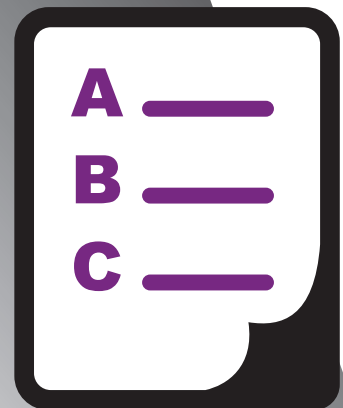


dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



# TEST ADMINISTRATOR MANUAL



**2026 SPRING**

Paper-Based Testing

Mathematics & English Language Arts/Literacy



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## 1.0 Overview

The Department of Defense Education Activity (DoDEA) College and Career Ready Standards (CCRS) summative assessments will be administered in either computer-based testing (CBT) format or paper-based testing (PBT) format, for accommodations only. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will also demonstrate their acquired skills and knowledge by answering selected response items and fill-in-the-blank questions.

Each assessment comprises multiple units, and additionally, one of the mathematics units for Grades 6–7 is split into two sections: a non-calculator section and calculator section. Refer to Section 2.4 for additional information about the number of units for each assessment.

### 1.1 About this Manual

This manual provides instructions applicable to Test Administrators necessary for the paper-based administration of the CCRS summative assessment, as well as the procedures and protocols for the Test Administrator to complete before, during, and after test administration. This manual also contains the protocols that everyone involved in testing must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

**Additional assessment policy-related guidance and procedures are provided in the DoDEA policy and guidance. Contact your District Assessment and Accountability Instructional Systems Specialist for policies and procedures.**

References to documents are included throughout this manual. All documents can be found at <https://dodea.mypearsonsupport.com/>

When administering the paper-based CCRS summative assessment to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the unit he or she is administering. All administration instructions are contained within each script. In addition to English, the scripts are translated into the following languages: Amharic, Arabic, Chinese (Mandarin), French, German, Greek, Haitian Creole, Italian, Japanese, Korean, Navajo, Polish, Portuguese, Romanian, Russian, Spanish, Tagalog, Turkish, Ukrainian, Urdu, and Vietnamese. The translated scripts are available at <https://dodea.mypearsonsupport.com/>.

### 1.2 Roles of Individuals

**District Test Coordinator (DTC), also known as the District Assessment and Accountability Instructional Systems Specialist (AA ISS)**, is the individual at the district level who is responsible for the overall coordination of test administration.

**School Test Coordinator (STC), also known as the School Assessment Coordinator (SAC)**, is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating test administration and resolving testing issues at his or her school. This individual is also responsible for all post testing procedures.

**Test Administrator (TA)**, is an educator who is trained to administer DoDEA system-wide assessments.

Parents or legal guardians who are DoDEA employees may NOT serve as a TA for their own child, unless otherwise specified by DoDEA. In addition, student teachers may NOT serve as a TA in charge of administering the CCRS summative assessment. **Note:** A TA can be a Proctor, but a Proctor is not necessarily a TA.

**Proctor** is not a role in ADAM, it is an individual who may be called on to help a TA monitor a test under the supervision of the TA. Student teachers may serve as Proctors who assist the TAs. Refer to your STC for more information about DoDEA policy. **Note:** A Proctor is not necessarily a TA, but a TA can be a Proctor.

Educational aides, student teachers, and long-term substitutes may serve as proctors under the supervision of a certified staff member. The certified staff member does not need to be physically present for the entire testing session but should be available to provide assistance, support, and monitoring of the proctor-led session.

Proctor responsibilities include but are not limited to:

- Meeting with the STC to review test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Assisting in the preparation of the testing environment
- Assisting in the supervision of test administration during each unit

If class size is larger than 25 students, a Proctor is recommended.

## 2.0 Test Security and Administration Policies

### 2.1 Maintaining the Security of Test Materials and Content

The administration of a Department of Defense Education Activity (DoDEA) College and Career Ready Standards (CCRS) summative assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results.

Students may not have access to secure testing materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure and must be returned to Pearson as either scorable or nonscorable:

- Test booklets
- Answer documents
- Large print and braille test booklets
- Mathematics reference sheets written on by students
- Scratch paper written on by students
- Human Reader scripts for mathematics (if applicable)

Follow the security plan developed by your STC and/or principal for your school. Contact your STC with any questions about your school's security plan.

Make sure to follow your school's chain-of-custody protocol at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations. The handling of test materials must be documented before, during, and after test administration in order to maintain their security.

#### 2.1.1 Test Administrator Responsibilities

##### 1. Receive training in administering the test properly and securely.

- Review this manual in its entirety and all relevant test security requirements before administering the test.
- Attend any training session(s) led by the STC/Designee before test administration.
- Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.

##### 2. Administer all tests according to appropriate protocols.

- Administer tests during CCRS summative testing window and in the prescribed order. Critical: For the summative assessment, TAs shall follow instructions on how and when to provide testing Seal Codes for each testing unit to students. **TAs shall provide ONLY ONE Seal Code at a time when administering a testing unit to students. Providing ALL Seal Codes at once to students testing in one content area is a violation of test security and will lead to invalidation of student tests.**
- Follow the directions and read the scripts in Sections 4.10, 4.11 and 4.12 verbatim to students. Translated scripts are available on <https://dodea.mypearsonsupport.com/summative-resources/>.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
- Provide students with all required test materials as listed in Section 4.2.
- Prevent the use of prohibited materials (refer to Section 2.3) during testing units. Note that results may be invalidated for students who use cell phones or other electronic devices during a test unit, including after a student turns in his or her test materials, and during a break (see exception listed in Section 2.2.1).

**3. Focus full attention on the testing environment at all times during testing.**

- Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, a TA may view student test booklets for the sole purpose of confirming that students are working in the correct unit. **A TA may not review answer documents and/or confirm whether a student has marked all his or her responses.**
- Ensure that students are supervised during testing, including during breaks.
- Ensure students are working only on the unit being administered. If a TA observes a student working in the incorrect unit, this may be a testing irregularity that must be reported to the STC. Refer to DoDEA policy and guidance for additional information.

**4. Ensure that students 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 provide unauthorized assistance to a student that could impact his/her answers.**

- At any time during testing, a TA may repeat a portion of the *Test Administrator Manual* script if necessary for clarification.
- However, TAs must not assist a student during testing or alter or interfere with a student's response in any way that would impact his/her answers. Examples of assisting include, but are not limited to:
  - Providing answers to a student
  - Indicating that a student has answered a question incorrectly or left a question blank
  - Defining words or providing synonyms
  - Spelling words
  - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
  - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
  - Suggesting that a student write more on a question, check his or her work, or review or reconsider a response to a question

**6. Follow proper test security procedures for providing accessibility features or accommodations.**

- Ensure that students are only provided accommodations that are listed specifically for use during CCRS summative testing in an approved Individualized Education Program (IEP) or a Section 504 plan, and/or an English Language Learner (ELL) plan.
- Follow guidelines on proper administration of accommodations as prescribed in the *Universal Features and Accommodations (UF&A) Manual*.

