

DOCUMENT RESUME

ED 445 020

TM 031 557

TITLE Nevada High School Proficiency Examinations in Mathematics, Reading and Writing, 1999-2000. Administration Manual.

INSTITUTION Nevada State Dept. of Education, Carson City.

PUB DATE 1999-00-00

NOTE 54p.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Educational Testing; *Graduation Requirements; *High School Students; High Schools; Mathematics Tests; Reading Tests; State Programs; Test Use; Testing Programs; Writing Tests

IDENTIFIERS Nevada; *Nevada High School Proficiency Examinations; *Test Security

ABSTRACT

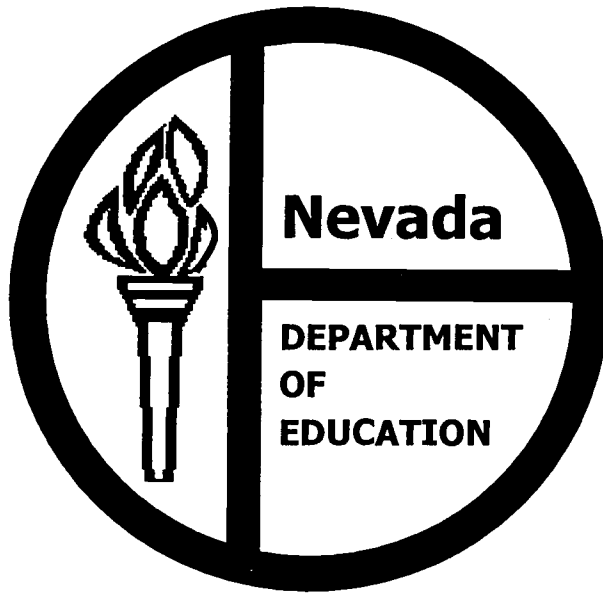
This manual contains a description of the procedures to be used when administering the Nevada High School Proficiency Examination in mathematics, reading, and writing. Test administrators should read and understand these instructions thoroughly before testing sessions. The parts are: (1) "General Instructions"; (2) "Instructions for Recording Demographic Data on Side One of the Students' Answer Sheets"; (3) "Mathematics Testing Instructions"; (4) "Reading Testing Instructions"; and (5) "Writing Testing Instructions." Six appendixes contain a school and district code list, answer sheet edit procedures, testing instructions for students with disabilities and English language learners, scoring instructions, and special instructions for the October test administration. An addendum is included. (SLD)

ED 445 020

**1999-2000
Nevada High School
Proficiency Examinations**

in

Mathematics, Reading and Writing



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M.L. Peterson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Nevada Department of Education

Mary L. Peterson
Superintendent of Public Instruction

Standards, Curricula & Assessments Team
(775) 687-9186 (775) 687-9129

TM031557

TABLE OF CONTENTS

Part 1	GENERAL INSTRUCTIONS	1
	ADMINISTRATORS' DUTIES	1
	TESTING MATERIALS	1
	TEST SECURITY	2
	PLANNING AND ADMINISTRATION.....	3
Part 2	INSTRUCTIONS FOR RECORDING DEMOGRAPHIC DATA ON SIDE ONE OF THE STUDENTS' ANSWER SHEETS	5
Part 3	MATHEMATICS TESTING INSTRUCTIONS	12
Part 4	READING TESTING INSTRUCTIONS	17
Part 5	WRITING TESTING INSTRUCTIONS	21
	APPENDIX A: DISTRICT AND SCHOOL CODE LIST	24
	APPENDIX B: ANSWER SHEET EDIT PROCEDURES	27
	APPENDIX C: TESTING STUDENTS WITH DISABILITIES	29
	APPENDIX D: TESTING ENGLISH LANGUAGE LEARNERS	34
	APPENDIX E: HOLISTIC SCORING RUBRIC	37
	APPENDIX F: SPECIAL INSTRUCTIONS FOR OCTOBER MATH AND READING TEST ADMINISTRATION	40

PART 1

GENERAL INSTRUCTIONS

This manual contains a description of the procedures to be used when administering the Nevada High School Proficiency Examination in mathematics, reading and writing. Test administrators should make sure that they read and understand these instructions thoroughly before testing sessions. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

ADMINISTRATORS' DUTIES

The test administrators' primary responsibilities are to

- ◆ ensure that test materials are stored in a secure location and all security requirements are observed.
- ◆ make sure that all students understand and follow the instructions.
- ◆ administer the tests in a disturbance-free environment that enables each student to do as well as possible.
- ◆ conduct the edit checks listed in this manual.
- ◆ return the answer sheets, reading and mathematics tests, writing instructions and topics, and administration manuals to the principal's office after testing.

TESTING MATERIALS

- ◆ This *Administration Manual*
- ◆ Reading and/or mathematics examination booklets, and/or copies of the writing instructions and examination topics, as appropriate.
- ◆ Answer sheets. Each student will use only one **blue** answer sheet for the mathematics and reading exam. Each student will use only one **plum** answer sheet for the writing exam.
- ◆ A supply of No. 2 pencils with erasers for students who do not have them or who break their pencil leads.
- ◆ Scratch paper.
- ◆ A reliable watch or clock.

TEST SECURITY

Nevada statutes specifically prohibit the disclosure of the content of examinations used in the Nevada Proficiency Examination Program except when required in specific circumstances. Test sessions for the same type of test - reading or mathematics - should be scheduled so that no student can get test information from another who has already taken the test.

The following steps should be taken to safeguard the security of materials required for the administration of the Nevada High School Proficiency Examination Program. The word "Administrator," when capitalized, refers to the individual who has accepted responsibility for the proper administration of Nevada proficiency examinations in the school and has signed the *Principal Assurance* form.

1. All individuals involved in the administration of proficiency examinations should be familiar with the general instructions regarding preparation for testing, handling test materials, and test security contained in the *Test Security Procedures for Nevada Proficiency Examinations Manual* and in this manual for the administration of the High School Proficiency Examinations.
2. Locked secure storage must be provided for all restricted test materials - test booklets, answer keys and completed answer sheets - while the materials are on site.
3. The locked room or file cabinet used for the storage of materials required for the Nevada Proficiency Examination Program should not be used for the storage of other materials for which individuals other than the Administrator require access.
4. The Administrator should not leave the key to the locked storage area in a readily accessible location to others.
5. Under no circumstances shall copies of test booklets, marked answer sheets, or answer keys be circulated among faculty, administrators or other persons.
6. Examinations are not to be distributed to those who will administer the test until the prescribed date for test administration.
7. When not in secure storage, tests are not to be left.
8. On completion of testing, all materials are to be returned to the Administrator no later than the end of the school day on which the test(s) is/are administered.
9. Students should bring no writing materials to the test session. All required materials - #2 pencils, test booklets, answer sheets and scratch paper - should be provided at the testing location. These materials should be collected from each student before he/she is allowed to leave the test room.
10. Sufficient proctors should be provided at the testing site to adequately supervise the testing. At no time should students be left unattended during testing.
11. Examination booklets are **not** to be copied by any means without the prior authorization of the Standards, Curricula and Assessment Office.

PLANNING AND ADMINISTRATION

Because testing environments can affect students' scores, the following guidelines are provided for planning favorable testing environments.

Size of Testing Sessions. The sizes of sessions are at the districts' discretion, but smaller testing sessions (approximately 30 students) are recommended.

The Room. Consider student comfort. Try to use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating. Seating should be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample work space in which to use a test, scratch paper, and an answer sheet.

When to Test. Within each district, all tests of the same type--reading or mathematics--should be administered on a schedule that makes it impossible for students who have not taken the test to learn about the test content before they take it.

Fatigue. Many students score poorly if they are required to take more than one test section at a time without breaks. Thus, if more than one test section is to be given at a session, a 5-10 minute break between sections is recommended.

Personnel. The examination should be administered by one person in each testing room with the help of as many assistants as necessary. There should be at least one assistant (proctor) in addition to the individual administering the test in each testing room. If the test is being administered in large groups, **at least** one proctor should be provided for every group of 30 students.

A briefing session should be held for assistants before testing to review these instructions and the assistants' duties, such as distributing and collecting materials, assisting students in marking the demographic information on the answer sheet, **checking to make sure that each student is working on the appropriate part of the test and marking answers in the proper section of the answer sheet.**

Helping Students. The test administrator should maintain an impartial and professional attitude. In no case should students be given help with the test. However, testing procedures should be made clear. Any questions about procedures for marking or correcting answer sheets should be answered by repeating or paraphrasing the appropriate sections of the instructions. If a student should ask a question about the test content or the choice of a response, useful and permissible replies include: "Follow the instructions that you were given," "Choose the best answer," and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Answer sheets for students who cheat should be submitted with notes of explanation attached to them. Students who cheat will receive a failing score and will be referred to the district testing director for further appropriate action.

