Test Coordinator Manual
for District-Wide Assessments

Look Inside:
- Steps for developing a testing plan
- Tips for preparing test materials
- Support for test administration
- What to do after the test
Test Coordinator Manual for District-Wide Assessments
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1. Purpose of this Manual

As a district/school works in collaboration with ATI to plan for the administration of assessment each district should designate a test coordinator to oversee testing for the school(s) within the district/school. The purpose of this manual is to provide you, the test coordinator, with the information and guidance you need to successfully implement your district/school assessment strategy.

This manual provides recommended guidelines for developing a plan for testing, preparing for test administration, supporting test administration, and accomplishing various activities following testing completion. The guidelines presented in this manual are designed to be appropriate for Benchmark testing though the guidelines may also be utilized when implementing formative assessments. Your district may also provide you with additional documents or training regarding specific guidelines and procedures for test administration. After reading this manual and any other documentation provided to you, please consult with district leaders at your site if you have any further questions.
2. Developing a Plan for Testing

A successful assessment administration depends in large part on a detailed, well-thought-out plan for testing. The plan should include policies, protocols, and procedures supporting all aspects of the assessment process. The development of this plan is typically accomplished by the testing coordinator in consultation with other district and/or school staff. Consulting with other district/school staff (e.g., administrators, curriculum specialists, and information technology staff) will help ensure that the specifics of the plan reflect the goals for the assessment as well as technological capabilities and available resources.

As part of developing this plan, you will need to make informed decisions on a variety of topics. ATI can provide helpful guidance. The following chart provides an overview of the most important aspects of a plan for testing. The remainder of this manual provides discussion, guidance, and ATI recommendations on each of these topics. Where relevant, other supporting materials (e.g., papers describing research and best practices, professional development manuals, quick reference guides with step-by-step instructions for performing specific tasks within Galileo) are also referenced.

1. Considerations in Developing a Testing Plan

Table 1: Considerations in developing a test plan

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<th>Guidance</th>
</tr>
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<td>What type of assessments will be administered?</td>
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</tr>
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<td>Security Requirements</td>
<td>What level of security is required before and after administration?</td>
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<td>Content Areas</td>
<td>What content area(s) will be tested?</td>
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<td>Will each assessment be taken by all students taking the statewide assessment?</td>
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<td>Student Resources and Accommodations</td>
<td>What resources will be provided to students for each assessment?</td>
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<td>In what libraries will the electronic assessments be stored before, during, and after administration?</td>
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### Considerations in Developing a Testing Plan

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<th>Topic</th>
<th>Ask Yourself</th>
<th>Guidance</th>
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<tr>
<td>Considerations for Online Testing</td>
<td>Is appropriate technology in place?</td>
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<td>Scheduling</td>
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<td></td>
<td>What scheduling tool will be used?</td>
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<td>What, if any, calculator will be assigned to the test schedule?</td>
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<td>Will text-to-speech be enabled for students? If so, which students?</td>
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<td>Tip: Only randomize test items for grades 2-12 and certain College Prep assessments.</td>
<td></td>
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<td></td>
<td>Will student responses be accessible in the K-12 Student-Parent Center?</td>
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<td>Will you utilize the timed Test Feature</td>
<td>p. 12</td>
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### 2. Assessment Types

As you develop a testing plan, it is important to consider the type of assessments that will be administered. ATI can provide districts with a variety of assessment types including district-wide, screening, progress monitoring, and formative assessments that are aligned to standards and the district/school curriculum. Different types of assessments serve different purposes, and each type may require variations in the testing plan in order to serve its purpose effectively. This manual addresses the administration of benchmark assessments, however these guidelines may be used also for the administration of formative assessments such as progress monitoring quizzes.

### 3. Security Requirements

Procedures designed to provide adequate test security are an important part of any benchmark testing plan as these procedures help to ensure the validity of the assessment. The most important factor to consider in determining the required level of security for an assessment is the purpose the assessment is intended to serve. Certain purposes demand high levels of security (e.g., evaluating instructional
effectiveness) while other purposes require a lower level of security (e.g., guiding instruction). As a general rule, if the purpose of the assessment is to inform decisions with significant consequences for students or staff, a high level of security is required.

One of the best ways to help ensure adequate test security is to establish best practices related to test security and then implement the required procedures with fidelity. A test security protocol defines district/school procedures for all practices that directly impact test security including test creation, management, and administration. ATI currently offers recommended test security protocols for common types of assessments (i.e., district-wide assessments, instructional effectiveness pretests/posttests). Your district/school may also have developed test security protocols for certain types of assessments. As part of developing the testing plan, you should familiarize yourself with relevant test security protocols created by your district/school and/or by ATI.

**FURTHER READING:** *Developing District Test Security Protocols* - This white paper describes the factors a district/school should consider during the development of a test security protocol for each type of assessment they will administer. ATI recommended test security protocols for different types of assessments are also provided. The white paper can be accessed in the application on the Tech Support page, as illustrated Image 1.

**Image 1: Tech Support Page – Developing District Test Security Protocols**

4. **Content Areas**

As part of developing a testing plan, you will need to consider all content areas that will be tested (e.g., math, English language arts, science). If students will take more than one test in a short period of time, this factor will need to be considered during the scheduling of assessments. Different content areas may also require different resources and testing materials.
5. Populations and Forecasting

Typically an assessment for a given content area should be administered to all district/school students within a given grade level. In this way the population of students taking the district-wide assessment is similar to the population of students taking the statewide assessment, supporting the alignment with the statewide test distribution for purposes of forecasting.