**7. Follow chain-of-custody requirements to return all test materials after testing each day.****2.1.2 Security Forms**

In the event of a testing irregularity or a test security breach, TAs should be prepared to provide their STC with information needed to complete the security forms.

**2.2 Testing Irregularities and Security Breaches**

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. In Section 2.2.1, there are examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly recommended that STCs discuss these and other possible testing irregularities and security breaches with TAs during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.



### 2.2.1 Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include, but are not limited to:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break.
    - Exception: STCs, TCs, TAs, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed. Schools and districts may set additional restrictions on allowable devices as needed.
    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Refer to DoDEA policy and guidance.
- **Test Supervision Irregularities**
  - Sharing all unit seal codes at once, instead of providing them as needed for each unit, is considered a testing irregularity. Students should only receive the seal code for the unit they are currently taking. If students are given all seal codes and access multiple units when time only allows for one, those additional units will not be reset—they will be invalidated.
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a TA for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a TA at all times)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the test administration window without DoDEA Headquarters (HQ) approval
- **Test Materials Irregularities**
  - Losing a student test booklet or answer document
  - Losing Human Reader scripts
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the passages or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics or accommodation for English language arts/literacy which requires a TA to access passages or test items.
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms

- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test
- Use of the wrong test booklet
- Taking the wrong section of the test/advancing ahead in booklet
- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the *Test Administrator Manual*
  - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
  - Allowing unauthorized visitors in the testing environment
    - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as TAs or Proctors, are prohibited from entering the testing environment.
    - Authorized Visitors—Visits by DoDEA HQ monitors, district monitors, and DoDEA authorized observers are allowed based on DoDEA policy, as long as these individuals do not disturb the testing process. Refer to your STC for details about observation visits. Refer to DoDEA policy and guidance for additional information.

### 2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your STC. If an incident must be reported according to DoDEA policy and guidance, follow the protocol outlined below.

- The incident must be reported to the STC immediately.
- If follow-up documentation is required by your STC, DTC, or DoDEA HQ, complete any additional documentation required.
- All testing irregularities are reported using the Assessment Branch Help Desk: [https://service.dodea.edu/sp?id=sc\\_cat\\_item&sys\\_id=c7380a6d1bea3110b9df21f5624bcb1c&sysparm\\_category=7ba55eb3640cb70053f7f44ec93aeb7d](https://service.dodea.edu/sp?id=sc_cat_item&sys_id=c7380a6d1bea3110b9df21f5624bcb1c&sysparm_category=7ba55eb3640cb70053f7f44ec93aeb7d).

## 2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to your STC for DoDEA policy and guidance on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment.
- The testing sign in **Appendix B** should be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) should be removed or covered.

### Administration Considerations for Students

With approval from the school administration, the STC has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, STCs may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English Language Learner (ELL):

- Small-group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

### Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following are materials that may not be used at any time during a unit, including after a student has completed testing (e.g., turns in his/her test booklet and answer document) or during a break. Students, TAs, Proctors or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Units**
  - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception)
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *UF&A Manual* for additional information on approved resources for a student with a disability or an ELL.
  - Mathematical formulas, number lines, and conversion tables other than the grade-specific, DoDEA-provided mathematics reference sheets
  - Any manipulative not approved through a unique accommodation request prior to testing (refer to your STC for more information)\*

\*May be allowable if listed in the student's IEP or Section 504 plan according to DoDEA policy and guidance.

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is not allowed in the testing environment.

Prior to testing, TAs should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in his/her possession upon arrival for testing, instruct the student to hand the materials to the TA or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Other materials may be permitted after a student has completed testing. Refer to your STC for DoDEA policy and guidance.

### Exceptions for Test Accommodations

A student with a disability or who is an ELL may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's IEP, Section 504 plan, or ELL plan. Remember, the Human Reader Script must be used if a Human Reader is administering the mathematics assessment; Human Reader Scripts are secure test materials.

## 2.4 Scheduling and Testing Time

### Administration Dates

All test units, including make-up testing, (refer to **Appendix A** for definitions of session and section), must be completed during the CCRS summative testing window. Units may be scheduled at any time during your testing window. Refer to DoDEA policy and guidance.

### Testing Time

Suggested testing times for the tested content areas and grade levels are provided below, in Table 2.1 and Table 2.2. While it is anticipated that most students will complete the test sessions within the estimated time-periods, or less, schools should allow for an additional 30 minutes to keep students from feeling rushed and to encourage completion. TAs are responsible for keeping time during testing.

### Administration Time

Administration time is the total time that schools should schedule for each unit. It includes the unit testing time, the 30 additional minutes for each student to complete the test, and the approximate times for administrative tasks such as reading directions, answering questions, distributing materials, closing units, and collecting test materials (shown in Table 2.0 below).

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

Example: When the unit testing time is 90 minutes, schools might schedule a total of 145 minutes: 15 minutes for reading directions + 90 minutes suggested time + 30 minutes to allow all students to complete the test + 10 minutes for closing the unit.

Suggested test administration times are shown in Table 2.0 (note that times vary by content area, unit, and grade/course). In planning the school's CCRS summative assessment administration schedule, STCs should plan for the entire unit testing time for each unit.

**Table 2.0 Administration Time**

	Task	Administration Time
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
	2. Distribution of test materials to students.	5 minutes
	3. Administration of unit.	Refer to Unit Testing Time below
	4. Provide additional 30 minutes for each student to complete the unit.	30 minutes
	5. End-of-unit activities, including closing units and collecting test materials.	5–15 minutes

**Table 2.1 Suggested Unit Testing Times for Grades 3–5**

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Unit 1	Non-calculator	60
	Unit 2	Non-calculator	60
	Unit 3	Non-calculator	60
ELA/Literacy Grade 3	Unit 1		75
	Unit 2		75
ELA/Literacy Grade 4 ELA/Literacy Grade 5	Unit 1		90
	Unit 2		90

**Table 2.2 Suggested Unit Testing Times for Grades 6–7**

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 7	Unit 1	Non-calculator	60
		Calculator	
	Unit 2	Calculator	60
	Unit 3	Calculator	60
ELA/Literacy Grade 6 ELA/Literacy Grade 7	Unit 1		90
	Unit 2		90

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

### Make-Up Testing

Ensure that your STC knows who is absent on testing day, so that make-up testing can be scheduled. Students must complete all units within the testing window. Refer to DoDEA policy and guidance for additional information.