Students Who Finish Early. Prior to testing, advise students to bring books or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. While reading is a permissible activity, **writing should not be permitted** in order to dissuade students from making notes about the test content while the material is still fresh in their memory or communicating correct answers to students who have not yet finished the test.

No calculators, books, dictionaries, thesauruses, notes, or other aids should be accessible to students during High School Proficiency Exam testing, with the exception of students whose IEPs clearly state the need for a calculator.

It is the intent of the HSPE that students not be allowed to talk with each other about the test(s). Students must not be allowed the opportunity to discuss the test with anyone. Please plan your administration schedule accordingly.

**FOR INFORMATION ON TESTING STUDENTS WHO RECEIVE SPECIAL
EDUCATION SERVICES, PLEASE SEE APPENDIX C.**

**FOR INFORMATION ON TESTING STUDENTS WHO ARE ENGLISH LANGUAGE
LEARNERS, PLEASE SEE APPENDIX D.**

TIME REQUIREMENTS

The HSPE is intended to be a measure of student proficiency, rather than speed. Students who are working productively should be given as much time as needed to complete the test.

Individual districts will need to provide a specific timeline that meets the needs of your particular situation, but all students who are working productively should be allowed to complete the test.

Almost all students will complete the math and reading examinations within 120 minutes and the writing examination within 90 minutes.

PART 2

INSTRUCTIONS FOR RECORDING DEMOGRAPHIC DATA ON SIDE ONE OF THE STUDENTS' ANSWER SHEETS

IMPORTANT: For the October administration of the mathematics and reading tests only, special instructions are provided in Appendix F for coding test form numbers and letters. These instructions should be inserted after instructions for filling out the FORM block.

Before taking the test, students must fill in the demographic information required on the first side of their answer sheets.

If your district has filled in the demographic data on the first side of the student's answer sheet by computer, please follow any special instructions it may have provided. Then proceed to the appropriate section of this manual for test instructions.

If your district has not already marked the blocks labeled TC (Testing Conditions) and POP (Population), the information should be obtained from and completed by authorized school personnel, i.e., special education, school counselors, to indicate IEP, ELL (LEP), 504, Migrant (MIG) or Free and Reduced Lunch (FRL) students. Please see Appendix B for additional coding information.

For the purposes of these tests, academically talented students should be considered regular students rather than special education students.

Complete instructions for filling in the demographic data sections on Side 1 of students' answer sheets are given on the following pages. They should be followed exactly. Material to be read aloud to the students is printed in dark type and is preceded by the word SAY. All other information is for the examiner and should not be read to the students.

Before reading the directions to students, note your district number and school number in Appendix A so you will have them available for marking answer sheets. NOTE: These numbers may have changed since last year. Please check carefully. Also, note the FORM NUMBER on test booklets and instructions your district has provided for filling out the STUDENT NUMBER block. (*For **October testing only**, please refer to separate SPECIAL CODE ADDENDUM in Appendix F.*)

When all students are quietly seated with No. 2 pencils, erasers, and scratch paper:

SAY As you know, you are here to take the Nevada High School Proficiency Examination. I will now pass out answer sheets. Please **DO NOT** make any marks on your answer sheet until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.

Distribute the answer sheets.

SAY You have been given an answer sheet on which you will be filling in your name and other information that is necessary for reporting purposes. Incorrect information in this section may result in your not getting credit for passing these tests. Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and told you to proceed. Are there any questions? (Pause)

NAME Blocks:

SAY Locate the blocks labeled **LAST NAME, FIRST NAME AND MI** which are at the top of the first side of your answer sheet. (Hold up a sample answer sheet and point to these blocks.)

Starting with the box on the left, print one letter of your last name in each box. If your last name has more than the 12 letters for which boxes are provided, print only as many letters as there are boxes. In the spaces labeled **FIRST NAME**, print one letter of your first name in each box beginning with the leftmost box in this section. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled **MI**, print your middle initial. If you do not have a middle name, do not print anything in this space.

Pause to allow students time to fill in this information.

SAY Each box has a column of bubbles containing letters below it. Darken in the bubble in the first column that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one bubble in each column. If a last name contains a blank, dash, hyphen, apostrophe, or other non-alphabetical character, the blank bubble at the top of that column should be filled in. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions? (Pause.) You may now darken the appropriate bubbles.

Pause. Check to make sure that each student is filling in the circles correctly.

DISTRICT NUMBER (DIST #) Block:

(Note: Please check. These may have changed for your district.)

SAY Locate the block labeled **DIST # (DISTRICT NUMBER)**, which is at the lower left on your answer sheet. (Hold up a sample answer sheet and point to the correct block.)

In the boxes at the top of this block, write the number _____, using one digit per box. (Pause.)

Next, under each box, you will find a column of bubbles with numbers in them. Darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Pause.)

SCHOOL NUMBER (SCHOOL #) Block:

SAY Locate the block labeled **SCHOOL # (SCHOOL NUMBER)**, which is here on your answer sheet. (Hold up a sample answer sheet and point to the appropriate block.)

In the boxes at the top of this block, write the number _____, using one digit per box. (Pause.)

Next, under each box, you will find a column of bubbles with numbers in them. Darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Pause. Check to make sure that each student is filling in the circles correctly.)

STUDENT NUMBER Block (*Required by scoring program*):

*If your district uses social security numbers as student numbers, follow the script provided below. If not, follow any instructions your district has provided for filling out the STUDENT NUMBER block. If the student numbers used in your district contain fewer than nine digits, the number **must be left justified**. If a student does not have an assigned student number, the student may enter his/her social security number, or the space may be left blank.*

SAY Locate the block labeled **STUDENT NUMBER**, which is located near the center of the bottom of the page. (Hold up a sample answer sheet and point to the STUDENT NUMBER box.)

Starting with the box on the left side, print one number of your social security number in each box. Do not add dashes or leave spaces between series of numbers.

Pause to allow students time to fill in this information.

SAY Each box has a column of bubbles below it. Darken in the bubble in the first column that has the same number as the first number of your social security number. Repeat the process for each of the other numbers in your social security number. Mark only one bubble in each column. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions? (Pause.) You may now darken the appropriate bubbles.

BIRTHDATE Block:

SAY Locate the block labeled **BIRTHDATE**, next to the Student Number block. (Hold up the form and indicate the appropriate block.)

BIRTHDATE is for recording your date of birth. Using two numerals, write the number of the month in which you were born in the boxes under "Month." For example, January is 01, February is 02, and December is 12. Are there any questions? (Pause.)

SAY Write the day of the month on which you were born in the boxes under "DAY," using the numbers 01 to 31. (Pause.)

SAY Under "Year," write the last two numbers of the year in which you were born. For example, if you were born in 1983, you would write 83. (Pause.)

SAY Under each numeral you have written for month, day, and year, darken the bubble containing the numeral you have written above. Make sure that you darken one bubble in each column, including bubbles with zeros in them where zeros have been written in the box above. For example, 01 should be written for January. The left bubble containing the zero should be darkened, and the right bubble containing the one should be darkened. Are there any questions? (Pause.)

GENDER Block:

SAY Locate the **GENDER** block. (Hold up a form and point to the correct block.) In this block, darken the bubble next to your gender. (Pause.)

GRADE Block:

SAY Locate the **GRADE** block. (Hold up a form and point to the correct block.) In this block, darken the bubble to the left of the grade you are in. (Pause.)

POPULATION (POP) Block:

School personnel will fill in the appropriate bubble for REG, IEP, ELL (LEP), 504, or Migrant students, as indicated in the Answer Sheet Edit Procedures in Appendix B. FRL is available for indicating whether the student is eligible for free or reduced lunch.

SAY Locate the block labeled YID (YEARS IN DISTRICT).

Fill in bubble "0" if you are a new student to this district this year.

For the remaining choices, DO NOT count either your kindergarten year or the current year as a year in this district. Begin counting with grade 1, or the first grade at which you attended school in this district.

Fill in bubble "1" if you have spent 1 previous year in the district.

Fill in bubble "2" if you have spent 2 previous years in the district.

Fill in bubble "3" if you have spent 3 previous years in the district.

Etc.

Fill in bubble "10" if you have spent 10 previous years in the district.

Fill in bubble "0" if you have spent more than 10 previous years in the district.

TESTING CONDITIONS (TC) Block:

School personnel will fill in the appropriate bubble for R (regular), IEP, ELL (LEP), or 504 students, as indicated in the Answer Sheet Edit Procedure in Appendix B.

FORM Block:

SAY Locate the block labeled FORM. You will be taking FORM ___ of the reading and mathematics examinations. Fill in the bubble in this column that contains the letter _____. (For October, Math and Reading testing only, please refer to instructions provided in Appendix F for special code.)

