

Utah Core  
Criterion-Referenced Test

# **Test Administration Manual**

**Secondary Language Arts**

**GRADES 7–11**

**2009**

The logo for the Utah Performance Assessment System for Students (UPASS) features the word "UPASS" in a large, stylized, handwritten-style font. Below it, the full name "Utah Performance Assessment System for Students" is written in a smaller, sans-serif font, underlined.

Utah Performance Assessment System for Students

Copyright © 2009 by the Utah State Office of Education. All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval systems, except as may be expressly permitted in writing by the Utah State Office of Education, 250 East 500 South, P.O. Box 144200, Salt Lake City, Utah 84114-4200.

# **TEST ADMINISTRATION MANUAL**

## **Administering the Secondary Criterion-Referenced Tests**

The Utah State Office of Education

Patti Harrington, Ed.D.  
State Superintendent of Public Instruction

Judy Park, Ed.D.  
Associate Superintendent  
Data, Assessment and Accountability



# TABLE OF CONTENTS

<b>2009 Test Overview</b>	<b>.vi</b>
<b>2009 Test Scheduling Guide</b>	<b>.vii</b>
<b>Overview of the Criterion-Referenced Tests</b>	<b>.ix</b>
Introduction	.ix
Test Security	.ix
Testing Ethics	.ix
<b>Overview of Testing Administration</b>	<b>.x</b>
Introduction	.x
Scheduling Make-Up Testing and Test Completion Sessions	.x
<b>Checklist for Test Administrator/Proctor</b>	<b>.xi</b>
Before Testing	.xi
During Testing	.xii
After Testing	.xii
<b>Detailed Directions for Test Administration</b>	<b>.1</b>
<b>Test Administration: Session One</b>	<b>.3</b>
<b>Test Administration: Session Two</b>	<b>.8</b>
<b>Test Administration: Session Three</b>	<b>.10</b>
<b>Test Administration: Session Four</b>	<b>.12</b>
<b>Appendices</b>	<b>.A1</b>
<b>Appendix A</b>	<b>.A2</b>
Assessment Accommodations	.A2
English Language Learners (ELL)	.A3
<b>Appendix B</b>	<b>.A4</b>
Instructions for Coding Blank Answer Documents	.A4
<b>Appendix C</b>	<b>.A7</b>
Instructions for Marking the Form Code on the Answer Document	.A7
<b>Appendix D</b>	<b>.A8</b>
Marking the Special Codes Box on the Answer Document	.A8

**2009 TEST OVERVIEW**

**General Materials Needed:** test booklet, answer document, sharpened #2 pencil, an eraser, scratch paper, book to read (or another quiet, non-electronic activity)

**English Language Arts**

Test	Sessions	Pilot Questions	New for 2009	Additional Materials
ELA Seventh	4	Yes	N/A	N/A
ELA Eighth				
ELA Ninth				
ELA Tenth				
ELA Eleventh				

## 2009 TEST SCHEDULING GUIDE

**IMPORTANT:** This test is administered on multiple days in accordance with this scheduling guide.

Test Session	Activity	Time Needed for Administration
<b>Prep</b>	Completion of student information portion of answer document (for new students only)	Approximately 5–10 minutes
<b>Section 1 (Day 1)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 2 (Day 2)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 3 (Day 3)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 4 (Day 4)</b>	Multiple-choice items	Approximately 50 minutes
<b>Completion Session</b>	Make-up session for individual students who were absent for any of the testing sessions	As needed



## OVERVIEW OF THE CRITERION-REFERENCED TESTS

### INTRODUCTION

The Core Criterion-Referenced Tests (CRTs) were developed from the Utah Core Curriculum for each content area. The test questions were written by Utah teachers and reviewed and edited by Utah teachers; LEA content specialists; university representatives; members of the community; Utah State Office of Education (USOE) specialists in the Assessment, Curriculum, and Students at Risk sections; and contracted curriculum and assessment experts.

### TEST SECURITY

**CRTs are highly secure materials and should be treated as such.** This means that tests should be handled only by qualified personnel, that a system of test accounting should be in place to ensure that test booklets are distributed and collected in a systematic and secure fashion, and that all test booklets are accounted for at the conclusion of testing. You are responsible for securely storing all **used and unused** test materials.