### Breaks

Speak with your STC to clarify local procedures for breaks. For more information about breaks refer to Section 4.7.

### 3.0 BEFORE Testing

#### 3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing

This section describes activities the Test Administrator (TA) must complete before the first day of testing. It is highly recommended that you complete these tasks no later than the timeline suggested.

At Least One Week Before Testing	Reference
<input type="checkbox"/> Review policies and instructions for test administration in this manual.	
<input type="checkbox"/> Complete any required training with the School Test Coordinator (STC) to review test security, administration protocols and plans, and day of test activities.	Section 3.2
<input type="checkbox"/> Review all testing accommodations to be administered for your students and develop a plan to monitor their use.	Section 3.3
<input type="checkbox"/> Strongly Recommended: Administer the Paper-Based Testing (PBT) Practice Tests and the Student Readiness Tool.	Section 3.4
One Day Before Testing	Reference
<input type="checkbox"/> Prepare the testing environment.	Section 3.5

#### 3.2 Test Administrator Training and Preparation

TAs must meet with the STC to prepare for test administration and review responsibilities.

#### 3.3 Preparing to Administer Accommodations During DoDEA CCRS Summative Assessments

The STC will provide TAs with a list of all required accommodations for applicable students. If you are administering a test with an accommodation, be sure you have received the proper training. If a Human Reader is administering the mathematics assessment, the Human Reader Script must be used; it is a secure test material. Refer to the Universal Features and Accommodations manual for information.

#### 3.4 Administer Practice Tests and Student Readiness Tool

Administering the Student Readiness Tool and practice tests is an important preparation step for both administration staff and students. It is highly recommended that all students who will participate in the CCRS summative assessments first take the Student Readiness Tool and practice tests available at <https://dodea.mypearsonsupport.com/>.

During the test, TAs will NOT be allowed to assist students with using tools or responding to items. Therefore, it is important that these questions be answered in the Student Readiness Tool and practice tests. Paper-based practice tests and the Student Readiness Tool familiarize students with new item types and paper-based testing.

Your STC will provide you with instructions for administering the practice tests and the Student Readiness Tool. It will take up to 30 minutes to administer the Student Readiness Tool. Throughout the school year, students should be provided access to the Student Readiness Tool and practice tests. Students with accommodations may need additional practice time to become familiar with all paper-based testing features.

### 3.5 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation, a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good working condition.

Before students enter the 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. Refer to Section 2.3 for testing environment guidelines.
- Post a “Testing — Please Do Not Disturb” sign (refer to **Appendix B** of this manual) on the outside of the door of the testing room.
- Post an example of the “Stop” and “Go On” signs (refer to **Appendix B** of this manual) on the board.
- If a student’s materials were not included in the initial order, bubble in the student state identifier, the district, and the school code on the answer document.
- Display a timing box on the board; refer to the example in Figure 3.0.
  - Write the name of the unit you are administering on the Unit Name line in the timing box on the board.
  - Using the unit testing time in Tables 2.1–2.2 of this manual for reference, write the unit testing time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

**Figure 3.0 Timing Box Example**

<b>Unit Name:</b>	_____
<b>Unit Testing Time:</b>	_____
<b>Starting Time:</b>	_____
<b>Allotted Testing Time:</b>	_____
<b>Final Stopping Time:</b>	_____
<b>Number of Sections:</b>	_____

**Note:** Number of Sections is only used for Unit 1 of the mathematics assessments for grades 6–7.

## 4.0 DURING Testing

### 4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing

This section describes activities TAs must complete during the day of testing.

Day of Testing	Reference
<input type="checkbox"/> Receive test materials from STC and track receipt using the Chain-of-Custody Form.	Section 4.2
<input type="checkbox"/> Distribute test materials to students and administer the CCRS summative assessment according to the directions in this manual and using the appropriate administration script.	Section 4.3
<input type="checkbox"/> Monitor testing time.	Section 4.4
<input type="checkbox"/> Supervise test administration and provide breaks (if applicable).	Sections 4.6 and 4.7
<input type="checkbox"/> Return all testing materials to the STC.	Section 4.8.2
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

### 4.2 Receive Test Materials from the School Test Coordinator (Day of Testing)

The STC will distribute test materials to and collect materials from the TAs each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration. Refer to DoDEA policy and guidance for additional information.

Test materials that must be distributed by STCs to TAs for paper-based test administration include:

- **DoDEA-supplied material**
  - Test booklets
  - Answer documents
  - Mathematics reference sheets (**Note:** Cannot be re-used if written on)
  - *Test Administrator Manual(s)*
  - Human Reader Scripts for mathematics (if necessary)
- **School-supplied material**
  - Wooden No. 2 pencil(s) with eraser(s)
  - Blank scratch paper
    - TAs must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
    - TAs are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (see Calculators section for more information)



- Mathematics tools (see Mathematics Tools for Administration section for more information)
- Materials necessary for the administration of accommodations (For a full list of materials included in accommodated kits, refer to Section 6.2.)
- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- “Testing — Please Do Not Disturb,” “Go On,” and “Stop” signs to post on the doors of the testing rooms or the board (copies of the signs are available in **Appendix B**)

### Calculators

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grade 6–7, students may only use four-function calculators with square root and percentage functions for all calculator sections.

Students must only use calculators that are allowable for their grade assessment. Only students with a specific calculator accommodation may use calculators outside of their grade level. CCRS summative assessment items were developed with DoDEA’s Calculator Policy in mind. Allowing for the use of a calculator that is not designated for the grade-level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Speak with your STC for more information about DoDEA’s Calculator Policy. Only students with a specific calculator accommodation may use calculators outside of their grade level.

TAs should not administer a unit requiring a calculator to a student for whom a grade appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up unit with a grade-appropriate calculator. TAs should have calculators available during testing. During units that are comprised of both a non-calculator section and a calculator section, students will be prompted to raise their hands to ask for a calculator.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during CCRS summative assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- TAs must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.
- STCs or TAs must confirm that the calculators meet DoDEA requirements as defined above.

If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or Section 504 plan.

### Mathematics Tools for Administration

A list of additional mathematics tools for mathematics assessments are listed below. Some of the tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** DoDEA will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 4.0.
  - Required tools will be included in the shipment of materials.
  - Students are not permitted to use outside rulers or protractors if these tools are provided by DoDEA for use on their grade level assessment.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments.
  - The printed copy must be the DoDEA-approved mathematics reference sheets, available at <https://dodea.mypearsonsupport.com/summative-resources/>.
  - The copies must be free of any writing or notes
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.