ETHNICITY (ETH) Block:

Only one circle is to be filled in. If the student considers her/himself to be a member of two or more groups, s/he is to fill in the space for the one group with which s/he most closely identifies. Bubbles labeled P and O are not to be used at this time. They have been included in anticipation of changes in federal requirements for recording and reporting ethnicity.

SAY Locate the block labeled ETH (ETHNICITY). This block is for recording your ethnic background. The ethnic/racial groups which I am about to describe have been provided by the United States Department of

Education. For each group, I will read the group name and the code letters of the bubble you should darken if you are a member of that group.

The first group is **AMERICAN INDIAN OR ALASKAN NATIVE**. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the bubble containing the letters "AA" in this block.

The next group is **ASIAN OR PACIFIC ISLANDER**. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, The Pacific Islands, or the Indian Subcontinent. This area includes, for example, China, India, Japan, and Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the bubble containing the letter "A" in this block.

The next group is **BLACK, NOT OF HISPANIC ORIGIN**. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the bubble containing the letter "B" in this block.

The next group is **HISPANIC**. This group includes people of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the bubble containing the letter "H" in this block.

The next group is **WHITE, NOT OF HISPANIC ORIGIN**. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the bubble containing the letter "W" in this block.

Are there any questions? (Pause.) Check again to make sure that you have darkened only one circle in this block.

If you are giving the Mathematics and Reading tests only, proceed to the test instructions.

If you are giving the Writing Examination,

SAY Now turn to the third page of your answer sheet and write your name and school name in the spaces provided at the top right side of the page, right here. (Hold up an answer sheet and show students where.)

Immediately after the school name print the school number _____. (Pause.) (This number is on the front page of your answer sheets near the bottom left corner.)

Answer Sheet Separation.

SAY **Now, being very careful not to tear your answer sheet, separate Sides 1 and 2 from Sides 3 and 4 like this. (Demonstrate)**

Collect the demographic portion of the answer sheets and proceed to the writing test administration instructions.

PART 3

MATHEMATICS TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils, erasers, and scratch paper for the mathematics test.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1:

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish Part 1 of the mathematics test early, it is all right to go back and check your work *in this part only*. DO NOT work on Part 2 of the test at this time. You should have enough time to complete each part of this test. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

I will now pass out the Mathematics Tests. Do not open your test booklet until you are told to do so.

Pass out the mathematics test booklets and then,

SAY: Turn your answer sheet to Side 2 which has "Mathematics" printed in capital letters at the top left edge of the page. (Pause.)

SAY: Now turn your test booklet over and silently read the directions printed on the back cover as I read them aloud.

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: The correct answer is E) 30. You should have darkened the bubble with the E in it. Are there any questions? (Pause.)
After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE) We are now ready to begin Part I of the test.

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: Now open your test booklet to the page that says "Formula Sheet" at the top. Read the "Note to Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems. (Pause, to give students time to view the formulas.)

SAY: You may now begin.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

If Part 2 of the Mathematics test is to be administered immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: During this period, you will be taking Part 2 of the mathematics examination.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish *this part* of the mathematics test early, it is all right to go back and check your work in this part only. **DO NOT go back to Part 1. I will now pass out the Mathematics tests. Do not open your test booklet until you are told to do so. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

Pass out the mathematics test booklets and then,

SAY: Turn your answer sheet to Side 2. In the mathematics section, find line 37 in the second column near the center of the page. Hold up a sample answer sheet and point to mathematics line 37. (Pause.)

SAY: The questions in Part 2 begin with item number 37. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: Are there any questions?

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: Now open your test booklet to the center, and find the page that says "Math, Form A, Part 2. Turn to the Formula Sheet." Read the "Note To Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems. (Pause, to give students time to view the formulas.)

SAY: You may now begin with problem 37.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

Immediately following completion of the mathematics test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual and return all materials to the principal's office.

PART 4

READING TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils and erasers.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish Part 1 of the reading test early, it is permissible to go back and check your answers *in this part only*. DO NOT work on Part 2 of the test at this time. You should have plenty of time to complete each part of this test. If you complete Part 1, have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

I will now pass out the Reading Tests. Do not open your test booklet until you are told to do so.

Pass out the reading test booklets and then,

SAY: Turn your answer sheet to Side 2, which has "Reading" printed in capital letters near the top-center of the page. (Pause.)

SAY: Now turn your test booklet over and read the directions printed on the back cover silently as I read them aloud.

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: The correct answer is C. You should have darkened the bubble with the C in it. Are there any questions? (Pause.)

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE). We are now ready to begin Part 1 of the test.

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY Now turn to the first page of test questions, page 1, and begin.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

If Part 2 of the Reading test is to be taken immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: During this period, you will be taking Part 2 of the reading examination.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish *this part* of the reading test early, it is all right to go back and check your work in this part only, DO NOT go back to Part 1. I will now pass out the Reading tests. Do not open your test booklet until you are told to do so. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

Pass out the reading test booklets and then,

SAY: Turn your answer sheet to Side 2. In the reading section, find line 33 in the second column of the reading section, in the upper half of the page. Hold up a sample answer sheet and point to reading line 33. (Pause.)

SAY: The questions in Part 2 begin with item number 33. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: Are there any questions?

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: Now open your test booklet to the center, and find the page that says "Reading, Form A, Part 2." Turn this page and begin with problem 33.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

Immediately following completion of the reading test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

PART 5

WRITING TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for Sides 3 and 4 of their answer sheets, scratch papers, pencils, and erasers.

If the students have already completed the demographic data sections on Side 1 of their answer sheets, follow the instructions below. If not, follow the instructions for recording demographic data in Part 2 of this manual, then follow the instructions below.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY If you finish this test early and would like to read, raise your hand, and I will pick up your test materials. After I have taken your test materials, you may read any materials you have brought with you. However, due to test security, please do not write anything and do not talk nor disturb anyone.

I will now pass out the writing tests. DO NOT begin writing until you are told to do so.

Pass out the writing test papers, then

SAY I am now going to read the instructions printed on the writing test. Please read them silently as I read them aloud.

(Read the instructions aloud.)

You should not help students in any way with the test content, but you may define, if necessary, words used in the test prompt or answer questions that have to do with the testing procedures.

SAY Are there any questions? (Pause.)

When there are no more questions,

SAY Please write neatly and legibly so your writing can be read. Be very careful to write on Topic A on the side of the answer sheet which is labeled "Writing Test - Topic A" and write on Topic B on the side which is labeled

"Writing Test - Topic B." It is important that you do not write outside of the areas provided for your pieces of writing. Writing outside of those areas may cause scoring problems.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE) I will post the end time and tell you when half of the time has gone by. At that time, you should finish your first writing exercise and start on your second. Five minutes before the end of the testing period, I will tell you that you have 5 minutes left. Are there any questions? (Pause.) Answer any questions; then

SAY Again, be sure to write on Topic A on the side labeled "Topic A" and on Topic B on the side labeled "Topic B." You may begin.

Record the starting time for this part of the test and post the end time in a place visible to all students. When half of the time has gone by,

SAY Half of the scheduled time has gone by. Finish your first writing exercise if you haven't already and start on your second one.

When five minutes are left,

SAY You have 5 minutes to finish.

When another 5 minutes have gone by,

SAY The testing period has ended. Please put your pencil down. Students who would like more time to complete the writing should: (Insert DISTRICT PLAN)

Immediately following the completion of the writing test, collect all answer sheets, copies of the writing instructions and examination topics, and scratch paper.

Follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's or test coordinator's office.

Copies of the eleventh and twelfth grade ***Writing Instructions and Examination Topics*** may be released and/or collected and discarded at the testing site after all students have been tested and all tests have been sent to district test directors.