Sometimes other testing scenarios are desired. For example, a district may plan to test students based on the course in which they are enrolled rather than their grade level (e.g., high school students taking algebra or geometry courses). As another example, a district may plan to test only a subset of the student population (e.g., special education students).

If your district does not plan to give the assessment to all students in a given grade level, then assessments will not predict how students will perform on the state test, but rather will classify and identify students in need of intervention or enrichment efforts.

6. Student Resources and Accommodations

Your district/school may already have policies in place regarding student resources and accommodations. If not, developing agreed-upon policies is an important part of planning for testing. To help support consistent implementation of procedures, district/school policies on these topics should be communicated to teachers, parents, and students well in advance of test administration.

- **Student Resources**

A variety of resources may be provided to students during test administration. In general, ATI recommends that students be provided with the same resources they would be provided for the statewide test. For example, on the statewide test, are calculators permissible for students at a given grade level? Are students allowed to use formula sheets? Are students allowed to use dictionaries? You may also want to consider whether any visual aids (e.g., number lines, alphabets, word walls) that can assist the students while testing should be displayed, removed, or covered completely.

One resource that many districts/schools provide students is space to work out their answers. ATI recommends the provision of scratch paper. You will want to make sure students are provided with scratch paper and that the scratch paper is collected at the end of the testing period.

Your district/school should clarify exactly what resources students may use, well in advance of the test delivery date. The test administrator should only provide resources that have been approved by the district/school for the assessment being administered. Also, it is important to make sure that students have equal access to the resources that are permitted. Many districts/schools find it helpful to create a specific list of what is and is not allowed for assessments in each grade and content area. This list is then provided to teachers, students, and parents, so students have the appropriate resources the day of the test.

- **Accommodations**

Your district/school will need to consider what type of accommodations will be available to students with special needs. ATI recommends that the districts/schools provide students with the same
accommodations that they will be provided when they take the state standardized test. In the past, districts/schools have implemented accommodations related to the presentation of the assessment, how students are expected to respond to the assessment, the test setting, and the test time. You will want to consider how these accommodations will affect other aspects of the testing plan. For instance, if a student is offered extended time to take the assessment, you may need to make the assessment available for additional days as part of the initial schedule or schedule the assessment again.

The Galileo’s K-12 Staff site and the K-12 Student-Parent Center online testing interface provides for the following tools and features that can be used when providing accommodations:

- **Test Timer** - allows the teacher to pause a test, to provide a student more time.
- **Calculator** - allows the teacher to schedule a basic, graphing or scientific calculator.
- **Dictionary/Thesaurus** - allows a teacher to schedule a dictionary and thesaurus.
- **Google Translate** - allows the teacher to provide google translate to all students.
- **Screen Reader** - when hovering a mouse over options, answer choices are highlighted.
- **Zoom** - allows the student to increase the displayed text thus allowing for ease of viewing.
- **Text-to-Speech** - When the text-to-speech is enabled the student can listen with earbuds or headphones to the test items being read.

Please note, if wishing to provide a calculator, or dictionary/thesaurus to a single students as an accommodation a separate test schedule will need to be created.

7. **Timelines**

You will need to identify testing dates for each assessment that will be administered and notify teachers, parents, and students of the dates well in advance. If assessments for multiple subjects will be administered, you will need to plan sufficient time for each student to take all assessments. To limit the effect of test fatigue, ATI recommends scheduling students to take each assessment on a different day. As you are considering how many days to set aside in your schedule for testing, you will also need to consider if and how you will provide absent students the opportunity to make up the assessment.

8. **Time Allocated to Students**

Once the testing dates are determined, consider how much time will be allotted for students to take each assessment. Typically, each assessment is designed for students to complete during one standard class period. This allows for the assessment to be administered in classes without having to institute a special test schedule. You will also need to determine how you would like to handle tardy students who miss some of the allotted test time as well as students who do not finish the assessment in the allotted time. Once the protocols are determined, it is important that these protocols are consistently implemented across the district/school. If all students are not allocated a similar amount of time, the validity of interpretations for the group of scores can be compromised.
It will be important to consider the protocols established related to test time during the scheduling process. You will need to ensure that the assessment will be available during all desired times. For example, when scheduling a test for online testing, students will only be able to access the test during the scheduled date range and time frame. If district/school policy specifies that students who do not finish the test during the regular class period will be allowed extra time, the test schedule will need to be designed to accommodate this practice or a separate schedule will need to be implemented in those cases.

9. Access to Assessment Materials

Galileo’s online library management tools are designed to help manage user access to electronic materials within Galileo. Libraries can be assigned globally to all users at a certain level (i.e., district, school, and/or class) or to selected schools, classes, and/or individual users. There are three levels of permission that are available for test libraries: Write, Read-Only, and Results Only. Users with:

- **Write** access can view materials in the library in all relevant interfaces as well as edit or modify these materials. For example the Imagine Learning Assessments will be delivered to a library labeled “20XX-20XX Secure” for which only district-level users will have access.

- **Read-Only** access have more restricted access; they can view materials in all relevant interfaces, but cannot edit or modify materials. For example, once Imagine Learning Assessments are moved from the “20XX-20XX Secure” library to the benchmark libraries, access is extended.

- **Results Only** access can view materials in that library for the purpose of running test reports, but have no access to the individual items on the test in any interface. This level of permission is designed to help districts/schools restrict access to assessments that require the highest levels of security for test content. For example, a district tying student performance benchmark data to teacher evaluations, will keep assessments in this library type to protect the test content.

Table 2 highlights selected activities related to assessment that can be performed by users with each level of permission for a test library.