**Table 4.0 Rulers and Protractors for Paper-Based Testing**

Grade(s)	DoDEA (Provided)	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{4}</math> inch)</li> </ul>	—
Grades 4–7	<ul style="list-style-type: none"> <li>• Ruler (<math>\frac{1}{8}</math> inch)</li> <li>• Protractor</li> </ul>	

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the STC or TA prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them).

### 4.3 Distribute Materials and Read Script (Day of Testing)

After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate administration script and distribute test booklets, answer documents, and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil, mathematics reference sheet (if applicable), scratch paper, and a calculator (if applicable).

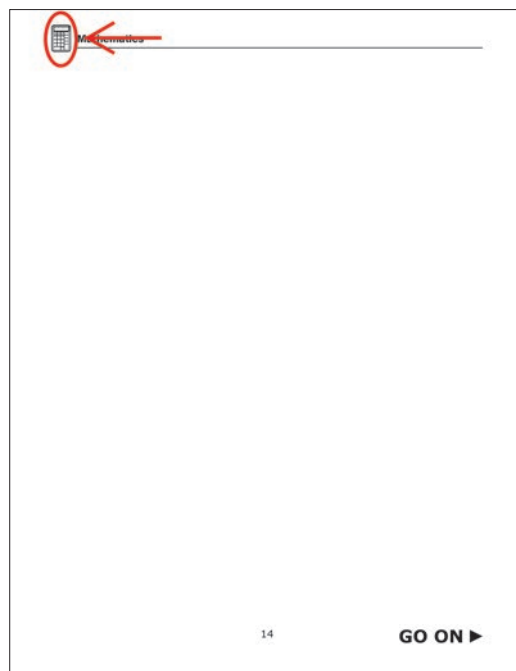
**Note:** Rulers and protractors may be provided to students (refer to Section 4.2).

TAs are required to adhere to the scripts provided in this manual for administering the CCRS summative assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes the first time through the directions. Some SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. If after the first reading students still have questions, refer to Section 4.6.1.

Text that is outside the SAY boxes includes directions meant for TAs and should NOT be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

Refer to Tables 2.1–2.2 for guidance on units where calculators may be used by students. Refer to Figure 4.1 for where to find the calculator icon on the test booklet.

**Figure 4.1 Example of Location of Calculator Icon on Test Booklet**



#### 4.4 Keep Time (Day of Testing)

Keep accurate time for each test unit. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to Tables 2.1–2.2 for guidance on unit testing times.

**Note:** A student with the extended time accommodation specified in his or her approved IEP, Section 504 plan, or ELL plan may be provided more time to complete each unit.

## 4.5 Maintain Test Security

Adhere to the test security protocols at all times and report violations or concerns to your STC immediately. It is essential to follow security measures at all times in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in this manual and the assessment security instructions and procedures provided by DoDEA.

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency, student becoming ill), follow the procedures below.

### 4.5.1 Contaminated Test Materials

If any test materials (e.g., test booklets, answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document) the following procedures must be followed.

1. The TA must immediately:
  - a. Stop testing for the student or group, as needed.
  - b. Record the amount of time remaining.
  - c. If possible, record the item number and page number where the student stopped testing.
  - d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in Occupational Safety and Health Administration regulations.
3. After the testing area is cleaned and the students have returned, the TA must remind students of the amount of time remaining for the unit prior to the disruption. Testing may then resume.
  - a. If the ill student returns to resume testing, and the completed responses can be transcribed into a replacement answer document, the TA must provide the student with a new test booklet or answer document. The TA must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
  - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement answer document, the student may be given the opportunity to retake those units, using a replacement test booklet and/or answer document, during make-up testing. Contact your AA ISS/DTC or DoDEA HQ for further guidance if necessary.
4. Your STC will take care of the contaminated materials.

### 4.5.2 Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement answer document. Answers must be transcribed following the guidelines for transcribing student responses in the *Test Coordinator Manual*.
2. Your STC will take care of the damaged materials.

## 4.6 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are working in the correct unit and that they are NOT involved in questionable activities. Circulate around the room and check to see that students are recording their answers in their answer document. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.2 and 2.3 for information on prohibited activities and prohibited materials.

### 4.6.1 Guidance for Clarifying Directions During Administration

TAs are permitted to clarify ONLY general administration instructions after reading the script word-for-word. No passages or test items may be clarified.

If you have questions, consult your STC.

If a TA is providing the **General Administration Directions Clarified in Student's Native Language (by Test Administrator)** accommodation to an ELL, then these guidelines must also be followed when providing clarifications in a student's native language.

### 4.6.2 Guidance for Redirecting Students

The TA or Proctor may redirect the student's attention to the test without coaching or assisting the student in any way. Examples may include:

- Providing reminders to stay on task and focused during the assessments
- Providing a visual cue to the student to remain on task

TAs and Proctors may not individually remind or encourage a student to answer all questions. TAs and Proctors may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

### 4.6.3 Dismissing Students for Misconduct

The TA has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. The school should alert the STC who will contact the A&A ISS to report the incident through the Assessment Branch.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the TA should collect the prohibited materials. The school should alert the STC who will contact the A&A ISS to report the incident through the Assessment Branch.

### 4.6.4 Item Irregularities During Testing

If during testing, a student alerts a TA to a possible unanswerable or misprinted test item, use the following steps:

- Instruct the student to proceed with the test.
- Note the content area, grade level, item number, test format (paper), and a brief description of the issue and alert the STC who will contact the A&A ISS to report the incident through the Assessment Branch. Actual wording from the question should never be included either verbally or in writing.
- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

#### 4.6.5 Procedures for Severe Weather and Safety Threats

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event there is a building evacuation, lockdown, or school closure that occurs **before** the start of a unit, follow the protocol outlined below:

- Proceed with testing only if the unit can be completed that day.
  - If the unit cannot be completed, schedule the unit during make-up testing.
- Document the situation, noting the event, date and time, students affected, and any other specific details regarding the situation.
- Refer to your STC for DoDEA policy about reporting a testing irregularity.

In the event there is a building evacuation, lockdown, or school closure that occurs **during** the unit, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Inform students how many minutes remain in the unit.
  - Write on the board the updated start time and stop time of the unit.
- Alert the STC who will contact the A&A ISS to report the incident through the Assessment Branch.
- Refer to your STC for DoDEA policy about reporting a testing irregularity.

#### 4.7 Administer Breaks

During a break, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including breaks between units.

TAs are responsible for ensuring that students are NOT able to see the content on other students' test materials. DoDEA guidance for breaks are below. Refer to your STC for additional requirements regarding breaks.

##### 4.7.1 Breaks During a Unit

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes for the entire classroom is allowed during testing for each unit. The end of unit time can be adjusted up to three minutes at the end of this break.
- Individual restroom breaks are allowed. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Unit time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to beginning unit time.
- Students are NOT permitted to talk.