Appendix A

SCHOOL NUMBER LIST

CARSON CITY 13		423	Comm Coll HS West	134	Katz Elem
201	Bordewich/Bray Complex Elem	165	Cortez Elem	332	Keller Middle
501	Carson High	335	Cortney Middle	226	Kelly Elem
301	Carson Middle	126	Cox, David Elem	169	Kesterson Elem
302	Eagle Valley Middle	223	Craig Elem	610	Keystone Charter
209	Empire Elem	205	Crestwood Elem	107	Kim Elem
204	Fremont Elem	233	Culley Elem	136	King, Martha Elem
203	Fritsch Elem	125	Cunningham Elem	105	King, Martin Elem
211	Mark Twain Elem	130	Dailey Elem	309	Knudson Middle
207	Seeliger Elem	220	Dearing Elem	237	Lake Elem
		269	Decker Elem	166	Lamping Elem
		124	Derfelt Elem	418	Las Vegas Academy
CHURCHILL COUNTY 01		609	Desert Pines High	402	Las Vegas High
401	Churchill Co High	106	Deskin Elem	321	Laughlin Jr/Sr High
301	Churchill Co Jr High	300	Detwiler Elem	337	Lawrence Middle
205	E. C. Best Elem	263	Diskin Elem	331	Lied Middle
402	Gateways to Success	266	Dondero Elem	222	Lincoln Elem
206	Lahontan Elem	111	Dooley Elem	270	Long Elem
202	Northside Elem	417	Durango High	141	Lummis Elem
207	Numa Elem	212	Earl, Ira Elem	117	Lunt Elem
204	West End Elem	296	Earl, Marion Elem	115	Lynch Elem
		267	Edwards Elem	329	Lyon Middle
		118	Eisenberg Elem	277	Mack Elem
CLARK COUNTY 02		410	Eldorado High	217	Mackey Elem
131	Adams Elem	164	Elizondo Elem	224	Madison Elem
231	Adcock Elem	257	Ferron Elem	213	Manch Elem
420	Advanced Tech Acad	143	Fitzgerald Elem	311	Martin Middle
151	Allen, D L Elem	119	Fong Elem	132	May Elem
140	Antonello Elem	608	Foothill High	234	McCall Elem
137	Bartlett Elem	308	Fremont Middle	249	McCaw Elem
406	Basic High	268	French Elem	298	McDoniel Elem
108	Beatty Elem	240	Fyfe Elem	113	McMillan Elem
327	Becker Middle	276	Galloway Elem	218	McWilliams Elem
248	Beckley Elem	167	Garehime Elem	112	Mendoza Elem
236	Bell Elem	318	Garrett Middle	602	Moapa Valley High
138	Bendorf Elem	302	Garside Middle	424	Mojave High
292	Bennett Elem	120	Gibson Elem	333	Moiasky Middle
101	Blue Diamond Elem	310	Gibson Middle	162	Morrow Elem
411	Bonanza High	206	Gilbert Elem	228	Mountain View Elem
157	Bonner Elem	153	Goldfarb Elem	103	Mt. Charleston Elem
211	Booker Elem	102	Goodsprings Elem	170	Neal Elem
601	Boulder City High	275	Gragson Elem	146	Newton Elem
279	Bowler, Grant Elem	278	Gray Elem	322	O'Callaghan Middle
159	Bowler, Joseph Elem	416	Green Valley High	299	Odyssey Charter
246	Bracken Elem	324	Greenspun Middle	312	Orr Middle
307	Bridger Middle	208	Griffith Elem	425	Palo Verde High
306	Brinley Middle	317	Guinn Middle	232	Paradise Elem
319	Brown Middle	161	Guy Elem	216	Park Elem
147	Bruner Elem	207	Hancock Elem	110	Parson Elem
148	Bryan, Richard Elem	261	Harmon Elem	114	Perkins Elem
156	Bryan, Roger Elem	262	Harris Elem	145	Piggott Elem
163	Bunker Elem	168	Hayes Elem	244	Pittman Elem
313	Burkholder Middle	229	Heard Elem	403	Rancho High School
225	Cahlan Elem	129	Herr Elem	235	Red Rock Elem
155	Cambeiro Elem	209	Herron Elem	295	Reed Elem
316	Cannon Middle	210	Hewetson Elem	104	Reid Elem
219	Carson Elem	122	Hill Elem	160	Rhodes Elem
158	Cartwright, R. Elem	297	Hinman Elem	150	Roberts Elem
304	Cashman Middle	202	Hoggard Elem	315	Robison Middle
607	Centennial High	303	Hyde Park Middle	203	Ronnow Elem
409	Chaparral High	252	Indian Springs Elem	201	Ronzone Elem
415	Cheyenne High	604	Indian Springs High	221	Rowe Elem
109	Christensen Elem	336	Indian Springs Middle	128	Rundle Elem
414	Cimarron-Memorial High	123	Jacobson Elem	412	S.N.V.T.C.
401	Clark High	323	Johnson Middle		
426	Comm Coll HS South	135	Jydstrup Elem		
422	Comm Coll HS East	133	Kahre Elem		

Clark County cont.

- 291 Sandy Valley Elem
- 320 Sandy Valley Middle
- 328 Sawyer Middle
- 251 Sewell Elem
- 421 Silverado High
- 334 Silvestri Middle
- 305 Smith Middle
- 264 Smith Elem
- 204 Squires Elem
- 294 Stanford Elem
- 241 Sunrise Acres Elem
- 325 Swainston
- 260 Tate Elem
- 254 Taylor Elem
- 239 Thomas Elem
- 290 Tobler Elem
- 265 Tomiyasu Elem
- 127 Treem Elem
- 243 Twin Lakes Elem
- 214 Ullom Elem
- 404 Valley High
- 154 Vanderburg Elem
- 245 Vegas Verdes Elem
- 255 Virgin Valley Elem
- 603 Virgin Valley High
- 301 Von Tobel Jr High
- 238 Warren Elem
- 247 Wasden Elem
- 259 Wengert Elem
- 330 West Middle
- 405 Western High
- 326 White Middle
- 256 Whitney Elem
- 149 Wilhelm Elem
- 242 Williams Elem
- 152 Wolfe, Eva Elem
- 314 Woodbury Middle
- 116 Wooley Elem
- 121 Wynn Elem

DOUGLAS COUNTY 03

- 301 Carson Valley Middle
- 501 Douglas High
- 201 Gardnerville Elem
- 206 Jacks Valley Elem
- 208 Kingsbury Middle
- 205 Meneley Elem
- 302 Pau-Wa-Lu Middle
- 207 Scarselli Elem
- 502 Whittell High
- 202 Zephyr Cove Elem
- 210 Minden Elem
- 209 Pinon Hills Elem

ELKO COUNTY 04

- 601 Carlin High
- 205 Carlin Elem
- 112 Currie Elem
- 603 Elko High
- 503 Elko Jr High
- 202 Elko Grammar School #2
- 104 Independence Valley
- 105 Jackpot Elem
- 605 Jackpot High
- 113 Jarbidge Elem
- 107 Montello Elem
- 108 Mound Valley Elem

- 209 Mountain View Elem
- 203 Northside Elem
- 604 Owyhee High
- 206 Owyhee Elem
- 111 Ruby Valley Elem
- 211 Sage Elem
- 204 Southside Elem
- 210 Spring Creek Elem
- 606 Spring Creek High
- 504 Spring Creek Middle
- 602 Wells High
- 207 Wells Elem
- 208 West Wendover Elem
- 607 West Wendover High

ESMERALDA COUNTY 05

- 101 Dyer Elem
- 102 Goldfield Elem
- 103 Sivler Peak Elem

EUREKA COUNTY 06

- 101 Crescent Valley Elem
- 601 Eureka High
- 103 Eureka Elem

HUMBOLDT COUNTY 07

- 101 Denio Elem
- 205 Grass Valley Elem
- 107 Jackson Mountain Elem
- 103 King's River Elem
- 106 Leonard Creek Elem
- 501 Lowry High
- 203 McDermitt Elem
- 601 McDermitt High
- 104 Orovada Elem
- 105 Paradise Valley Elem
- 201 Sonoma Heights Elem
- 301 Winnemucca Jr High
- 202 Winnemucca Grammar Elem

LANDER COUNTY 08

- 602 Austin High
- 101 Austin Elem
- 601 Battle Mountain High
- 301 Battle Mountain Jr High
- 203 Lemaire, Eleanor Elem

LINCOLN COUNTY 09

- 201 Caliente Elem
- 501 Lincoln Co High
- 301 Meadow Valley Middle
- 102 Pahrnagat Valley Elem
- 601 Pahrnagat Valley High
- 302 Pahrnagat Valley Middle
- 202 Panaca Elem
- 203 Pioche Elem

LYON COUNTY 10

- 209 Cottonwood Elem
- 604 Dayton High
- 208 Dayton Inter
- 201 Dayton Elem
- 601 Fernley High
- 203 Fernley Elem
- 303 Fernley Inter
- 205 Silver Springs Elem
- 304 Silver Stage Middle
- 602 Smith Valley High

- 204 Smith Valley Elem
- 210 Sutro Elem
- 603 Yerington High
- 202 Yerington Elem
- 302 Yerington Inter

MINERAL COUNTY 11

- 203 Hawthorne Elem
- 101 Mina Elem
- 601 Mineral Co High
- 202 Schurz Elem

NYE COUNTY 12

- 106 Amargosa Valley Elem
- 601 Beatty High
- 201 Beatty Elem
- 301 Clark, R. Middle
- 101 Duckwater Elem
- 602 Gabbs High
- 105 Gabbs Elem
- 108 Johnson Elem
- 102 Manse Elem
- 206 Mt. Charleston Elem
- 604 Pahrump High
- 605 Round Mountain High
- 103 Round Mountain Elem
- 204 Silver Rim Elem
- 603 Tonopah High
- 202 Tonopah Elem