**Table 2: Selected activities related to assessment that a user with each level of permission for a test library can perform within Galileo**

<table>
<thead>
<tr>
<th>Selected Activities User Can Perform</th>
<th>Permission Level</th>
<th>Edit Unpublished Test</th>
<th>Close Test</th>
<th>Schedule Test</th>
<th>Print Test Materials</th>
<th>Score Tests (Manually or via Scanning)</th>
<th>View Item Content</th>
<th>Lock/Unlock Student Test</th>
<th>View Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Read-Only</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Results Only</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
- Libraries Created by ATI

ATI will create libraries for your district/school to support the storage of ATI-created, district-wide assessments including a secure library, and a benchmark library for each grade level. If using student performance data for evaluation purposes applicable, you will also get an instructional effectiveness library for the delivery of highly secure instructional effectiveness pretests and posttests. In general, each user should be provided with the level of permission that enables them to perform desired test administration duties.

Table 3: Default user access for ATI-created libraries to support district-wide assessments

<table>
<thead>
<tr>
<th>Type of Library</th>
<th>District-level Users</th>
<th>School-level Users</th>
<th>Class-level Users</th>
<th>Student-level Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure Library (e.g., 20XX-20XX Secure Library)</td>
<td>Write</td>
<td>None</td>
<td>None</td>
<td>Can take tests online</td>
</tr>
<tr>
<td>Benchmark Libraries (e.g., 20XX-20XX 06 Gr. Benchmark Library)</td>
<td>Write</td>
<td>Read-Only</td>
<td>Read-Only</td>
<td>Can take tests online</td>
</tr>
<tr>
<td>Instructional Effectiveness Library (e.g., 20xx-20XX Desert Dwellers IE Library)</td>
<td>Read-Only</td>
<td>Results Only</td>
<td>Results Only</td>
<td>Can take tests online</td>
</tr>
</tbody>
</table>

- Providing and Controlling Access to Assessments

Most assessments that a district/school requests from ATI are delivered to the secure library. At any time, a district-level user may move assessments to and from the benchmark libraries providing access and restricting access to school- and class-level users. Please note, only a user with Write access to both the secure and benchmark library may move assessments back and forth. Directions for moving a test are found in A Guide for Galileo® K-12 Online: Move or Copy a Test.

If your district/school desires to maximize security, assessments should be kept in the secure library before and during test administration. Then, once administration is complete, assessments should be moved into the benchmark libraries so that school- and class-level users may generate reports. If security is less of a concern, your district/school may decide to move the assessments into the benchmark libraries before administration. For example, assessments may be moved into the benchmark libraries before administration to enable school- or class-level users to schedule and print assessments.

ATI delivers certain highly secure tests (i.e., instructional effectiveness [IE] assessments) to the instructional effectiveness library. These assessments should be stored in the instructional effectiveness library at all times before, during, and after administration to restrict access to the content of specific items on the assessments.
Providing and Controlling Access to Test Materials

Your district/school will need to establish a set of procedures that detail who will be responsible for accessing and printing test materials. Only users with Read-only or Write access to the test libraries may print test materials. This means if your district/school decided to keep the test in the secure library only district-level users will need to print and provide materials to teachers. Moving the tests to the benchmark libraries will enable school- and class-level users the ability to print materials such as instructions, resources and booklets.

For assessments that require a high level of security, such as instructional effectiveness assessments, testing materials should be centrally produced by selected district/school staff and securely stored before administration. Your district/school may choose to maintain one centralized secure storage area or separate secure storage areas at each site. Access to all secure storage areas should be restricted and monitored. For example, test materials might be stored in a locked room or cabinet to which only selected district/school staff members have access.

10. Considerations for Online Administration

When having students take assessments online, the test coordinator will need to make sure the appropriate technology is in place and that assessments have been appropriately scheduled, assigned a test password and questions randomized (if desired), and enable, if appropriate and desired, the test timer, translation tool, calculator tools, dictionary/thesaurus tool, and text-to-speech tool. They will also need to prepare and provide access to test instructions, resource attachments and test booklets.

As the test coordinator you will want to ensure that the technology to successfully test online is in place. Your IT personnel can help you determine if the computers or mobile platforms meet the system requirements: http://www.ati-online.com/galileoK12/K12TrainingSystem.php. For example, if administering the TE EL (Technology Enhanced Early Literacy Assessments), TE EM (Technology Enhanced Early Math Assessments), or an assessment with text-to-speech tool enabled the platforms will need to be equipped with audio capabilities and headphones.

11. Scheduling

In order for students to take an online test the assessment must be scheduled prior to administration. Assessments that will be administered online must be scheduled only during the actual testing window and only for the classes that will be administering the test. This is because you want the students to only be able to access the test during the testing period. Additionally, once a test is scheduled, the assessment schedule will appear on the Teacher Dashboard and you do not want to schedule the test for the entire two weeks, but rather for the actual date and time each teacher will be administering the test.

It is ideal to schedule assessments only for the classes in which students will take the test because how assessments are scheduled impacts the results available in reports. Limiting who is scheduled for a test will allow for more accurate measuring of participation and more precise aggregation of data.

In order to maximize the accuracy and consistency of scheduling, ATI recommends that the test coordinator schedule the benchmark assessments. Designating the test coordinator in charge of scheduling is also helpful for assessments requiring high levels of security since it reduces the number of
people who need access to assessments prior to administration. For lower security assessments, teachers, department heads, or school leads may be delegated the task of scheduling tests for classes. In these cases, it is particularly important to communicate the testing plan to staff along with detailed scheduling instructions to help ensure consistent procedures for assessment administration throughout the district/school. ATI suggests you create a table similar to the Scheduling Table on page 25 to help you organize and document the scheduling plan for various assessments.