The TA should ensure the security of students' test booklets, answer documents, scratch paper, and mathematics reference sheets.

**Frequent breaks:** Frequent breaks may be offered as an administration consideration. Refer to DoDEA policy and guidance.

### 4.7.2 Breaks Between Units

If your STC scheduled units back-to-back for students, breaks are highly recommended between units to stretch, go to the restroom, or get a drink for the entire classroom. All students in the session must break at the same time between units.

## 4.8 Ending Each Unit

### 4.8.1 Collect Test Materials

Collect test booklets, answer documents, scratch paper, testing tools, and accommodations tools (as needed) from students. Make sure all students have written their names on their test booklets and answer documents. Count the materials to make sure each student has returned his or her test booklet, answer document, scratch paper, mathematics reference sheets (if applicable), and testing tools.

**Note:** Follow your local chain-of-custody procedure to ensure all materials have been collected.

### 4.8.2 Return Materials to School Test Coordinator

The following are materials that must be returned to the STC:

- Test booklets
- Answer documents
- DoDEA-supplied mathematics reference sheets
- Calculators
- Mathematics tools for administration (if applicable)
- Accommodated test materials (inform the STC of any tests needing transcription)
- Used and unused scratch paper

Test booklets and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and answer documents.

## 4.9 Make-Up Testing

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that unit, he or she may be allowed to complete that test on a different day. If you have concerns about a student completing a unit, you should NOT allow the student to begin. If a student leaves during a unit, note the exact place in the test where the student stopped and the time remaining, and then contact the STC.

Students are NOT allowed to alter any previously recorded responses. They must pick up exactly where they left off. TAs must closely monitor make-up testing to ensure students do not alter any previously written responses.

Multiple proctor groups and/or units may be tested together according to the directions in *Guidance on Testing Multiple Grades Concurrently* at <https://dodea.mypearsonsupport.com/summative-resources/> as long as the testing time and administration script are the same.

## 4.10 Script for Adminstrating Grade 3 Mathematics and English Language Arts/Literacy (ELA/L)

The administration script under Section 4.10.1 will be used for all units of the Grade 3 Mathematics Test. Refer to Section 4.10.2 for the administration script for all units for the Grade 3 ELA/L Test.


On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the CCRS summative assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.


### 4.10.1 Grade 3 – Mathematics – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Units 1–3	Grade 3: 60 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Rulers</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of all Units – Students <b>Stop</b>				


#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises his or her hand, collect the electronic device (or follow your school DoDEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your STC if you have questions regarding electronic devices.

	<p><b>Please sit quietly while I distribute the test materials.</b></p>
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Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

	<p><b>If Unit 1: Write your first and last name at the top of your test booklet and in Box A.</b></p> <p><b>If Unit 2 or 3: Check to make sure your first and last name is written at the top of your test booklet in Box A.</b></p>
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Make sure that each student has written his or her name on the test booklet.



## Instructions for Administering All Units

Say

Using the labels on the edge of the page, open your test booklet to the first page of Unit \_\_ (fill in the appropriate unit) and follow along while I read the directions.

Today, you will take Unit \_\_ (fill in the appropriate unit) of the Grade 3 Mathematics Test. You will not be able to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. 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. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.

Turn to the next page while I continue to read the directions.

#### Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. See below for examples on how to correctly complete an answer grid.

Say


This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.


If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from **OPTION A, B, or C** below based on local policy (refer to your STC).

	OPTION A
	<b>After I have collected your test materials, please sit quietly until the unit has ended.</b>
	OPTION B
	<b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C
	<b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b>

	<b>Do you have any questions?</b>
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Answer student questions.

	<b>You will have 60 minutes to complete this unit. You may use an additional 30 minutes if it is needed. I will also let you know when you have 10 minutes left in the total 90-minute testing time.</b>
	<b>Turn to the next page. You may begin working now.</b>

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

#### **Instructions for Taking a Break During Testing**


The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).


The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:


	<p><b>Please stop testing, place your scratch paper in your test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b></p>
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After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

	<p><b>Open your test booklets and continue testing.</b></p>
---	---

#### **Instructions for When 10 Minutes of Unit Time Remain**


When 10 minutes of unit time remain,

	<p><b>You have 10 minutes remaining.</b></p>
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Continue to actively proctor while students are testing.

#### **Instructions for Ending the Unit**

When the unit time is finished,

	<p><b>Stop working. Testing time has now ended. Close your test booklet.</b></p> <p><b>Check that your name is written on your test booklet. I will collect your test materials.</b></p>
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- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next unit.

#### 4.10.2 Grade 3 – ELA/Literacy – All Units

The administration script under Section 4.10.2 will be used for all units for the Grade 3 ELA/L Test. Refer to Section 4.10.1 for the administration script for all units for the Grade 3 Mathematics Test.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the CCRS summative assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Units 1–2	Grade 3: 75 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of all units – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>Say</b>	<b>Today, you are going to take the English language arts/literacy assessment. You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b>
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If a student raises his or her hand, collect the electronic device (or follow your school DoDEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your STC if you have questions regarding electronic devices.


<b>Say</b>	<b>Please sit quietly while I distribute the test materials.</b>
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Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets.

<b>Say</b>	<b>If Unit 1: Write your first and last name at the top of your test booklet in Box A.</b> <b>If Unit 2: Check to make sure your first and last name is written at the top of your test booklet in Box A.</b>
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Make sure each student has written his or her name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belong to them.

## Instructions for Administering Unit 1

	<p>Using the labels on the edge of the page, open your test booklet to the first page of Unit __ (fill in the appropriate unit) and follow along while I read the directions. Do NOT turn the page until I tell you to do so.</p> <p>Today, you will take Unit __ (fill in appropriate unit) of the Grade 3 English Language Arts/Literacy Test.</p> <p>Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.</p>
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	<p>This is the end of the directions in your test booklet.</p> <p>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so. Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
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Read from **OPTION A, B, or C** below based on DoDEA or school policy (refer to your STC).

	<p>OPTION A</p> <p>After I have collected your test materials, please sit quietly until the unit has ended.</p>
	<p>OPTION B</p> <p>After I have collected your test materials, I will dismiss you.</p>
	<p>OPTION C</p> <p>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</p>



Do you have any questions?

Answer student questions.



**You have been allotted 75 minutes to complete this unit. You may use an additional 30 minutes if it is needed. I will also let you know when you have 10 minutes left in the total 105-minute testing time.**

**Turn to the next page. You may begin working now.**

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.
- Ensure students do not move on to other units.

#### Instructions for Taking a Break During Testing

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:



**Please stop testing, place your scratch paper in your test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.**


After taking a classroom break, ensure students open their test booklets and continue testing where they left off.