PERSHING COUNTY 14

- 101 Imlay Elem
- 201 Lovelock Elem
- 601 Pershing Co High
- 301 Pershing Middle

STOREY COUNTY 15

- 102 Hillside Elem
- 101 Hugh J. Gallagher Elem
- 601 Virginia City High
- 301 Virginia City Middle

WASHOE COUNTY 16

- 266 Allen Elem
- 201 Anderson Elem
- 271 Beasley Elem
- 207 Beck Elem
- 275 Bennett Elem
- 310 Billingham Middle
- 208 Booth Elem
- 229 Brown Elem
- 214 Cannan Elem
- 261 Caughlin Ranch
- 301 Clayton Middle
- 215 Corbett Elem
- 268 Desert Heights Elem
- 238 Diedrichsen Elem
- 306 Dilworth Middle
- 258 Dodson Elem
- 272 Donner Springs Elem
- 223 Drake Elem
- 204 Duncan Elem
- 239 Dunn Elem
- 203 Elmcrest Elem
(Echo Loder)

Washoe County Cont.

509 Galena High
 601 Gerlach High
 256 Gomes Elem
 216 Gomm Elem
 224 Greenbrae Elem
 262 Hidden Valley Elem
 230 Huffaker Elem
 504 Hug High
 274 Hunsberger Elem
 206 Hunter Lake Elem
 604 I Can Do Anything
 602 Incline High
 309 Incline Middle
 251 Incline Elem
 236 Johnson Elem
 226 Juniper Elem
 232 Lemmon Valley Elem
 257 Lenz Elem
 227 Lincoln Park Elem
 202 Loder Elem
 273 Mathews Elem
 222 Maxwell Elem
 508 McQueen High
 311 Mendive Middle
 228 Mitchell Elem
 267 Moss Elem
 211 Mount Rose Elem
 237 Natchez Elem
 308 O'Brien Middle
 240 Palmer Elem
 213 Peavine Elem
 302 Pine Middle
 233 Pleasant Valley Elem
 505 Reed High
 502 Reno High
 221 Riskey Elem
 605 Sierra Nevada Academy
 217 Sierra Vista Elem
 263 Silver Lake Elem
 260 Smith, Alice Elem
 225 Smith, Kate Elem
 218 Smithridge Elem
 269 Spanish Springs Elem
 503 Sparks High
 307 Sparks Middle
 219 Stead Elem
 234 Sun Valley Elem
 303 Swope Middle
 265 Taylor Elem
 603 TMCC High (magnet)
 209 Towles Elem
 305 Traner Middle
 304 Vaughn Middle
 235 Verdi Elem
 220 Veterans Memorial Elem
 205 Warner Elem
 264 Westergard Elem
 259 Whitehead Elem
 270 Winnemucca, Sarah Elem
 501 Wooster High

WHITE PINE COUNTY 17

103 Baker Elem
 601 Lund High
 101 Lund Elem
 203 McGill Elem
 201 Mountain View Elem
 502 White Pine Co High
 301 White Pine Middle

ALTERNATIVE SCHOOLS 61-77

Churchill County 61

902 Churchill Co Adult High

Clark County 62

941 Adult Education (Clark)
 948 Child Haven School
 914 Continuation School
 921 Freedom Program
 915 Homebound Secondary
 923 Horizon East
 920 Horizon North
 925 Horizon Project
 924 Horizon South
 922 Horizon West
 930 Opportunity, Biltmore
 407 Opportunity, Jefferson
 928 Opportunity South
 929 Opportunity Washington
 408 Sunset East
 419 Sunset West
 605 Sunset North
 606 Sunset South

Elko County 64

902 Adult Education (Elko)

Humboldt County 67

903 Lowry Adult Education

Lander County 68

901 Lander Co Adult High

Lincoln County 69

901 Lincoln Co Adult High

Carson City 73

903 Carson Alternative High
 902 Carson Adult Education

Pershing County 74

903 Pershing Co Adult High

Storey County 75

901 Virginia City Alternative

Washoe County 76

920 Washoe Adult High
 506 Washoe High
 921 Work Experience School
 922 Opportunity (Washoe)

STATE SCHOOLS 40

503 China Springs
 991 Coal Canyon High
 202 Corbett Facility
 947 C C Detention Center
 602 CO Bastian/Caliente
 777 Detention Center
 903 Independence (Elko)
 912 Juvenile Court Schools
 902 Mountain High (Ely)
 913 Spring Mountain
 904 Steptoe Valley High
 871 A.T.T.C.???
 948 SDCC/Inst Ed-I.S.
 949 SNCC/Inst Ed-Jean
 950 SNWCF
 918 Third Cottage

SPECIAL PROGRAMS 81-97

Clark County 82

917 Miley Ac/Sec
 911 Variety
 926 Desert Willow Elem
 927 Desert Willow Sec.
 928 Summit/Desert Willow

PRIVATE SCHOOLS 50

703 Bishop Gorman High
 709 Bishop Manogue High
 714 Care Unit Hospital
 702 Chiloh Christian School
 734 Church Academy
 701 Clark County Christian
 725 Echoes Christian
 712 Faith Lutheran Jr/Sr
 706 Harbor Christian Academy
 739 Jamilian School
 705 Lake Mead Christian
 715 Las Vegas Junior Acad
 716 Liberty Christian
 724 Lighthouse Christian
 730 Love All People
 710 Mountain View Christian
 704 New Horizons Center
 721 Paradise Christian
 723 Pyramid Lake
 729 Regency/Oasis
 708 Reno Junior
 717 Ruby Mountain Christian
 735 School of Natural Order
 707 Sierra Nevada Job Corp
 722 St. Judes
 718 Trinity High
 737 Truckee Meadows
 713 Valley Baptist

Appendix B
ANSWER SHEET EDIT PROCEDURES

Check each answer sheet to ensure that:

- ◆ There are no stray pencil marks in the test sheet timing track or in the grid areas to be machine scored.
- ◆ All marks to be machine scanned are marked darkly in pencil.
- ◆ All erasures are complete.
- ◆ For students in special education programs (IEP - except academically talented), students of limited English proficiency or English language learners (ELL), students who qualify under section 504 of the Rehabilitation Act of 1973 (504), or students in the migrant education program (MIG), appropriate code in the blocks labeled POP (POPULATION) are completed. All other students are to be marked (R).
- ◆ For the first three groups, the column labeled TC (TESTING CONDITIONS) is used to further specify the conditions under which the student took the test, as follows:
 - .R - Regular tested under REGULAR conditions
 - IR - IEP tested under REGULAR conditions
 - IA - IEP tested under APPROVED accommodations
 - IS - IEP tested under SPECIAL conditions
 - ER - ELL tested under REGULAR conditions
 - EA - ELL tested under APPROVED accommodations
 - ES - ELL tested under SPECIAL conditions
 - 5R - 504 tested under REGULAR conditions
 - 5A - 504 tested under APPROVED accommodations
 - 5S - 504 tested under SPECIAL conditions

Fill in the bubble indicating the conditions under which the student took the test. Answer sheets for students tested under SPECIAL conditions should be packed in a separate envelope when they are returned for scoring.

Student errors in coding the demographic information on the answer sheet may result in inaccurate reports or delays in reporting test results when answer documents must be returned for correction before scoring can be completed.

In order to insure the prompt and accurate reporting of results of the High School Proficiency Examinations, school-level personnel must check the recording and coding of the following information on all answer documents prior to packing the documents for scoring.