It is extremely important that all staff members involved in the distribution and administration of these tests follow the directions for administration very carefully. At the conclusion of testing, **all testing materials** (including this *Test Administration Manual*) must be returned to your school's testing coordinator.

### TESTING ETHICS

**Under no circumstances should actual questions from these tests be taught to or reviewed with students. Copying the test is not permitted.** Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in disciplinary action and/or the loss of teacher licensure.

For further information regarding testing ethics and test security, see the Utah State Board of Education-approved *Standard Test Administration and Testing Ethics Policy*. This document is available at the following URL: <http://www.schools.utah.gov/assessment/documents/AAEthicsPolicy.pdf>.

## OVERVIEW OF TESTING ADMINISTRATION

### INTRODUCTION

CRTs are not timed. Every student should be provided sufficient opportunity to complete the test. Testing will need to be scheduled for any students who require test accommodations that cannot be facilitated during the regular testing sessions.

The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.

Unexpected circumstances (e.g., fire drills, power failures) may interrupt testing. If the interruption occurs during any testing session, instruct students to insert their answer documents in their test booklets and close their test booklets. The test administrator/proctor will determine if there is time for students to complete this task based on the test administrator's/proctor's knowledge of the urgency of the circumstances. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete the session.

### SCHEDULING MAKE-UP TESTING AND TEST COMPLETION SESSIONS

Make-up sessions do not have to be administered in the students' regular classrooms; students may be tested by a guidance counselor or another teacher assigned to monitor make-up testing. Test completion sessions may include students working on different sections of the test.

For questions concerning the information presented in this manual or about administration of the CRTs, please contact your school's testing coordinator.

## CHECKLIST FOR TEST ADMINISTRATOR/PROCTOR

### Before Testing:

- \_\_\_\_\_ Meet with school's testing coordinator:
  - \_\_\_\_\_ To review testing procedures.
  - \_\_\_\_\_ To complete Standard Test Administration and Testing Ethics Training.
  - \_\_\_\_\_ To verify completion of training.
  - \_\_\_\_\_ To clarify any questions.
  
- \_\_\_\_\_ Notify students and parents about testing.
  
- \_\_\_\_\_ Encourage students to bring a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class.
  
- \_\_\_\_\_ Become thoroughly familiar with the *Test Administration Manual*.
  
- \_\_\_\_\_ Receive materials from your school's testing coordinator and take an inventory to ensure you have the appropriate materials. Needed materials are as follows:
  - \_\_\_\_\_ supply of sharpened #2 pencils with erasers (students may not use pens, colored pencils, crayons, or markers)
  - \_\_\_\_\_ test booklets (class set or one per student, depending upon how test booklets were ordered and supplied)
  - \_\_\_\_\_ an extra test booklet for demonstration purposes
  - \_\_\_\_\_ pre-printed answer document for each student on your roster
  - \_\_\_\_\_ several blank answer documents (one for each new student)
  - \_\_\_\_\_ scratch paper for each student
  - \_\_\_\_\_ a "TESTING, DO NOT DISTURB" sign for the door
  - \_\_\_\_\_ any additional supplies or materials specified for your subject area test (see page vi)
  
- \_\_\_\_\_ Review assessment accommodation and modification guidelines and make arrangements for students who qualify. Refer to Appendix A for instructions.
  
- \_\_\_\_\_ Complete the student information on the blank answer document for students without pre-printed answer documents, or schedule approximately 5–10 minutes for the students to complete the information. This information must be completed prior to the start of Session One. Refer to Appendix B for instructions.
  
- \_\_\_\_\_ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

### During Testing:

- \_\_\_\_\_ Administer the test following the script in the *Test Administration Manual* word for word.
- \_\_\_\_\_ **Make certain that students have gridded the correct Form Code, found on the front cover of the test booklet, directly onto their answer documents.**
- \_\_\_\_\_ Continually monitor students to ensure that they are working on the test and that they understand how to fill in the circles on their test answer documents.
- \_\_\_\_\_ Check to see that students are on the correct section. If it is observed that a student inadvertently misses items or a page of questions, encourage him/her to go back and answer those questions.
- \_\_\_\_\_ Keep communication between you and the students to a minimum.
- \_\_\_\_\_ Supply students with new pencils as needed.
- \_\_\_\_\_ Let students know that it is okay if they do not know a specific answer, and encourage them to choose the best answer.
- \_\_\_\_\_ Maintain and oversee the security of all test materials.