**Open your test booklets and continue testing.**

**Instructions for When 10 Minutes of Unit Time Remain**


When 10 minutes of unit time remain,

 <b>Say</b>	<b>You have 10 minutes remaining.</b>
--	---------------------------------------

Continue to actively proctor while students are testing.

**Instructions for Ending the Unit**

When the unit time is finished,

 <b>Say</b>	<b>Stop working. Testing time has now ended. Close your test booklet.</b> <b>Check that your name is written on your test booklet. I will collect your test materials.</b>
--	---

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

## 4.11 Script for Administering Mathematics

The administration script under Section 4.11.1 will be used for all units of the Grades 4 and 5 mathematics test.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the CCRS summative assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

### 4.11.1 Grades 4 and 5 Mathematics – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Units 1–3	Grades 4 and 5: 60 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Mathematics reference sheets (grade 5 only)</li> <li>• Rulers and protractors</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End all Units – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>Say</b>	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises his or her hand, collect the electronic device (or follow your school DoDEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your STC if you have questions regarding electronic devices.

<b>Say</b>	<b>Please sit quietly while I distribute the test materials.</b>
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Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

<b>Say</b>	<p><b>If Unit 1: Write your first and last name at the top of your test booklet and answer document in Box A.</b></p> <p><b>If Unit 2 or 3: Check to make sure your first and last name is written at the top of your test booklet in Box A.</b></p>
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Make sure that each student has written his or her name on the test booklet and answer document.



## Instructions for Administering All Units

Say

Using the labels on the edge of the page, open your test booklet to the first page of Unit \_\_ (fill in the appropriate unit) and follow along while I read the directions.

Today, you will take Unit \_\_ (fill in the appropriate unit) of the \_\_ (grade 4 or 5 — select the appropriate grade level) **Mathematics Test**. You will not be able to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. 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. If you finish early, you may review your answers and any questions you did not answer in this unit **ONLY**. Do not go past the stop sign.

Turn to the next page while I continue to read the directions.

#### Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. See below for examples on how to correctly complete an answer grid.

Grades 4 and 5  
Mathematics  
All Units

Say


This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.


If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from **OPTION A, B, or C** below based on local policy (refer to your STC).

	OPTION A
	<b>After I have collected your test materials, please sit quietly until the unit has ended.</b>
	OPTION B
	<b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C
	<b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b>

	<b>Do you have any questions?</b>
---	-----------------------------------

Answer student questions.

	<p><b>You have been allotted 60 minutes to complete this unit. You may use an additional 30 minutes if it is needed. I will also let you know when you have 10 minutes left in the total 90-minute testing time.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
---	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

<b>Say</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>Say</b>	<b>Open your test booklets and answer documents and continue testing.</b>
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### Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

<b>Say</b>	<b>You have 10 minutes remaining.</b>
------------	---------------------------------------

Continue to actively proctor while students are testing.

### Instructions for Ending the Unit

When the unit time is finished,

<b>Say</b>	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next unit.

#### 4.11.2 Grade 6–7 Mathematics – Unit 1

The administration script under Section 4.11.2 will be used for Unit 1 of the Grade 6–7 mathematics assessments. Refer to Section 4.11.3 for the administration script for Grades 6–7 Units 2 and 3.

On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the CCRS summative assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1: Non-Calculator Section	Grades 6–7: 60 Minutes	<ul style="list-style-type: none"><li>• Test booklets</li><li>• Answer documents</li><li>• Mathematics reference sheets</li><li>• Rulers</li><li>• Protractors</li><li>• Pencils</li><li>• Scratch paper</li></ul>		
Students <b>Go On</b>				
Unit 1: Calculator Section		<ul style="list-style-type: none"><li>• In addition to above, calculators</li></ul>		
End of Unit 1 – Students <b>Stop</b>				

#### Instructions for Preparing to Test

<b>Say</b>	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
------------	--

If a student raises his or her hand, collect the electronic device (or follow your school DoDEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your STC if you have questions regarding electronic devices.

<b>Say</b>	<b>Please sit quietly while I distribute the test materials.</b>
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Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

<b>Say</b>	<b>Write your first and last name at the top of your test booklet and answer document in Box A.</b>
------------	---

Make sure that each student has written his or her name on the test booklet and answer document.

## Instructions for Administering Unit 1

Say

Using the labels on the edge of the page, open your test booklet to the first page of Unit 1 and follow along while I read the directions.

Today, you will take Unit 1 of the \_\_ (grade 6, 7) Mathematics Test. Unit 1 has two sections. In the first section, you may not use a calculator. In the second section, you may use a calculator. You will not be allowed to return to the first section of the test after you start the calculator section. You must complete both the non-calculator and calculator sections of Unit 1 within the time allowed.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. 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 finish the first section, you may review your answers and any questions you did not answer in this section ONLY. Once you have reviewed your answers, continue to the calculator section. When you are ready to go on to the calculator section, raise your hand to receive your calculator.

Turn to the next page while I continue to read the directions.

#### Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. See below for examples on how to correctly complete an answer grid.

Grade 6–7  
Mathematics  
Unit 1

Say


This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.


If you finish early and have completely checked your work in the calculator section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from **OPTION A, B, or C** below based on local policy (refer to your STC).

	OPTION A
	<b>After I have collected your test materials, please sit quietly until the unit has ended.</b>
	OPTION B
	<b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C
	<b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b>

	<b>Do you have any questions?</b>
---	-----------------------------------

Answer student questions.

	<p><b>You will have 90 minutes to complete both the non-calculator and calculator sections in this unit. When there is 30 minutes of testing time left, I will remind you to move on to the calculator section, if you have not already done so. I will also let you know when you have 10 minutes of testing time left.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
---	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Once students reach the first stop sign in their test booklet (below the stop sign, the test booklet will state: “You have come to the end of the non-calculator section in Unit 1 of the test”), ensure students are moving on to the calculator section.
- Distribute grade-appropriate/accommodations appropriate calculators when students complete the non-calculator section (refer to Sections 4.2 and 4.3 for more information).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

#### **Instructions for Taking a Break During Testing**

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

<b>Say</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>Say</b>	<b>Open your test booklets and answer documents and continue testing.</b>
------------	---

#### Instructions for When 30 Minutes of Unit Time Remain

When 30 minutes of unit time remain,

<b>Say</b>	<b>You have 30 minutes remaining. As a reminder, both the non-calculator and calculator sections must be completed within this time.</b>
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#### Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

<b>Say</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

#### Instructions for Ending the Unit

When the unit time is finished, read the following optional SAY box if there are students with test materials.

<b>Say</b>	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next unit.




### 4.11.3 Grades 6–7 Mathematics – Units 2 and 3

The administration script under Section 4.11.3 will be used for Grades 6–7 Units 2 and 3. Refer to Section 4.11.2 for Grade 6.