Please note, if utilizing instructional effectiveness assessments you will want to ensure the correct Instructor of Record is assigned when scheduling. Teachers and students must be accurately linked to generate accurate teacher scores.

- **Scheduling Tips**

The following presents some helpful tips to keep in mind when scheduling an assessment.

- Tests are typically scheduled by class. In order to schedule a test or edit a test schedule, you must have *Write* or *Read-Only* access to the library where the assessment is stored. Users with *Results Only* access will not be able to schedule a test or edit a test schedule.

- Tests can also be scheduled for an intervention group. Only a user with *Write* access to the appropriate intervention group library can schedule a test or edit a test schedule for an intervention group.

- Tests should only be scheduled for the amount of time allocated for students to take the test. If the test is available for longer than that, and the student hasn’t submitted their test, a student could log into the system, retake the test, and change his or her answers.

- How assessments have been scheduled will impact the report results. It is ideal to schedule assessments only for the classes in which students will take the test. Limiting who is scheduled for a test will allow for more accurate measuring of participation.

- **Scheduling Tools**

A test may be scheduled using one of the two following methods. As noted earlier in this manual, only users with *Write* or *Read-Only* access to the library that houses an assessment will be able to schedule the assessment. This means only district-level users can schedule tests housed in the Secure Library. The *Results Only* assessment library, in which instructional effectiveness assessment are housed, allows only district-level users to schedule an assessment.

- **Schedule Test tool** – Class-, school-, and district-level users may schedule the test for an individual class using the *Schedule Test* tool. All users can access the tool from the *Teacher Dashboard*; school- and district-level users can access the tool from the *Class Calendar* page. Steps for scheduling an assessment using the *Schedule Test* tool are found in *A Guide for Galileo® K-12 Online: Schedule an Assessment*.

- **Bulk Scheduler tool** – Class-, school- and district-level users may also schedule an assessment using the *Bulk Scheduler* tool. The *Bulk Scheduler* tool allows the user to schedule one or more assessments for multiple classes and/or multiple schools for a
specific time, on one or more days. Steps for scheduling an assessment using this tool are found in *A Guide for Galileo® K-12 Online: Bulk Scheduler*.

During the scheduling process additional options and tools (e.g., password, randomization, calculator, translator, dictionary/thesaurus, text-to-speech, and posting of student responses) may be defined. Instructions for defining and activating these options are found in *A Guide for Galileo® K-12 Online: Schedule an Assessment* and *A Guide for Galileo® K-12 Online: Bulk Scheduler*.

- **Calculators**

As part of the scheduling process, you have the option to provide students access to online test-taking tools such as calculators. For example, when scheduling a math assessment, you may select to provide students’ access to a basic, scientific, or graphing calculator. If a district/school is giving assessments both online and offline, it is important that the test coordinator make sure that students taking the tests online have access to calculators during the assessment. As a rule you will schedule a calculator for a test if the state test provides it. In some cases ATI will have selected and enabled a calculator for a test. It is possible for the test scheduler to “override” the default. Instructions to “override” the default calculator are found in *A Guide for Galileo® K-12 Online: Schedule an Assessment* and *A Guide for Galileo® K-12 Online: Bulk Scheduler* instructions.

- **Google Translator**

As part of the scheduling process, you have the option to provide students access to online test-taking tools such as Google Translator. When this tool is available, students have the ability to select a language and their test is then displayed in the selected language. The Translator tool is not available for TE EL (Technology Enhanced Early Literacy Assessments) or TE EM (Technology Enhanced Early Math Assessments) assessments, and certain technology enhanced test items. Please Note, when scheduled it is an option for all students in the class. It also applies the translation to the entire Galileo Student Parent Center.

- **Dictionary/Thesaurus**

As part of the scheduling process, you have the option to provide students access to online test-taking dictionary/thesaurus tool. When this tool is available, students have the ability to use the dictionary/thesaurus.

- **Text-to-Speech**

As part of the scheduling process, you have the option to provide a class or designated students the ability to use the text-to-speech tool in the online test-taking interface. When the text-to-speech tool is available, the student can listen to the test using an audio headphones or earbuds. Additional information about this tool is found in the Accommodations section (page 5).

- **Test Passwords**

As part of the scheduling process, a test password can be assigned to a test. If a test password is assigned, students will need to enter that password to take the assessment online in the *K-12 Student-Parent Center*. ATI recommends the use of a test password if you wish to maximize the security of the test.
If a test password has been assigned, the test administrator will need to communicate to students the test password at the time of testing. If the test administrators will not be scheduling the tests themselves, the person responsible for test scheduling will need to document the test passwords and provide them to the test administrators on the day of the tests.

- **Randomization of Question Order**

As part of the scheduling process, you have the option to randomize the order of test questions. Randomizing the order of test questions only affects the order of the test questions for individual students during online administration and will not affect the ordering of questions in Galileo Reports. ATI recommends that you randomize the order of test questions for the online administration of tests to students in the second grade or higher. (The exception is for the College Prep assessments noted below.) This will ensure that each individual student is presented questions in a varying order lessening the likelihood that students can copy each other’s answers.

ATI recommends that you should **not** randomize the:

  - assessments administered to kindergarten and first grade students. These assessments often include items that require the teacher to read specialized instructions and test items to the students. This requires all students taking an assessment to be presented with the same test item at the same time. For this reason, ATI does not recommend randomizing the order of test items for these assessments.
  - College Prep Writing and Language (CPS-WL) and College Prep English (CPA-E) assessments. This is because the stimuli (item families) in these assessments have item numbers embedded in them, so the items on the test must be presented exactly in order.

