of all testing materials
 - As testing materials or attendance sheets are returned, begin preparing a testing make-up list.
 - If possible, begin unpacking testing materials and repacking for district return of testing materials, keeping in mind the "to be scored" and "not to be scored" testing materials.
 - Examine answer documents to assure all proper bubbling has taken place (ELL and ESE accommodations, Forms, DNS if applicable, etc.).
 - Assure all testing materials have been secured and all materials are ready for the subsequent day of testing.
 - If you have any doubts, call a fellow Test Chair, TDC or Student Assessment for help. You are not alone and we all make it through!

HAPPY TESTING!

- After all testing has been completed, refer to appropriate manual for packing directions. Make and keep copies of all forms used during testing for your records.