While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Units 2 and 3: Grades 6–7	Grades 6–7: 60 Minutes	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculator</li> <li>• Rulers</li> <li>• Protractors</li> </ul>		
End of all units – Students <b>Stop</b>				

#### Instructions for Preparing to Test


	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
---	--

If a student raises his or her hand, collect the electronic device (or follow your school DoDEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your STC if you have questions regarding electronic devices.

	<p><b>Please sit quietly while I distribute the test materials.</b></p>
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Remember that students wrote their names on their test booklets and answer documents in the previous unit.

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

	<p><b>Check to make sure your name is written at the top of your test booklet and answer document.</b></p> <p>(Pause.)</p> <p><b>Please raise your hand if your name is not at the top of your test booklet or answer document.</b></p>
---	---

Make sure that each student has received their own test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

## Instructions for Administering Each Unit

 Say

Using the labels on the edge of the page, open your test booklet to the first page of Unit \_\_\_\_ (fill in the appropriate unit) and follow along while I read the directions.

Today, you will take Unit \_\_\_\_ (fill in the appropriate unit number) of the \_\_\_\_ (fill in the appropriate grade-level) Mathematics Test. You will be able to use a calculator.

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. 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. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.

Turn to the next page while I continue to read the directions.

#### Directions for Completing the Answer Grids

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. See below for examples on how to correctly complete an answer grid.

 Say


This is the end of the directions in your test booklet.

When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.


If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from **OPTION A, B, or C** below based on local policy (refer to your STC).

	OPTION A
	<b>After I have collected your test materials, please sit quietly until the unit has ended.</b>
	OPTION B
	<b>After I have collected your test materials, I will dismiss you.</b>
	OPTION C
	<b>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</b>

	<b>Do you have any questions?</b>
---	-----------------------------------

Answer student questions.

	<p><b>You have been allotted 60 minutes to complete this unit. You may use an additional 30 minutes if it is needed. I will let you know when you have 10 minutes left in the total 90-minute testing time.</b></p> <p><b>Turn to the next page. You may begin working now.</b></p>
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Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test.

If taking a three-minute stand and stretch break during the unit:

<b>Say</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

<b>Say</b>	<b>Open your test booklets and continue testing.</b>
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#### Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

<b>Say</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

#### Instructions for Ending the Unit

When the unit time is finished,

<b>Say</b>	<b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b>
	<b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b>

- Collect all test materials from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

## 4.12 Script for Administering English Language Arts/Literacy (ELA/L)


The administration script under Section 4.12.1 will be used for all units for the ELA/L Test. On the first read through, TAs are required to adhere to the scripts provided in this manual for administering the CCRS summative assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

While it is anticipated that most students will complete the test sessions within the estimated time-periods, schools should allow an additional 30 minutes to keep students from feeling rushed and to encourage completion.


### 4.12.1 Grades 4–7 ELA/Literacy – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	Grades 4–7: <b>90 Minutes</b>	<ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of all units – Students <b>Stop</b>				


#### Instructions for Preparing to Test

 <b>Say</b>	<p><b>Today, you are going to take the English language arts/literacy assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises his or her hand, collect the electronic device (or follow your school DoDEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your STC if you have questions regarding electronic devices.


 <b>Say</b>	<p><b>Please sit quietly while I distribute the test materials.</b></p>
--	---


Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets and answer documents.

 <b>Say</b>	<p><b>If Unit 1: Write your first and last name at the top of your test booklet and answer document in Box A.</b></p> <p><b>If Unit 2: Check to make sure your first and last name is written at the top of your test booklet and answer document in Box A.</b></p>
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Make sure each student has written his or her name on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.


## Instructions for Administering Each Unit

	<p>Using the labels on the edge of the page, open your test booklet to the first page of Unit ____ (fill in the appropriate unit) and follow along while I read the directions. Do NOT turn the page until I tell you to do so.</p> <p>Today, you will take Unit ____ (fill in appropriate unit number) of the Grade ____ (fill in the appropriate grade) English Language Arts/Literacy Test.</p> <p>Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>One of the questions will ask you to write a response. Write your response in the space provided in your answer document. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.</p>
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	<p>This is the end of the directions in your test booklet.</p> <p>When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
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Read from **OPTION A, B, or C** below based on local policy (refer to your STC).

	<p>OPTION A</p> <p>After I have collected your test materials, please sit quietly until the unit has ended.</p>
	<p>OPTION B</p> <p>After I have collected your test materials, I will dismiss you.</p>
	<p>OPTION C</p> <p>After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.</p>

	<p>Do you have any questions?</p>
---	-----------------------------------

Answer student questions.



Grades  
4–7

You have been allotted 90 minutes to complete this unit. You may use an additional 30 minutes if it is needed. I will let you know when you have 10 minutes left in the total 120-minute testing time.

Turn to the next page. You may begin working now.

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Ensure students do not move on to other units.

### Instructions for Taking a Break During Testing

The following are permitted during test administration at the discretion of the TA:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:



Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.


After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.



Open your test booklets and answer documents and continue testing.

**Instructions for When 10 Minutes of Unit Time Remain**


When 10 minutes of unit time remain,

	<p><b>You have 10 minutes remaining.</b></p>
---	--

Continue to actively proctor while students are testing.

**Instructions for Ending the Unit**

When the unit time is finished, read the following optional SAY box if there are students with secure test materials.

	<p><b>Stop working. Testing time has now ended. Close your test booklet and answer document.</b></p> <p><b>Check that your name is written on your test booklet and answer document. I will collect your test materials.</b></p>
---	--

- Collect test booklets, answer documents, scratch paper, testing tools, and accommodations tools (as needed) from students.
- Return all test materials to your STC. Report any missing materials and absent students.
- Report any testing irregularities to your STC.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.



## 5.0 AFTER Completion of Each Day of Testing

### 5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing

This section describes activities TAs must complete after testing.

Day of Testing	Reference
<input type="checkbox"/> Ensure all materials have been returned after testing.	Section 5.2
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

### 5.2 Return Materials to the School Test Coordinator

Upon returning test materials to the STC, make sure that each student has written his or her name on his or her test booklet and answer document. The following are materials that must be returned to the STC:

- *Test Administrator Manual* (after all units are completed)
- Test booklets
- Answer documents
- DoDEA-supplied mathematics reference sheets
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Accommodated test materials
- Used and unused scratch paper

Notify the STC of any students who will need to make up the unit(s) tested that day.

## 6.0 Universal Features and Accommodations

The *Universal Features and Accommodations (UF&A) Manual* is available online at: <https://dodea.mypearsonsupport.com/summative-resources/>. Schools/Districts must refer to the *UF&A Manual* for full information about identifying and administering accommodations.