- **Post Student Responses**

During the scheduling process, you have the option to post the students’ scores in the *K-12 Student-Parent Center*. Posting of student scores allows the student and parent access to assessment results. Additionally, the scheduler may opt to post the student responses, thus allowing the student and parents to view how the student responded to an individual test item.

- **Timed-Test**

The Test Time Limit functionality allows the scheduler to set a time limit for the test within the scheduling window. If enabled the teacher may pause the test as needed. The test scheduler may select the “Allow Pause” function which provides students the ability to pause the test for themselves. When enabled, the student sees a pause button in the upper right corner of the screen. The timer starts when the student accesses the test. Unless the test is paused by the student or test scheduler the timer will continue to countdown even if the student exits the test. Students will be locked out of the test if the timer counts down to zero, if they submit their test or the test schedule expires.

- **Scheduling Recommendations for Common Testing Scenarios**

The following scenarios present some common testing situations along with ATI recommendations related to scheduling the assessments for online testing (indicated by picture of mouse).
**Scenario 1: Teachers schedule the benchmark assessments for themselves.**

The district has communicated a two week testing window which includes a make-up period, as well as other expectations such as accommodations. Test security is not a big concern and the district/school isn’t worried about students accessing the test outside of the class in which they will be taking the test.

Move the test from secure library to the benchmark library. Use the Bulk Scheduler tool or the Schedule Test tool. Schedule the assessment once and make it available for two weeks, Monday through Friday, from the start of the day (8:00 a.m.) until the end of the school day (3:00 p.m.). Set a single test password if desired. Be aware that students will have access to the assessments at any time during those two weeks. Teachers will manage make-ups, accommodations, and time extensions in accordance with test protocols.

**Scenario 2: Quickly schedule an assessment for all students in a given grade level with defined dates.**

A district/school needs to schedule the eighth-grade ELA benchmark assessment for all eighth graders across the district/school. The testing window is two weeks including make-ups. Test security is not a big concern and the district/school doesn’t want to have to determine at what time, each day, each eighth-grade teacher will give the assessment. However, the district/school doesn’t want students to be tempted to access the test on other days in the testing window.

Move the test from the secure library if this is to be done by a school-user. You may use the Bulk Scheduler tool. Create a unique schedule for each day of testing in the two week window. Make the test available from 8:00 a.m. (start time of the school day) to 3:00 p.m. (end time of the school day) each day. Set a different test password for each testing day. Tell teachers to determine what day is best to test and secure the appropriate password for that day’s testing. For make-ups and extensions occurring on another day in the testing window, the teacher will also need to get the correct password. Students will be able to access the test with the day’s test password from any computer during the 8:00 a.m. to 3:00 p.m. time frame.

**Scenario 3: Schedule a test for individual classes in a given grade level to maximize security.**

A district/school needs to schedule the eighth-grade ELA district-wide assessment for all eighth graders across the district/school. The testing window is two weeks including make-ups. The district/school wants the test to be as secure as possible.
Keep the test in the Secure library. District-level user uses the Schedule Test tool on the Teacher Dashboard. Schedule the test for each individual class at each school site that will be administering the assessment. Make the test available only for the time the students will be taking the test. Set a different test password for each class hour schedule. Students will only be able to access the test during the allotted time, and only if they have the correct password. Tell teachers to contact you regarding make-ups and extended schedules so that you can schedule the test again at the appropriate time.
3. Preparing Testing Materials

1. Identifying Required Testing Materials

This section describes testing materials that can be provided to support the administration of an assessment. The required testing materials will vary depending on the type of assessment being administered (benchmark, adaptive, Dyslexia screener). Test materials can be generated using Galileo; however, some testing materials may be generated from other locations. For example, you may need to print state-approved student resources (e.g., formula sheets) or use a 3rd party Dyslexia screening tool.

First, this section provides a brief overview of the materials districts/schools may require for each type of assessment. Then, this section discusses how to prepare test packets for distribution to test administrators. A checklist of required and optional test materials is also provided. Finally, this section concludes with more detailed information about each type of testing material along with tips and directions for printing.

- **Online Administration**

  When giving an online test you will want to test materials on hand. The materials that will need to be printed include test script/instructions, possible resources/attachments, and a test booklet. Test materials may be printed by users who have Write or Read-only access to the library that houses the assessment. If the assessments reside in a secure library, district-level users must print the test materials. If the assessments are moved to the benchmark libraries then school- or class-level users may print the test materials.

  **Test Instructions**

  Test instructions include a script for teachers to read to students that frames the purpose of the assessment and guides students through the process of accessing the assessment. Once in the Galileo online testing interface the teacher and students will together read the specific instructions for the test being accessed.

  **Test Attachments**

  Some Galileo assessments have resources attached which must be used in administering the assessment. For example, the RAN Dyslexia Screen Tool includes attachments required for student responses.

  **Test Booklet**

  Test administrators often like to have a paper copy of the online test content on hand when administering the assessment. A test booklet may be printed from the *Print Test Materials* page. If the assessment contains technology-enhanced items the test content will print from the browser; if the assessment contains traditional item types the assessment will print as a PDF.
Student Passwords

The typical online administration setting requires each student to login to the K-12 Student-Parent Center. You will want to provide each test administrator with a list of student logins and passwords for each student so they are readily available for the testing session.

Audio Needs

The TE EL (Technology Enhanced Early Literacy Assessments) and TE EM (Technology Enhanced Early Math Assessments) assessments available to kindergarten and first-grade students, or an assessment with the text-to-speech tool enabled will require the Galileo-supported computer or mobile platform to have audio capability and that students have access to headphones. You will want to provide headphones or ear-buds for each student taking these assessments.