CHECKS ON THE DEMOGRAPHIC PAGE:

1. **First and Last Name Blocks: Required.** Must not be blank or contain unintentional blanks. *Each must be left justified.* **Most common problems:** 1) Name is not left-justified - First letter of name not coded in leftmost column. 2) Somewhere within the name, a column is skipped or two successive letters are coded in the same column. 3) Name is entered in the blanks provided but is not coded in the bubbles.
Middle Initial: Coded in last column of name block. **Most common problems:** 1) Middle initial is coded in some other column. 2) Two bubbles are filled in.
2. **District Number: Required.** Numbers are included in Appendix A at the back of this manual.
3. **School Number: Required.** Must be coded correctly if results are to be reported to the correct school and district. Answer sheets may be returned to district for correction if district can be identified. **Most common problem:** Bubbles filled in incorrectly.
4. **Student Number: Required.** The scoring program for these new examinations require that a student number be entered here. It must be left justified. The first digit must be other than a zero. This field is required by the scoring program.
5. **Date of Birth: Required.** Used to uniquely identify student in alphabetical state roster report. **Most common problem:** Digits not bubbled in appropriate columns.
6. **Gender: Most common problem:** Both possibilities coded.
7. **Grade: Required.** May not be blank, and only one may be selected. Reports are generated using the grade coded by the student. Incorrect coding will result in the generation of incorrect reports for the school and district. Answer sheets may be returned to districts for correction.
8. **Population (POP) and Testing Conditions (TC):** The top bubble, indicating regular status, should have been filled in for all students except those indicated in *Answer Sheet Edit Procedures* above. The special codes are used for special education (IEP), ELL (or LEP), 504, Migrant (MIG), and free/reduced lunch (FRL) categorization. More than one bubble may be filled in.
9. **Years in District (YID):** Entered by student. Only one possibility may be coded.
10. **Form: Required.** Testing directors will instruct test administrators about which form is being administered and this must be filled in to insure that the proper answer key is used.
11. **Ethnicity: Most common problem:** More than one possibility is coded.

Test Item Answers on Back of Answer Sheet: Checks on these items are the students' responsibility. You may wish to check this page for stray marks or incomplete erasures.

CHECKS ON THE WRITING TEST:

Insure that student, school name, district number, and school number are legible and that there are no stray marks in the timing marks along one edge of each page, in the scoring area at the bottom of each page, or in the marked serial code number block in the margin on the last page.

Appendix C Testing Students with Disabilities

All students, including those in special education programs, must pass the Nevada High School Proficiency Examinations in reading, writing, and mathematics in order to earn a standard high school diploma. Nothing contained herein should be understood as suggesting that a student should not have the opportunity to take the tests required by the Nevada Proficiency Examination Program. For students in special education programs, that decision is the sole responsibility of the student's IEP committee. However, each IEP **must** address the question of the student's participation in the Nevada Proficiency Examination Program and **any accommodations in test administration that are made must be indicated in the IEP.** For students with disabilities who are protected under Section 504 of the Rehabilitation Act of 1973, the decision is the responsibility of the individual(s) who determine what services those students require. Accommodations in test administration are not appropriate for students identified and receiving services as gifted or talented. Those individuals should be tested as regular students.

Appropriate accommodations in the administration of the Nevada High School Proficiency Examinations are allowed to insure that each student with a disability receives individual consideration of his or her disability as long as the accommodation(s) **does not change the nature, content, or integrity of the test(s).** Accommodations which may be allowed by an IEP committee or Section 504 program administrator, without further consultation with the Nevada Department of Education, are listed below. Should a student's disability require an accommodation which is not included in the list, a written request for modification of the conditions under which the test is administered must be submitted to the Standards, Curricula and Assessment Office of the Nevada Department of Education **not later than one month before the scheduled date for the administration of the writing examination for that testing period.** The staff of the Standards, Curricula and Assessment Office, in collaboration with the Special Education Branch of the Nevada Department of Education, will review special requests for appropriateness and the maintenance of the integrity of the test(s) and provide a decision **not later than one week prior to the date scheduled for test administration.**

Districts with homebound students who require Proficiency Examinations to be administered in private homes must apply for permission, listing the name(s) of the student(s) requiring the accommodations and describing the arrangements for administration. The application must include the name and assignment of the individual certified by the district who will administer the examination(s).

Permissible Accommodations for Students with Disabilities

The following accommodations for exceptional students, when appropriate, have been judged not to violate the nature, content, or integrity of the test. These accommodations may be permitted without further consultation with the Standards, Curricula and Assessment Office of the Nevada Department of Education. However, this list should not be interpreted as requiring the local education agency to provide for the accommodation, should circumstances not permit. **In addition, the accommodations listed are intended to be quite specific and should not be broadly interpreted; e.g. provisions for special furnishings do not include computers or other electronic aids.**

Accommodations in the Testing Setting:

Individual administration

Small group administration (other than regular classroom)

Administration in a location other than the place regularly scheduled

Use of a special test administrator, including the examinee's special education teacher

Provisions for special lighting

Provisions for special furniture such as a carrel

Provisions for special acoustics such as an amplifier for verbal instructions

Accommodations in Test Scheduling:

The time allowed to take a test in a single session may be extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures; but the total time allowed must not exceed twice the amount of time allocated to regular students without the specific permission from the district test director.

Tests may be administered at a time of day when a student is expected to do his/her best work.

Accommodations in Test Directions:

Directions that are not normally read aloud may be read to the student.

Directions may be reread as necessary.

Verbatim **directions** may be provided in sign language .

Directions may be provided on a separate paper that the student may consult as required.

Accommodations in Test Format:

NOTE: NRS 389.015 specifically limits the disclosure of the contents of tests used in the Nevada Proficiency Examination Program. Thus, **tests in large print or permissible alternative formats must be obtained through the Standards, Curricula and Assessment Office.** If the need for alternative formats is anticipated, e.g. ASCII text for display on a video terminal, the Standards, Curricula and Assessment Office must be notified at least two months prior to the scheduled testing date to insure adequate time for production of tests in the alternative format.

A large print version of the test may be ordered from the Proficiency Testing Office. (Orders must be received at least six weeks before the scheduled test date.)

A mask may be used to restrict the amount of material that the examinee is exposed to by covering part of the test.

A mathematics test may be read verbatim to an examinee.

A reading test may not be read to an examinee.

Accommodations in Test Answer Mode:

NOTE: When an alternative answer mode is used, the original document on which the answers are recorded must be **paper clipped (not stapled)** to and submitted with the standard answer sheet that the student would have otherwise used. These answer documents should be packed separately and clearly marked as using an alternative response mode. In addition, **if a clerk is used to record or transcribe**

answers, the clerk must provide a signed statement that reads, "These answers accurately reflect the student's work and only assistance in recording/transcribing the answers was provided."

For the writing test, an examinee who must write or print in large script may record his/her response on lined paper.

For the reading and mathematics tests, the student may dictate his/her choice of answers to a clerk who will appropriately record the answer on the standard form. The student may dictate his/her response to a writing prompt if a physical disability prevents the student from recording that response unaided.

The examinee may write or type his/her choices of answers for the reading or mathematics examinations on a separate sheet of paper or in the test booklet, which a clerk then transfers to the standard answer sheet. (If answers are marked in the test booklet, the booklet must be included with the answer sheet on which the answers were transcribed.)

Mechanical and Non-Mechanical Aids:

A visual magnification device may be used.

An electronic device, whose sole function is to enlarge text, may be used.

Auditory amplification devices may be used to give directions.

Examinees may use markers to maintain place.

Examinees may use a Braille-writer to record responses to the writing prompts. (The original Braille document should be submitted for scoring, along with the examinee's standard answer sheet.)

The examinee may use a standard typewriter or computer/wordprocessor without the use of spellcheck, to type his/her responses to the writing prompts. **(The use of electronic aids such as spelling, grammar or hyphenation checks is not permitted.)**

Pencils may be adapted in size or grip diameter.

Examinees may use a device to screen out extraneous sounds.

The use of calculators is not allowed for the mathematics examination in the High School Proficiency Examination unless the student's IEP specifically requires the use of a calculator during assessments.

*Nevada Proficiency Examination Program
IEP Record for Special Education Students*

Student Name: _____ Date of Birth: _____

School: _____ Disability Category: _____

Accommodation(s) for the Nevada Proficiency Examination

The accommodations for the Nevada Proficiency Examination Program which are listed below are intended to be quite specific and should not be broadly interpreted (e.g. provisions for special furnishings do not include computers, calculators, or other electronic aids, unless specifically provided for elsewhere.)

Accommodations not specifically listed, those that might be added as "Other," must be approved individually by the Proficiency Testing Office prior to test administration.

Accommodations in test administration are not appropriate for students identified and receiving services as gifted or talented. Those individuals should be tested as regular students.

Accommodations in the Testing Setting:

- ___ Individual administration
- ___ Small group administration (other than regular classroom)
- ___ Administration in a location other than the place regularly scheduled
- ___ Use of a special test administrator, including the examinee's special education teacher
- ___ Provisions for special lighting
- ___ Provisions for special furniture such as a carrel
- ___ Provisions for special acoustics such as an amplifier for verbal instructions
- ___ Other: _____

Accommodations in Test Scheduling:

- ___ The time allowed to take the tests is extended (not to exceed twice the normal time without test director's specific permission.)
 - ___ reading test is extended to _____ minutes.
 - ___ mathematics test is extended to _____ minutes.
 - ___ writing test is extended to _____ minutes.