### 6.1 Test Administration of Accommodations

In **Appendix A** of the *UF&A Manual*, guidance is provided for DTCs, STCs, and TAs on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

### 6.2 Before Testing: Preparing for Accessible Test Administration

If you will be administering any accommodations be sure you receive the proper training and materials from your STC. Ask your STC for a list of any students in your group receiving accessibility features and/or accommodations.

If you will be administering any of the accommodations below, review the corresponding documentation.

Accommodation	UF&A Manual References
<b>Human Reader</b>	<p><b>Appendix J:</b> The Human Reader Accessibility Feature for Mathematics Assessments</p> <p><b>Appendix G:</b> DoDEA Audio Guidelines for Mathematics, used to ensure consistency in how items are read</p> <p><b>Human reader scripts for mathematics:</b> Human Reader must be indicated as the accommodation in order to be shipped in the initial order with secure test materials. Scripts are required to ensure mathematics assessments are read consistently.</p>
<b>Human Scribe</b>	<b>Appendix B:</b> Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
<b>Human Signer</b>	<b>Appendix H:</b> Human Signer Guidelines gives guidance to signers to ensure consistency in administration
<b>Extended Time</b>	<b>Appendix C:</b> Guidance for Selecting and Administering the Extended Time Accommodation
<b>Large Print and Braille</b>	<b>Appendix I:</b> CCRS Summative Assessments and Students with Visual Impairment including Blindness
<b>Assistive Technology (Screen Reader and Non-Screen Reader)</b>	<b>DoDEA Assistive Technology Guidance:</b> available at <a href="https://dodea.mypearsonsupport.com/technology-setup/">https://dodea.mypearsonsupport.com/technology-setup/</a>

See a list of accommodated materials below:

#### What is included in a Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (except for grade 3 which will have a consumable test booklet)
- Large Print mathematics reference sheet (grades 5–7, mathematics only)
- Ruler (grades 6–7, mathematics only)
- Protractor (grades 4–7, mathematics only)

**What is included in a Human Reader Test Kit?**

- Human reader script (mathematics only)
- 2 standard test booklets
- Answer document (except for grade 3 which will have a consumable test booklet)
- Ruler (grades 6–7, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–7, mathematics only)

**What is included in a Braille Test Kit?**

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet
- Standard answer document (except grade 3 which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–7, mathematics only)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

**6.3 During Testing: Test Administration of Accommodations**

The following accommodations require actions by the TA during testing.

Test Administrators may need to provide the following accommodations to a student with an IEP/Section 504 plan during testing:

- Human Signer for ELA/Literacy
- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response
- Human Reader for the Mathematics Assessment must be administered using the Human Reader script
- Human Signer for the Mathematics Assessment

TAs may need to provide the following accommodations to an ELL during testing (Refer to DoDEA guidance for additional clarification on ELL accommodations):

- Extended Time
- Human Scribe for Mathematics
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language

**Special Accommodations Circumstances During Testing**

Reference the following appendices of the *UF&A Manual* for special circumstances regarding accommodations:

- **Appendix E: Emergency Accommodation Form**
  - An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the CCRS summative assessment window (e.g., a student breaks his or her arm and needs a scribe).
- **Appendix F: Student Accommodation Refusal Form**
  - If a student refuses the accommodation(s) listed in his or her IEP, Section 504 plan, or, ELL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact your STC if either of these circumstances occurs.

**6.4 After Testing: Completing Accessible Test Administration**

After testing, your STC may ask you to assist with transcription of student responses or other after testing activities for accessibility features and accommodations. Remember, accommodated student responses (e.g., AT, scribe) are secure and must be treated as secure test materials.

# **Appendix A**

## **Glossary of Terminology**

## Glossary of Terminology

This glossary contains DoDEA-specific terms.

Term	Definition
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, Section 504 plan, or ELL plan. More information on DoDEA accommodations is available at <a href="https://dodea.mypearsonsupport.com/summative-resources/">https://dodea.mypearsonsupport.com/summative-resources/</a> .
<b>ADAM</b>	The acronym stands for Assessment Delivery and Management. The website used for the setup, preparation, and management of both the paper-based and computer-based formats of the CCRS summative assessments. ADAM requires username and password setup.
<b>Administration Time</b>	Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
<b>IEP, Section 504 Plan, or ELL Plan</b>	IEP refers to Individualized Education Program. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.  The Section 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.  An English Language Learner (ELL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
<b>Mathematics Tools for Administration</b>	Mathematics tools for administration include rulers and protractors, and mathematics reference sheets. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>UF&amp;A Manual</i> for more information on mathematics tools for accommodations.
<b>Non-secure</b>	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
<b>Seal Code</b>	A seal code is a unique four-digit number used to allow students to access a section of the online assessment. <b>TAs shall provide ONLY ONE Seal Code at a time when administering a testing unit to students.</b>
<b>Section</b>	A portion of a mathematics unit – non-calculator section and calculator section.
<b>Secure</b>	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
<b>Test Coordinator</b>	Test Coordinator is the individual at the school/district level responsible for the overall coordination of test administration.

Term	Definition
<b>Testing Environment</b>	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
<b>TestNav</b>	The application used to administer the computer-based CCRS summative assessment is available for download at <a href="https://download.testnav.com/">https://download.testnav.com/</a> .
<b>Unit</b>	Each content area of the CCRS summative assessments is comprised of units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide unit details. In mathematics, certain units may be comprised of more than one section.
<b>Unit Testing Time</b>	Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.
<b>Universal Feature</b>	Universal features are tools or preferences that are either built into the assessment system or provided externally by TAs. Universal features can be used by any student taking the CCRS assessments.





# Appendix B

## Signs



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



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# TESTING

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Please  
Do Not Disturb

Test Direction Symbols in Test Booklets

**GO ON ►**



**DO NOT GO ON**

## Paper-Based Testing: Are You Ready?

- ☐ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- ☐ Distribute test materials to students and administer the CCRS summative assessment according to the directions in this manual and using the appropriate administration script.
- ☐ Monitor testing time.
- ☐ Supervise test administration and provide breaks (if applicable).
- ☐ Return all testing materials to the School Test Coordinator.
- ☐ Complete any documentation necessary for reporting any testing irregularity or security breach.

## Paper-Based Testing: After You're Done

Transcribe accommodated responses  
(Braille, Large Print, and other Response Accommodations)

### Return Materials to the School Test Coordinator

- ☐ Test Administrator Manual
- ☐ CCRS summative-supplied mathematics reference sheets
- ☐ Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- ☐ Used and unused scratch paper

### Secure materials which must be returned to Pearson (scorable or nonscorable)

- ☐ Test booklets (all grades)
- ☐ Answer documents (Grades 4–7)
- ☐ Human Reader scripts
- ☐ Braille Test Booklets
- ☐ Large Print Test Booklets
- ☐ Tactile Graphics



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