- Offline Administration

For more information on how Galileo supports offline testing access the Galileo K-12 Help Files.

2. Preparing Test Packets for Distribution to Test Administrators

While teachers can prepare their own test packets by printing test materials, most districts/schools assemble tests packets and provide the packets to the individuals who are administering the test. When providing test packets ATI encourages you to create some way of tracking the test materials. Upon receipt of the test packet, the teacher or test administrator should ensure they have all the materials they need and sign off that he or she received them. A sample materials sign off form used by a school district/school can be found in the Appendix on page 26.

Use Table 4 to determine the items that should be included in the test packet based on the specifics of your district/school testing plan. Further information about each item is provided in the following sections.

<table>
<thead>
<tr>
<th>Items</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing Materials Packet Sign-off form</td>
<td></td>
</tr>
<tr>
<td>Date(s) and time(s) students are to take the test</td>
<td></td>
</tr>
<tr>
<td>List of Galileo login name and password for each student</td>
<td></td>
</tr>
<tr>
<td>Appropriate version of teacher instructions for each test administrator</td>
<td></td>
</tr>
<tr>
<td>Test Attachments (if provided by Galileo)</td>
<td></td>
</tr>
<tr>
<td>Test Resources (if provided by the district)</td>
<td></td>
</tr>
<tr>
<td>Test booklet</td>
<td></td>
</tr>
<tr>
<td>Test password (if assigned)</td>
<td></td>
</tr>
</tbody>
</table>
3. Class Roster

Most districts/schools submit data upload(s) to ATI to reflect the student enrollment within their district/school during a school year. For districts/schools that do not utilize the data import process or need to handle student enrollment between data imports, students can also be manually entered.

If you do not have daily importing then you will want to provide test administrators their class roster so they may ensure all students may take the test. If you find that the Galileo class roster needs updating and it is not your responsibility to enter, enroll and drop students then contact your district/school’s Galileo administrator.

Once any needed updates have been made, you should print a copy of the class roster and provide it to each test administrator to help ensure that they are administering the test to the appropriate students. Directions for generating a class roster are found in A Guide for Galileo® K-12 Online: Checking your Class Roster and Student Password.

4. Student Login Name and Password

In order to take a test online via the K-12 Student-Parent Center, each student will need to login with their login name and password. Your students may be accessing the Galileo K-12 Student Parent Center via:

1. The Imagine Learning student portal
2. Your district’s single sign-on portal
3. The Galileo K-12 Student-Parent Center login page.

It is a good idea to print out a list of student login names and passwords for each class and provide these to the test administrators in case there is confusion on the test day. If students are accessing the assessment via the Galileo K-12 Student-Parent Center login page then student login names and passwords may be printed from the Galileo application. Refer to A Guide for Galileo® K-12 Online: Checking your Class Roster and Student Password for directions for accessing and verifying the class roster and the student's login name and password.

5. Test Instructions for Teachers and Students

Instructions for teachers and students are required for all types of assessments. ATI provides several different types of instructions. Make sure you provide each test administrator with the correct teacher and student instructions based on the type of assessment.

For each assessment, ATI provides instructions for teachers and for students. These instructions provide guidelines for test administrators delivering the assessment and guidelines for students completing the assessment. ATI provides several different types of instructions, tailored for specific types of assessments. It is important that you provide test administrators with the correct teacher and student instructions for the type of assessment that will be administered. ATI recommends that you familiarize yourself with the instructions provided to teachers and students so you may determine if you wish to use
these instructions as-is, or if you would prefer to modify these instructions to better serve the testing needs of your district/school. ATI instructions can be accessed in several places.

- **Online Test Administration Manual for District-Wide Assessments**

The *Online Test Administration Manual for District-Wide Assessments* is accessible from the *Print Test Materials* page and the Tech support page (Image 2). This manual is designed to provide test administrators with ATI recommendations for assessment administration including ATI teacher and student instructions for a variety of testing scenarios. As the test coordinator, you should provide test administrators with a copy of the appropriate test administration manual well in advance of the testing dates. You should also review the manuals yourself and become familiar with the content so you can answer questions from test administrators.

**Image 2: Print Test Materials**

- **Offline Test Administration Manual for District-Wide Assessments**

Guidance for offline testing may be found in the *Galileo K-12 Help Files*

- **Test Instructions**

Teacher and student instructions are provided from the *Print Test Materials* page in Galileo. When selecting a test the appropriate instructions for the selected test may be printed. For example, when selecting a TE EL (Technology-Enhanced Early Literacy) assessment, the instructions for that particular assessment may be printed. Teacher instructions include a script to present the goals of the assessment, steps for accessing the test, and a copy of the test instructions students see when they are on the Take Test page. Refer to *A Guide for Galileo® K-12 Online: Print Test Materials* for directions for accessing and printing test Instructions.

Student’s access the test instructions by clicking the icon in the student testing interface. Please note that there are separate instructions for: TE EL Assessments, TE EM assessments, Teacher-Read Assessments, 2nd Grade – High School tests, adaptive tests, Dyslexia screener assessments, and text-to-speech assessments.
6. Resources

Generally there are two types of resources that may accompany a test, one type is teacher resources and the other type are student resources. If the Galileo assessment requires resources for the teacher to utilized when administering a test, these will be provided through the Print Attachments button on the Print Test Materials page. For example, the RAN Dyslexia screen tool includes attachments required for student responses. The test coordinator you will want to print any attachments and provide them to test administrators. Refer to A Guide for Galileo® K-12 Online: Print Test Materials for directions for accessing and printing attachments.