### After Testing:

- \_\_\_\_\_ Arrange make-up and test completion sessions for students who miss all or part of the test.
- \_\_\_\_\_ Check to see that the student answer documents are complete and correctly marked (i.e., student information on pre-printed answer documents is correct; new students have completed the student information section; pencil was used instead of pen).
- \_\_\_\_\_ **Make certain that students have gridded the correct Form Code, found on the front cover of the test booklet, directly onto their answer documents.**
- \_\_\_\_\_ Separate test materials as described below:
  - \_\_\_\_\_ test booklets (used and unused)
  - \_\_\_\_\_ used answer documents
  - \_\_\_\_\_ damaged, voided or non-routine answer documents
  - \_\_\_\_\_ unused answer documents
  - \_\_\_\_\_ this *Test Administration Manual*
  - \_\_\_\_\_ a list of students who did not complete the test
- \_\_\_\_\_ Complete the Special Codes box on the answer document/booklet for students who meet the specified criteria. Refer to Appendix D for instructions on marking the Special Codes box.
- \_\_\_\_\_ Organize and return all used and unused secure test materials to your school's testing coordinator.

# **Detailed Directions for Test Administration**

## **Secondary Language Arts**

**GRADES 7–11**

**2009**



## TEST ADMINISTRATION: SESSION ONE

Prior to beginning Session One, be sure all student desks or tables are cleared of all non-testing materials. Students should have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class. See that each student has a sharpened #2 pencil and an eraser.

### IMPORTANT

All directions following the word "SAY" are to be read aloud to students.

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.**

Distribute the test booklets and answer documents to the students.

**SAY: Look at the test booklet and answer document I have just given you. Please do not open the booklet until I tell you to do so. Make sure the answer document has your name on it. [PAUSE.]**

**If you do not have a test booklet or your correct answer document, please raise your hand.**

All students will need to grid their test Form Code in the appropriate place on their answer documents. This code is located on the front cover of each test booklet.

**SAY: On the front cover of your test booklet, locate the Form Code of your test. If you have any questions, please raise your hand.**

It is important that the Form Code be filled in correctly because it affects accurate scoring of the test. The Form Code is a number and a letter. Demonstrate the location of the Form Code by holding a test booklet up and pointing to the Form Code on the cover. Walk over to any student whose hand is raised and assist him/her in locating the Form Code on the front cover of the test booklet.

**SAY: You will now complete the Form Code section on the answer document. Locate the side of your answer document that has your name printed on it. Find the section that is titled "Form Code." Write the number and letter of your Form Code in the spaces provided. Raise your hand if you need assistance.**

Provide a specific example on the board.

## Test Administration: Session One

---

**SAY: Now fill the circles below the boxes that match the Form Code you have written.**

This information must be gridded properly to ensure the tests are scored accurately. Move around the room and check to make certain students are completing this information correctly.

Once all students have their materials, read the following overview of the test and general directions.

**SAY: Today you will be taking the Utah Secondary Language Arts Test. This includes questions related to reading, writing, and inquiry.**

**If you need a new pencil during the test, raise your hand and I will bring one to you.**


**Now, open your test booklet to the page titled "GENERAL DIRECTIONS."**

PAUSE.

**SAY:** Read the "General Directions" to yourself as I read them aloud.

### **"GENERAL DIRECTIONS**

**"Today you will be taking the Utah Secondary Language Arts Core Criterion-Referenced Test. This is an opportunity for you to demonstrate the knowledge you've gained in the area of English Language Arts. During this test, you will read passages that are printed in your test booklet and answer multiple-choice questions.**

**"This test is divided into separate testing sessions. When you reach , you have come to the end of a section. Do not go on! If you finish all of the questions in a section early, you may check your work in that test section only.**