(Extra time is NOT permissible on the *TerraNova*, only on the writing assessments and the High School Proficiency Examinations.)
- ___ Tests administered at a time of day when the student is expected to do his/her best work.
- ___ Other: _____

Accommodations in Test Directions:

- ___ Directions that are not normally read aloud are to be read to the student.
- ___ Directions may be reread as necessary.
- ___ Verbatim directions are to be provided in sign language.
- ___ Directions are to be provided on a separate sheet which the student may consult as required.
- ___ Other: _____

Accommodations in Test Format:

- ___ A large print version of the test will be used.
- ___ A mask will be used to restrict the amount of material that the examinee is exposed to by covering part of the test.
- ___ The mathematics test will be read verbatim to the examinee.
- ___ Other: _____

Accommodations in Test Answer Mode:

Note: **If a clerk is used to record or transcribe answers, the clerk must provided a signed statement that reads, "These answers accurately reflect the student's work and only assistance in recording/transcribing the answers was provided."**

- ___ For the writing test, the student will record his/her response on a separate lined paper.
- ___ For the reading and mathematics tests, the student will dictate his/her choice of answers to a clerk who will appropriately record the answer on the standard form. The student will dictate his/her response to a writing prompt. (Cross out one sentence if both are not appropriate.)
- ___ The examinee will use a standard typewriter or computer/wordprocessor to type his/her responses to the writing prompts. **(The use of electronic aids such as spelling, grammar or hyphenation checks is not permitted.)**
- ___ The examinee will write or type his/her choices of answers for the reading or mathematics examinations on a separate sheet of paper or in the test booklet, which a clerk will then transfer to the standard answer sheet.
- ___ Other: _____

Mechanical and Non-Mechanical Aids:

- ___ A visual magnification device will be used.
- ___ An electronic device, whose sole function is to enlarge text, will be used.
- ___ An auditory amplification device will be used to give directions.
- ___ The student will use markers to maintain his/her place.
- ___ The student will use a Braille-writer to record responses to the writing prompts.
- ___ A standard typewriter will be used to record answers.
- ___ Pencils will be adapted in size or grip diameter.
- ___ The student will use a device to screen out extraneous sounds.
- ___ Other: _____

(The use of calculators is not permitted on the High School Proficiency Examinations or on the Calculations subtest of the TerraNova.)

Signatures:

Parent: _____ Student (if appropriate) _____

Sp. Educ. Teacher: _____ LEA Rep.: _____

Reg. Educ. Teacher: _____ Other: _____

Date: _____

Appendix D Testing English Language Learners

English Language Learners are students of limited English proficiency, as identified by local districts at the time of registration. Nothing contained herein should be understood as suggesting that English Language Learners should not have the opportunity to take the tests required by the Nevada Proficiency Examination Program.

All students, including English Language Learners, must pass the Nevada High School Proficiency Examinations in reading, writing, and mathematics in order to earn a standard high school diploma. It is the responsibility of the LEA to notify both students and parents of the consequences of either not taking or failing to pass the Nevada High School Proficiency Examinations. There are **no** regulations which provide for the awarding of an adjusted diploma to students in English acquisition programs whose level of English proficiency prevents them from satisfying all requirements for a standard diploma, including passing the three required High School Proficiency Examinations. However, if those students enter an adult education program after 12th grade and complete the requirements and/or pass the proficiency examinations for a standard diploma as a result of that further education, they may then be awarded their standard high school diploma.

Appropriate accommodations in the administration of the Nevada High School Proficiency Examinations are allowed to insure that each English Language Learner receives individual consideration of his or her level of language acquisition as long as the accommodation(s) **does not change the nature, content, or integrity of the test(s)**.

Permissible Accommodations on High School Proficiency Examinations for English Language Learners

The following accommodations for English Language Learners, when appropriate, have been judged as not violating the nature, content, or integrity of the test. These accommodations may be permitted without further consultation with the Proficiency Testing Office of the Nevada Department of Education. However, this list should not be interpreted as requiring the local education agency to provide for the accommodation, should circumstances not permit. **In addition, the accommodations listed are intended to be quite specific and should not be broadly interpreted; e.g., provisions for special furniture do not include computers, calculators, bi-lingual dictionaries, or other electronic aids.**

Accommodations in the Testing Setting:

- Individual administration
- Small group administration (other than regular classroom)
- Administration in a location other than the place regularly scheduled
- Use of a special test administrator, including the examinee's ESL/ELL teacher
- Provisions for special furniture such as a carrel

Accommodations in Test Scheduling:

The time allowed to take a test in a single session may be extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures, but the total time allowed must not exceed twice the amount of time allocated to regular students.

Tests may be administered at a time of day when the student is expected to do his/her best work.

Accommodations in Test Directions:

For the writing examination only, words in the test topic(s) may be defined so students understand the **meaning of the topic**; however, **no instructions or suggestions may be given to the students on how to respond to the topic.**

Any questions that deal with **testing procedures** may be answered.

Mechanical and Non-Mechanical Aids:

- The use of bilingual dictionaries in the High School Proficiency Examinations is not allowed.
- The use of calculators is not allowed for the mathematics examination in the High School Proficiency Examination.

*Nevada Proficiency Examination Program
Documentation for English Language Learners*

Student Name: _____ Date of Birth: _____

School: _____

Accommodation(s) for the Nevada High School Proficiency Examinations:

The accommodations for the Nevada High School Proficiency Examinations which are listed below are intended to be quite specific and should not be broadly interpreted (e.g., provisions for specific furniture do not include computers, calculators, bilingual dictionaries, or other electronic aids.)

Accommodations in the Testing Setting:

- _____ Individual administration
- _____ Small group administration (other than regular classroom)
- _____ Administration in a location other than the place regularly scheduled
- _____ Use of a special test administrator, including the examinee's ESL/ELL teacher
- _____ Provisions for special furniture such as a carrel

Accommodations in Test Scheduling:

- _____ The time allowed to take the test(s) is extended (not to exceed twice the normal time)
 - _____ reading test is extended to _____ minutes
 - _____ mathematics test is extended to _____ minutes
 - _____ writing test is extended to _____ minutes
- _____ Tests administered at a time of day when the student is expected to do his/her best work

Accommodations in Test Directions:

- _____ Words in test topic(s) defined so that student understands the **meaning of the topic** (writing test only)
- _____ Questions that deal with **testing procedures** answered

Mechanical and Non-Mechanical Aids:

The use of bilingual dictionaries in the High School Proficiency Examinations is not allowed.

The use of calculators is not allowed for the mathematics examination in the High School Proficiency Examination.

Appendix E
HOLISTIC SCORING RUBRIC

NEVADA HIGH SCHOOL PROFICIENCY

EXAMINATION IN WRITING

SCORING GUIDE

WRITING ASSESSMENT

STUDENTS SHOULD BE REWARDED FOR WHAT THEY DO WELL IN RESPONSE TO THE TOPICS. All responses are to receive an appropriate score.

Readers should remember that papers were written within the constraints of a time limit (60 minutes for both topics) and without the use of a dictionary.

Papers that fall into the following categories **MUST** be given to the Table Leader:

* **THE PAPER IS CLEARLY OFF-TOPIC.**

Off-topic papers are those whose content bears no resemblance to the assigned topic, not merely those in which the writer appears to have misunderstood the assignment.

* **THE PAPER CONTAINS OBSCENE OR EXTREMELY OBJECTIONAL MATERIAL**

* **THE PAPER IS BLANK.**

* **THE PAPER CONTAINS INSUFFICIENT WRITING FOR EVALUATION.**

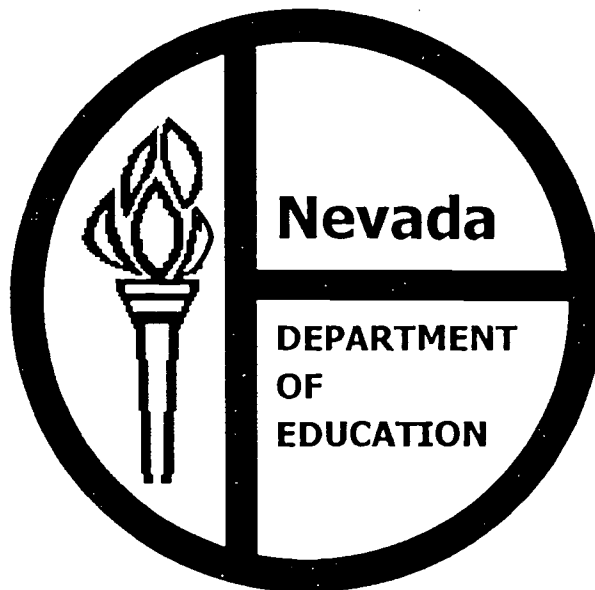
* **THE PAPER IS WRITTEN IN A FOREIGN LANGUAGE.**