As the test coordinator, you should also identify the approved resources that will be provided to students and print a list of approved resources to provide to the test administrator no later than the day before the test. You should also make sure that each test administrator has access to a sufficient number of each approved student resource in the testing room. As described previously, a variety of resources may be provided to students during test administration. Examples of typical district/school approved resources include things such as formula sheets. If the purpose of the assessment is to help the students prepare for the statewide test, then ATI recommends allowing the same resources that are allowed on the statewide test.

Along with the list, include any additional relevant instructions such as whether certain visual aids (e.g., number lines, alphabets, word walls) that can assist the students while testing should be displayed, removed, or covered completely.

In addition, document whether students will be provided space to work out their answers during testing. In the test instructions, ATI recommends either allowing students to show their work by providing scratch paper. If providing students with scratch paper, the test administrator should collect it at the end of the testing period. Provide instructions as to whether the test administrator should hand in scratch paper with the other test materials or dispose of it themselves.

7. Test Booklets

Test booklets can be printed from the Print Test Materials page by any user who has been given Write or Read-Only access to the library that houses the assessment. If you do not want staff to be able to print the assessment, keep the assessment in the secure library or the instructional effectiveness library. For test booklets, the test coordinator typically prints one booklet from Galileo and provides it to the test administrator. If test administrators have Read-only access to the library they may print the booklet for themselves. Please note, if the test includes technology-enhanced items the booklet will print from the browser. If the test booklet includes only traditional item types the booklet will print as a PDF. Refer to A Guide for Galileo® K-12 Online: Print Test Materials for directions for accessing and printing Test Booklets.
4. Supporting Test Administration

1. Ensuring Staff are Prepared for Administration

In large part, how smoothly a test is delivered to students in your district/school is determined by how well the district/school has prepared for testing and how well they have communicated to staff the testing protocols. Test administrators need to:

- have access to all materials required for testing;
- have reviewed the appropriate test administration manual;
- know how to administer assessments of the applicable type using the desired method(s) of administration;
  
  - Online administration – Test administrators should read the teacher instructions before the test. Test administrators should make sure they also have a copy of student instructions to read to students. Before the start of the test, test administrators should coach students on accessing the K-12 Student-Parent Center. Once all students are logged in, the test administrator should read the student instructions with students at the start of the test.
  
  - Online administration of teacher-read assessments (first grade) – Test administrators should read the teacher instructions before the test and make sure they have the special test booklet with teacher-read instructions. Before the start of the test, test administrators should coach students on accessing the K-12 Student-Parent Center. Once all students are logged in, the test administrator should read the student instructions with students at the start of the test. The test administrator should then read each teacher-read item from the test booklet provided as students answer questions online.

- be aware of what resources are permissible for students to use;
- know what accommodations are available to students with special needs; and
- know how the district/school handles test security and student cheating.

2. Ensuring a Suitable Testing Environment

To help ensure the validity of the test, the testing room should be free of distractions and seating should be arranged in a way that allows the students to focus on their test. The test coordinator is responsible for determining the suitability of each testing room and providing recommendations for changes to the test administrator, if needed, at least the day before the test. Both you and the test administrator should review the appropriate test administration manual for a complete set of recommendations for the testing environment. You should also provide each test administrator with a “Do Not Disturb – Testing in Progress” sign to post on their door during testing as a notification that testing is in progress. A sample sign is provided in the Appendix on page 27.
3. Overview of Online Administration

Students should take the test on the computer on the date and at the time that you specified when you scheduled the test. Students access the test using their student logins and passwords, by logging into the K-12 Student-Parent Center. For information on how a student accesses and completes a test in the K-12 Student-Parent Center, see A Student’s Guide for Testing in the K-12 Student-Parent Center.

Once the student answers all questions and submits his or her test, the test is locked and they are not permitted to reopen the test. If a student hasn’t submitted their test they may exit and re-enter the test, anytime during the testing window, even if they have answered all the questions. At the end of the testing session, the test administrator should ensure that all student tests have been submitted and locked to ensure that students cannot log in again and change their answers. Tests can be locked and unlocked on the Test Monitoring Report by users with Write or Read-Only access to the library where the assessment is stored. Please refer to A Guide for Galileo® K-12 Online: Test Monitoring for further directions. If the test administrator needs to provide a student with additional time during the testing window, the test administrator can unlock the test on the Test Monitoring Report to enable the student to access the test.
5. Activities Following Test Completion

Once test administration is completed, the test coordinator will need to accomplish a few more tasks as the district/school transitions out of the testing period. These tasks are summarized in Table 5.

<table>
<thead>
<tr>
<th>Item</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor test completion</td>
<td>p. 22</td>
</tr>
<tr>
<td>Collect all testing materials</td>
<td>p. 23</td>
</tr>
<tr>
<td>Close test(s) (optional)</td>
<td>p. 23</td>
</tr>
<tr>
<td>Ensure that teachers have desired access to test results</td>
<td>p. 24</td>
</tr>
</tbody>
</table>

1. Monitoring Test Completion

A test coordinator, provided they are a district- and school-level user, may run the Testing Activity Report (Image 3) to monitor the implementation of scheduled assessments. The report displays tests (all tests, only benchmark tests, or only formative tests) administered during a selected time period. The report lists the assessments scheduled during that time period, the number of students scheduled to take the tests, and the number of students who have actually taken the test. You can also drill-down to get a list of schools and/or classes and the completion percentage for each. This report will help you determine whether schools and classes have completed test administration on schedule or whether additional time is needed for administration as well as which schools and classes are lagging behind. Directions for generating this report are found in A Guide for Galileo® K-12 Online: Testing Activity.
2. Collecting Test Materials

Once the testing period is over, the test coordinator should collect all testing materials including booklets, scratch paper, district/school provided resources (such as formula sheets and calculators), teacher instructions, and student instructions. If you have employed a test materials tracking system, this system will help you make sure that all test materials are accounted for. Once materials are collected they should either be disposed of, or if the intent is to reuse the test materials, then they should be stored in a secure place.