**"Multiple-choice questions require you to choose the best answer from four choices. Pay special attention to bolded words such as best, most likely, except, and not, as this may make a difference in the way you read and answer the question. After you choose the answer, fill in the circle in the space provided on your answer sheet. Mark only one answer to each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one. If you do not know the answer to a question, go on to other questions and then come back to the unanswered ones later.**

**"Each multiple-choice question is worth one point. Answer all of the questions, as points are not deducted for incorrect answers.**

**"As you begin to work, follow these steps:**

**"For individual questions, be sure to read the directions related to those questions.**

**"For questions that refer to passages:**

- 1. Read the introduction to the passage.**
- 2. Read the questions that go with each passage.**
- 3. Read each passage carefully.**
- 4. Re-read and answer the questions.**

**"You will be given enough time to complete the test, so do your best on every question."**

**Do you have any questions about these directions?**

PAUSE.

## Test Administration: Session One

---

**SAY:** Now look at your answer document. You will mark your answers to the multiple-choice questions on the answer document.

Mark your answers to the multiple-choice questions in the space provided on page 1 of your answer document. Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely, and erase completely any answer you wish to change. Do not make stray marks on your answer document.

Each number on the answer document has four circles by it, with the letters A, B, C and D inside the circles. Fill in the circle for the answer you have chosen. Answer every question.

If you come to a question that is too difficult, go on to other questions and come back to the difficult ones later. If you skip a question, however, be sure to leave a blank for that number on your answer document.

Are there any questions about how or where to mark your answers on the answer document?

PAUSE. Answer any procedural questions students may ask.

**SAY:** Please turn to the page titled "Section One." If you come to the stop sign before the end of the testing session, go back and recheck your work. Do not work on the other sections of the test. You will be given enough time to complete the entire test, so work carefully and do your best.

When you have found the answer to a multiple-choice question, fill in the correct circle on your answer document. Mark only one answer for each question.

Are there any questions about marking your answer document?

You may now begin Section One of the test.

While students are working, walk around the room to make sure they are answering all of the questions in Section One.

At the end of the testing session, read these directions:

**SAY:** If you need more time to complete the test, please tell me now.

Wait quietly in your seat while the test booklets and answer documents are being collected.

Collect the test booklets and answer documents.

Make certain the Form Code is correctly gridded on the answer documents.

Verify that **all** test booklets and other materials have been collected.

**SAY: This concludes the Secondary Language Arts Test.**

Store the test materials in a secure location between testing sessions.

**TEST ADMINISTRATION: SESSION TWO**

Be sure all student desks or tables are cleared of all non-testing materials. Students should have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class. See that each student has a sharpened #2 pencil and an eraser.

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.**

Distribute the test booklets and answer documents to the students.

**SAY: Look at the test booklet and answer document I have returned to you. Please do not open the test booklet until I tell you to do so. Make sure the answer document has your name on it. [PAUSE.]**

**Make certain the Form Code printed on the front cover of your test booklet matches the Form Code gridded on your answer document. [PAUSE. If students have not previously gridded the Form Code on their answer documents, refer to the directions in Appendix C.]**

**If you do not have a test booklet or your correct answer document, please raise your hand.**

If all the students in the testing session were present and read the "General Directions" in the previous testing session, you may elect not to read the instructions again. **If there are students who were not present for the previous session, please re-read the "General Directions" with all students before starting the second session.**

If the "General Directions" were not repeated, begin with the following:

**SAY: Please open your test booklet to the page titled "Section Two." The first question in this section is question #\_\_\_\_\_ on page\_\_\_\_\_. [Test administrator needs to provide this information.] Please find this number on your answer document. This is the first answer space you will mark.**

**Is there anyone who needs help finding the correct starting place?**

PAUSE. Help students who cannot find the appropriate place to begin.

**SAY: When you come to the stop sign, please recheck your work in the section you have just completed. Do not work in any of the other sections.**

**Do you have any questions about these directions?**

PAUSE. Answer any procedural questions students may ask.

**SAY: You may now begin Section Two of the test.**

While students are working, walk around the room to make sure they are answering all of the questions in Section Two.

At the end of the testing session, read these directions:

**SAY: If you need more time to complete the test, please tell me now.**

**Wait quietly in your seat while the test booklets and answer documents are being collected.**

Collect the test booklets and answer documents.