<p style="text-align: center;">SCORE "SIX"</p> <p>A six paper is superior. It does ALL OR MOST of the following:</p> <ul style="list-style-type: none"> • Focuses and develops ideas effectively, showing creativity and insight. • Organizes ideas in a purposeful and logical manner, moving the reader smoothly through the text. • Demonstrates involvement with the text and speaks directly to the reader in an individualistic, expressive, and engaging way. • Uses sentence structure and word choice effectively with a sense of control. • Commits few, if any, errors in grammar/usage and mechanics. 	<p style="text-align: center;">SCORE "FIVE"</p> <p>A five paper is distinctly above average. It does ALL OR MOST of the following:</p> <ul style="list-style-type: none"> • Focuses and develops ideas well. • Organizes ideas clearly and coherently. • Communicates a sense of commitment to the topic. • Uses sentence structure and word choice effectively. • Commits few errors in grammar/usage and mechanics. 	<p style="text-align: center;">SCORE "FOUR"</p> <p>A four paper is adequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Adequately focuses and develops ideas. • Organizes ideas in a satisfactory manner. • Suggests sincerity but only intermittently involves the reader. • Generally uses sentence structure and word choice clearly, but occasionally displays some wordiness or ineffective diction; sentences may be predictable. • Commits some errors in grammar/usage and mechanics.
<p style="text-align: center;">SCORE "THREE"</p> <p>A three paper is inadequate. It is clearly flawed in SOME OR ALL of the following ways:</p> <ul style="list-style-type: none"> • Focuses, but may not display mature or well-developed content; uses ideas everyone has heard or read before. • Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic. • Lacks sincerity in the writer's attempt to involve the reader. • Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate. • Contains flaws in grammar/usage and mechanics which do not impede meaning; indicates some consistent misunderstanding of the conventions. 	<p style="text-align: center;">SCORE "TWO"</p> <p>A two paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in SOME OR ALL of the following ways:</p> <ul style="list-style-type: none"> • Lacks focus; may list items with little or no supporting detail. • Contains serious flaws in organization and coherence. • Fails in the writer's attempt to involve the reader. • Uses sentence structure and word choice that are highly limited, simplistic, or otherwise inappropriate. • Displays consistent violations in grammar/usage and mechanics which impede understanding. 	<p style="text-align: center;">SCORE "ONE"</p> <p>A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It does SOME OR ALL of the following:</p> <ul style="list-style-type: none"> • Simply repeats the topic or fails to provide adequate development. • Shows almost no organization or coherence. • Does not involve the reader. • Uses immature sentence structure and word choice. • Overwhelms the reader with serious violations of grammar/usage and mechanics.



**1999-2000
Nevada High School
Proficiency Examinations
in
Mathematics, Reading and Writing**

ADDENDUM



Nevada Department of Education

Mary L. Peterson
Superintendent of Public Instruction

Standards, Curricula & Assessments Team
(775) 687-9186 (775) 687-9129

PART 3

MATHEMATICS TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils, erasers, and scratch paper for the mathematics test.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1:

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish Part 1 of the mathematics test early, it is all right to go back and check your work *in this part only*. DO NOT work on Part 2 of the test at this time. You should have enough time to complete each part of this test. If you complete Part 1, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

I will now pass out the Mathematics Tests. Do not open your test booklet until you are told to do so.

Pass out the mathematics test booklets and then,

SAY: Turn your answer sheet to Side 2 which has "Mathematics" at the top left edge of the page. (Pause.)

SAY: Now turn your test booklet over and silently read the directions printed on the back cover as I read them aloud.

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: The correct answer is E) 30. You should have darkened the bubble with the E in it. Are there any questions? (Pause.)
After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE) We are now ready to begin Part I of the test.

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: Now open your test booklet to the page that says "Formula Sheet" at the top. Read the "Note to Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems. (Pause, to give students time to view the formulas.)

SAY: You may now begin.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

If Part 2 of the Mathematics test is to be administered immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: During this period, you will be taking Part 2 of the mathematics examination.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish *this part* of the mathematics test early, it is all right to go back and check your work in this part only. DO NOT go back to Part 1. I will now pass out the Mathematics tests. Do not open your test booklet until you are told to do so. If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

Pass out the mathematics test booklets and then,

SAY: Turn your answer sheet to Side 2. In the mathematics section, find line 30 in the second column near the end of the column. Hold up a sample answer sheet and point to mathematics line 30. (Pause.)

SAY: The questions in Part 2 begin with item number 30. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: Are there any questions?

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the mathematics test in the mathematics section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY: Now open your test booklet to the center, and find the page that says "Math, Form I, Part 2." Now, turn to the Formula Sheet at the front of the book. Read the "Note To Student" at the top of this Formula Sheet. This note says that you may turn back to this Formula Sheet at any time during this testing session if you are unsure of the formula used to solve some of the problems. (Pause, to give students time to view the formulas.)

SAY: You may now begin with problem 30.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

Immediately following completion of the mathematics test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual and return all materials to the principal's office.

PART 4

READING TEST INSTRUCTIONS

See that all students are quietly seated and have clear desks, except for their answer sheets, pencils and erasers.

Students should have already completed the demographic data sections on the first side of their answer sheets.

INSTRUCTIONS FOR PART 1

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish Part 1 of the reading test early, it is permissible to go back and check your answers in this part only. DO NOT work on Part 2 of the test at this time. You should have plenty of time to complete each part of this test. If you complete Part 1, have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.

I will now pass out the Reading Tests. Do not open your test booklet until you are told to do so.

Pass out the reading test booklets and then,

SAY: Turn your answer sheet to Side 2, which has "Reading" printed to the left in the middle of the page. (Pause.)

SAY: Now turn your test booklet over and read the directions printed on the back cover silently as I read them aloud.

Read the directions on the back of the test booklet and allow students time to complete the sample exercise.

SAY: The correct answer is C. You should have darkened the bubble with the C in it. Are there any questions? (Pause.)

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE). We are now ready to begin Part 1 of the test.

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)

Answer any questions and then,

SAY Now turn to the first page of test questions, page 1, and begin.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

If Part 2 of the Reading test is to be taken immediately following this testing session, allow the students *at least* a 5-10 minute monitored break before continuing on.

If Part 2 will be administered later, collect *all* answer sheets, test booklets, and scratch paper immediately.

If you have completed testing for the day, or if you are only giving one part of the test on this day, collect all materials, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.

INSTRUCTIONS FOR PART 2

SAY: During this period, you will be taking Part 2 of the reading examination.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY: If you finish *this part* of the reading test early, it is all right to go back and check your work in this part only; **DO NOT go back to Part 1. I will now pass out the Reading tests. Do not open your test booklet until you are told to do so. If you complete Part 2, have checked over your work, and would like to read, raise your hand and I will collect your test materials. After I have taken your test materials, you may read any materials you have brought with you, but do not talk or disturb others.**

Pass out the reading test booklets and then,

SAY: Turn your answer sheet to Side 2. In the reading section, find line 25 in the second column of the reading section, in the upper half of the page. Hold up a sample answer sheet and point to reading line 25. (Pause.)

SAY: The questions in Part 2 begin with item number 25. Now turn your test booklet over and again read the directions printed on the back cover silently as I read them aloud.

Read the directions on the back of the test booklet. Do not repeat the reading of the sample exercise.

SAY: Are there any questions?

After all questions have been answered, continue.

Test administrators are to refer to district test policy as it relates to schedule to complete the High School Proficiency Examinations in writing, reading, and math. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY: We are now ready to begin Part 2 of the test. As long as the test administrator sees that you are working productively you will be given enough time to finish the test. For this part of the test we have scheduled (Insert DISTRICT PLAN SCHEDULE)

Fifteen minutes before the end of this testing period, I will tell you that you have 15 minutes to finish. Do not mark in your test booklet. Be sure to read all directions carefully. If you finish early, you may go back and check your work in this part of the test only. Be sure to mark your answers to the reading test in the reading section of the answer sheet. Are there any questions? (Pause.)
Answer any questions and then,

SAY: Now open your test booklet to the center, and find the page that says "Reading, Form I, Part 2." Turn this page and begin with problem 25.

Record the starting time for this part of the test and post the end time in a place visible to all students.

The test administrator and/or proctor should circulate to insure that students are working on *the correct part of the test* (Part 1 or Part 2) and that they are marking their answers in the correct portion of the answer sheet!

When 15 minutes of the testing period remain,

SAY: You have 15 minutes to finish this test.

When the testing period has ended,

SAY: The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should: (Insert DISTRICT PLAN)

Immediately following completion of the reading test, collect *all* answer sheets, test booklets, and scratch paper.

If you have completed testing for the day, follow the edit procedures listed in Appendix B of this manual, and return all materials to the principal's office.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").