3. Closing Tests

The Close Test tool within Galileo prevents any further administration of a test. As your district/school is considering how to secure and store completed assessments you also have the option to close the test. Once a test is closed, it cannot be scheduled and test materials cannot be printed. Also no students can take the test online. In addition, no changes may be made to the existing data in the Score Tests interface. However, given an appropriate level of permission to the library where the assessment is stored, users will still be able to view assessment results, run reports, and view test items.

The Close Test tool can be used to enforce a restricted testing window or to help ensure the integrity and validity of data by preventing unintentional errors in administration.

ATI recommends that districts/schools close tests when administration is complete to help maximize security and to ensure that old assessments are not accidently scheduled and administered to students. Directions for closing a test are found in A Guide for Galileo® K-12 Online: Close a Test.
4. Providing Access to Test Results

In most situations, districts/schools want to provide teachers with electronic access to student test results within Galileo. If students are taking assessments online it is possible for teachers to begin analyzing the data in real-time as students are taking the assessment. Galileo users with the appropriate level of permission can access the Test Monitoring Report, which shows how students are responding to each test item. It also provides some basic class statistics. Once an online test is users with the appropriate level of permission may immediately see raw scores, which standards students mastered, and which items student answered correctly and incorrectly. Reports based on Developmental Level (DL) scores based on IRT analysis are also available.

For more information on the reports available to Galileo users, please consult the Generating Galileo Reports manual provided during training or the quick reference guides provided in the Galileo K-12 Online Help Files.

As described previously in the section of this document titled Access to Assessment Materials (page 7) access to electronic assessment materials and results is controlled via the Galileo library system. Based on your district/school testing plan and security requirements, access to electronic assessment materials may have been restricted before and during testing.

Identify where assessments are currently stored and evaluate whether the access currently provided to users related to viewing results and running reports is consistent with the needs of your district/school.

- **Assessment currently in the secure library**: School- and class-level users (e.g., school administrators, teachers) who do not have Write access cannot access the assessment, view assessment results, or run reports on the data. You may want to consider moving assessments to the benchmark library for a short time, so results may be examined and utilized by administrators and teachers.

- **Assessment currently in a benchmark library**: School- and class-level users may access the assessment, view results and run reports on the data. You will want to consider how long you would like to provide access to this information and consider at what point in time the assessment should be returned to the secure library.

- **Assessment currently in the instructional effectiveness library**: School- and class-level users (e.g., school administrators, teachers) may view results and run reports on the data; however, these users will not be able to view the items on the assessment in reports. In order to maximize security, instructional effectiveness assessments should not be moved out of the instructional effectiveness library.

Ultimately, the way in which your district/school decides to provide or restrict access to tests will be determined by the type of assessment, the security requirements for that assessment, and the district/school testing culture.

Directions for moving or copying a test are found in A Guide for Galileo® K-12 Online: Move or Copy a Test. Please note that a test can only be moved by a user with Write access to the library that currently houses the assessment and the library to which the assessment will be moved.
6. Appendix

The pages contained in this Appendix are to be used as a reference. The forms are samples a district/school can utilize and modify to meet their needs.

1. Scheduling Table

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test Title</th>
<th>Test Tools to Include</th>
<th>Testing Date(s)/Time</th>
<th>Makeup Testing Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>Imagine Learning ELA 05 Gr. #1</td>
<td>Text-to-speech Google Translate Timed Test</td>
<td>Sept. 1-Sept 14th</td>
<td>Sept. 15th-Sept 18th</td>
</tr>
</tbody>
</table>


2. Testing Materials Packet Sign-Off

If administering high security instructional effectiveness assessments, all testing materials should be carefully monitored before, during, and after administration. For assessments that may be used for evaluations, districts/schools are encouraged to create a system to track the test materials, so that none of the testing materials disappear. ATI recommends that your district/school create a tracking form enabling the teacher or test administrator to record the materials that have been received and to certify that he or she received the appropriate number of materials. When the materials are returned, the individual collecting materials counts them again to ensure that all test booklets are accounted for. Once test materials are collected and answer sheets scanned, any test materials that will be reused should be returned to a secure storage area. Test materials that will not be reused should be destroyed, preferably by shredding; however, answer sheets for assessments that will be used to make decisions that have a significant impact on students or staff should be stored for a reasonable time period (i.e., at least one year) in case these materials need to be reexamined for some reason.

Image 4: Testing Materials Packet Sign-Off

Testing Materials Packet Sign-Off

Test: ________________________________

School: ________________________________

☐ Brookfield Elementary ☐ Sunshine Middle School

Grade: ________________________________ Teacher: ________________________________

Subject: ________________________________ Class: ________________________________

Test Date: ________________________________ Test Time: ________________________________

This packet includes the following:

<table>
<thead>
<tr>
<th>Item</th>
<th># Received</th>
<th>Initials</th>
<th># Returned</th>
<th>Date Returned</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing Materials Packet Sign-off</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Roster</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Testing Material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Login/Password</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Booklets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Attachments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please return all testing materials included in this packet to the person indicated below. You should return all testing materials as soon as all students in your class have completed the test or by the date indicated below whichever comes first. Students who are absent on the day the test is administered may make-up the test at any time before the date below.

Return to: ________________________________ Return on or before: ________________________________
3. Do Not Distribute Sign

Image 5: Do Not Distribute Sign