Make certain the Form Code is correctly gridded on the answer documents.

Verify that **all** test booklets and other materials have been collected.

**SAY: This concludes the Secondary English Language Arts Test.**

Store the test materials in a secure location between testing sessions.

**TEST ADMINISTRATION: SESSION THREE**

Be sure all student desks or tables are cleared of all non-testing materials. Students should have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class. See that each student has a sharpened #2 pencil and an eraser.

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.**

Distribute the test booklets and answer documents to the students.

**SAY: Look at the test booklet and answer document I have returned to you. Please do not open the test booklet until I tell you to do so. Make sure the answer document has your name on it. [PAUSE.]**

**Make certain the Form Code printed on the front cover of your test booklet matches the Form Code gridded on your answer document. [PAUSE. If students have not previously gridded the Form Code on their answer documents, refer to the directions in Appendix C.]**

**If you do not have a test booklet or your correct answer document, please raise your hand.**

If all the students in the testing session were present and read the "General Directions" in the previous testing session, you may elect not to read the instructions again. **If there are students who were not present for the previous session, please re-read the "General Directions" with all students before starting the third session.**

If the "General Directions" were not repeated, begin with the following:

**SAY: Please open your test booklet to the page titled "Section Three." The first question in this section is question #\_\_\_\_\_ on page\_\_\_\_\_. [Test administrator needs to provide this information.] Please find this number on your answer document. This is the first answer space you will mark.**

**Is there anyone who needs help finding the correct starting place?**

PAUSE. Help students who cannot find the appropriate place to begin.

**SAY: When you come to the stop sign, please recheck your work in the section you have just completed. Do not work in any of the other sections.**

**Do you have any questions about these directions?**

PAUSE. Answer any procedural questions students may ask.

**SAY: You may now begin Section Three of the test.**

While students are working, walk around the room to make sure they are answering all of the questions in Section Three.

At the end of the testing session, read these directions:

**SAY: If you need more time to complete the test, please tell me now.**

**Wait quietly in your seat while the test booklets and answer documents are being collected.**

Collect the test booklets and answer documents.

Make certain the Form Code is correctly gridded on the answer documents.

Verify that **all** test booklets and other materials have been collected.

**SAY: This concludes the Secondary English Language Arts Test.**

Store the test materials in a secure location between testing sessions.

**TEST ADMINISTRATION: SESSION FOUR**

Be sure all student desks or tables are cleared of all non-testing materials. Students should have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class. See that each student has a sharpened #2 pencil and an eraser.

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.**

Distribute the test booklets and answer documents to the students.

**SAY: Look at the test booklet and answer document I have returned to you. Please do not open the test booklet until I tell you to do so. Make sure the answer document has your name on it. [PAUSE.]**

**Make certain the Form Code printed on the front cover of your test booklet matches the Form Code gridded on your answer document. [PAUSE. If students have not previously gridded the Form Code on their answer documents, refer to the directions in Appendix C.]**

**If you do not have a test booklet or your correct answer document, please raise your hand.**

If all the students in the testing session were present and read the "General Directions" in the previous testing session, you may elect not to read the instructions again. **If there are students who were not present for the previous sessions, please re-read the "General Directions" with all students before starting the fourth session.**

If the "General Directions" were not repeated, begin with the following:

**SAY: Please open your test booklet to the page titled "Section Four." The first question in this section is question #\_\_\_\_\_ on page\_\_\_\_\_. [Test administrator needs to provide this information.] Please find this number on your answer document. This is the first answer space you will mark.**

**Is there anyone who needs help finding the correct starting place?**

PAUSE. Help students who cannot find the appropriate place to begin.

**SAY: When you come to the stop sign, please recheck your work in the section you have just completed. Do not work in any of the other sections.**

**Do you have any questions about these directions?**

PAUSE. Answer any procedural questions students may ask.

**SAY: You may now begin Section Four of the test.**

While students are working, walk around the room to make sure they are answering all of the questions in Section Four.

At the end of the testing session, read these directions:

**SAY: If you need more time to complete the test, please tell me now.**

**Wait quietly in your seat while the test booklets and answer documents are being collected.**

Collect the test booklets and answer documents.

Make certain that the Form Code is correctly gridded on the answer documents.

Verify that **all** test booklets and other materials have been collected.

**SAY: This concludes the Secondary English Language Arts Test.**

Return test materials to your school's testing coordinator, and he/she will return the test materials to your LEA office.

**Thank you for your help in administering the Utah Secondary Language Arts Core Criterion-Referenced Test. Your hard work, care, and organization will help ensure valid and fair results, as well as speed up the scoring process.**



# **Test Administration Manual**

## **Appendices**

## APPENDIX A

### ASSESSMENT ACCOMMODATIONS

All Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), including administration of the CRTs. To meet students' special needs, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. These decisions apply to:

- English Language Learners.
- Students with Disabilities.
- Students with Section 504 Plans.

Accommodations are determined by an ELL, IEP or 504 team.

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. These laws include state statutes that regulate the Utah Performance Assessment System for Students (U-PASS). The most prominent federal laws are the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

**Students** are expected to participate in the state accountability system. This principle of full participation includes ELL students, students with an Individualized Education Program (IEP), and students with a Section 504 plan.

Decisions regarding accommodations and modifications must be made by an ELL, IEP, or 504 team and documented in the student's file. ELL team members, Individualized Education Program (IEP) team members, and Section 504 team members must actively engage in a planning process that addresses the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments. **Individual teachers may not make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the appropriate team.**

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled *U-PASS Assessment Participation and Accommodations Policy*. This document is available at the following URL:

[http://www.schools.utah.gov/assessment/documents/Special\\_Needs\\_Accommodations\\_Policy.pdf](http://www.schools.utah.gov/assessment/documents/Special_Needs_Accommodations_Policy.pdf).

### English Language Learners (ELL)

The federal NCLB Act Title III and state U-PASS legislation and policy determine which ELL students take which CRT. This determination is based on the student's **number of years in the United States**. The pertinent guidance related to these policies is **summarized** below. All assessment decisions related to CRTs regarding ELL students should be informed by the school's ELL team.

<b>Years in U.S./Proficiency Level</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>
Less than 1 full year Enrolled on or after April 15 of current year	no	no	no
Less than 1 full year Enrolled before April 15 of current year	no	yes	yes
1–2 years Enrolled on or after April 15 of previous year	no	yes	yes
1–2 years Enrolled before April 15 of previous year	yes	yes	yes
3 years or more	yes	yes	yes

For further guidance, see the *U-PASS Assessment Participation and Accommodations Policy*.

## APPENDIX B

### INSTRUCTIONS FOR CODING BLANK ANSWER DOCUMENTS

**If appropriate, the test administrator/proctor may complete the student information sections for the students.** It is inappropriate for individuals not authorized to administer CRTs, such as other students, to complete the information section on behalf of students.

Only students **without** pre-printed answer documents will complete the student information sections.

When students have their materials, give the following directions:

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen, colored pencil, or marker on this test.**

Ensure that each student has a sharpened #2 pencil.

**SAY: I am now going to give each of you a blank answer document. Do not write on the answer document until I tell you.**

Distribute an answer document to each student. Pause while students become familiar with their materials. As you give the instructions, ensure that students with pre-printed answer documents are not completing the information grids.

**SAY: If your name is not pre-printed on your answer document, you will now complete the information sections on your answer document.** [Point to the sections the student will fill in.] **If your name is pre-printed on the answer document, do not complete this information.**

**It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. If you have a question, please raise your hand.**

**Turn the answer document so that the lines labeled "LAST NAME," "FIRST NAME," and "M" are at the top of the page.** [Demonstrate turning the answer document; point to the name fields.]

**Carefully print your last name, first name, and middle initial in the boxes provided. Use the name that matches your school records. Enter only one letter per box. Now fill in the circles below the boxes that match the letters you have written.**

Walk around the room to make sure that students are filling in the appropriate section of the answer document correctly. If there are students whose last or first names are too long for the spaces provided, instruct students to only write in the first eleven letters of their last name and the first nine letters of their first name. The last column is reserved for the middle initial. Students should **not** enter apostrophe marks or hyphens.

**SAY: Look at the section labeled "STUDENT NUMBER." [Point to the appropriate section.] If you are unsure of your student number, I can give it to you. Please copy your student number into the boxes. Enter only one number per box. Make sure you copy the numbers correctly. Now fill in the circles below the boxes that match the numbers you have written.**

If the student numbers used in your LEA have fewer than ten digits, have the students start from the left-hand column and fill in the numbers as far as they go. If there are not enough numbers to fill in all columns, leave the rest blank. For example, if the student's number is 1234567, the number will be written as 1234567 with three empty columns remaining. Have students fill in the circles below the boxes that match the numbers written. Students should enter their LEA student number, not their statewide student identifier (SSID), on their answer document. Contact your school's testing coordinator if you have questions regarding the difference between students' LEA student number and their SSID.

**SAY: Now find the section labeled "GRADE."**

PAUSE.

**SAY: Fill in the circle that corresponds to the grade you are enrolled in for this school year.**

PAUSE.

**SAY: Do not mark the "ACCOMMODATIONS" or "SPECIAL CODES" boxes.**

PAUSE.

**SAY: This completes the information section of the answer document.**

It is the responsibility of school personnel to verify that students correctly encode their names and all other information if they do not have a pre-printed answer document.



---

**APPENDIX C****INSTRUCTIONS FOR MARKING THE FORM CODE ON THE ANSWER DOCUMENT**

All students will need to grid their test Form Code in the appropriate place on their answer documents. This code is located on the front cover of each test booklet.

**SAY: On the front cover of your test booklet, locate the Form Code of your test. If you have any questions, please raise your hand.**

It is important that the Form Code be filled in correctly because it affects accurate scoring of the test. The Form Code is a number and a letter. Demonstrate the location of the Form Code by holding a test booklet up and pointing to the Form Code on the cover. Walk over to any student whose hand is raised and assist him/her in locating the Form Code on the front cover of the test booklet.

**SAY: You will now complete the Form Code section on the answer document. Locate the side of your answer document that has your name printed on it. Find the section that is titled "Form Code." Write the number and letter of your Form Code in the spaces provided. Raise your hand if you need assistance.**

Provide a specific example on the board.

**SAY: Now fill the circles below the boxes that match the Form Code you have written.**

This information must be gridded properly to ensure the tests are scored accurately. Move around the room and check to make certain students are completing this information correctly.

## APPENDIX D

### MARKING THE SPECIAL CODES BOX ON THE ANSWER DOCUMENT

#### **BASIC RULES**

- The Special Codes box is to be marked only for a small percentage of students.
- If the Special Codes box is marked, only one circle should be filled within the box.
- A blank pre-printed answer document will be interpreted as “not participating” in terms of accountability, unless a reason is marked in the Special Codes box.
- All answer documents must be returned to the USOE for scoring, reporting, and accountability.

#### **Mark the Special Codes box on the answer document only if a student:**

- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not mark any answers even though there were efforts to encourage participation in the test (mark reason in non-participation section).
- Did not participate in the assessment (mark reason in non-participation section).

**For non-standard participation mark:**

- “Accommodated” if accommodations were provided.  
In addition, indicate in the “Accommodations” box (in the upper right-hand corner) all specific accommodations provided.
- “Private or Home School” if the student is educated in a private school or home school setting.
- “Modified” if a modified assessment was administered.

**For non-participation mark:**

- “Absent” if the student was not present during any part of the test administration period and was not able to make up the test.
- “Excused” if the student could not take the test as a result of a medical emergency.
- “Unknown Student” if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in the school.
- “Officially withdrawn from class/school” if the student is no longer enrolled in the class/school.
- “ELL First Year in U.S. Before April 15” if the student is an ELL student and enrolled before April 15 of the current school year.
- “ELL First Year in U.S. April 15 or later” if the student is an ELL student and enrolled on or after April 15 of the current school year.
- “Private or Home School non-participation” if the student is educated in a private or home school setting and did not take the test but has a pre-printed answer document.
- “RT” if the student refused to take the test even though there were efforts to encourage participation in the test.
- “UAA” if the student participated in Utah’s Alternate Assessment instead of the CRT.



UTAH STATE OFFICE OF EDUCATION  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

Patti Harrington, Ed.D.  
State Superintendent of Public Instruction



UT00001319