North Dakota State Assessment

TEST DIRECTIONS

for the North Dakota State Assessment

Science

Grades 8 and 11

Fall 2016

TEST SECURITY

Test books and test directions must be kept secure. Students may not be exposed to test content before the actual testing, and they should not be given extra practice on specific question formats. If students have prior knowledge of test content, results of testing can give a deceptive picture, and institutional needs may be obscured. When instruction is focused on specific test content, test scores may improve, but they probably will not be an accurate reflection of overall achievement. In other words, “inflated” scores may suggest gains that are not really educational gains. Please assume responsibility for maintaining strict security of these documents.

Developed and published under contract with the North Dakota Department of Public Instruction by Data Recognition Corporation (DRC), 13490 Bass Lake Road, Maple Grove, MN 55311. Copyright © 2016 by the North Dakota Department of Public Instruction and Data Recognition Corporation. Only State of North Dakota educators and citizens may copy, download, and/or print the document, located online at www.dpi.state.nd.us. Any other use or reproduction of this document, in whole or in part, requires written permission of the North Dakota Department of Public Instruction and the publisher.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Message to Teachers

A Message to Teachers from Data Recognition Corporation Test Developers

Because we know your time is valuable, we have designed the *Test Directions* for the Science North Dakota State Assessment to help you administer the test quickly and efficiently. A series of easy-to-follow steps guides you to organize testing materials, schedule testing times, administer tests, and return testing materials.

As we developed the test, our mission was to create an assessment instrument that would help teachers help students. The test provides useful, comprehensive information about student progress and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will be valid and equitable for all students.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Table of Contents

BEFORE TESTING **1**

Step 1: Check Your Test Materials 1

Step 2: Plan Your Testing Schedule 2

Working with Proctors 2

Suggested Testing Times 3

Step 3: Organize Your Classroom 3

Step 4: Prepare Your Students 4

Step 5: Use Appropriate Testing Procedures 4

Step 6: Instructions for Completing Student-Identifying Information 5

DURING TESTING **9**

Step 7: Administer the Test 9

Directions for Administering Science, Grades 8 and 11 10

AFTER TESTING **14**

Step 8: Assemble Materials for Return 14

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Before Testing

Step 1: Check Your Test Materials

Check to be sure you have received the following materials for the Science North Dakota State Assessment.

If any materials are missing, notify your Test Coordinator.

PROVIDED FOR THE TEACHER

- ☐ *Test Directions*
- ☐ Student test book
- ☐ Student barcode labels
- ☐ District/School labels

PROVIDED FOR EACH STUDENT

- ☐ Test book

ADDITIONAL MATERIALS NEEDED FOR EACH STUDENT

- ☐ No. 2 pencil with eraser
- ☐ Extra eraser
- ☐ Scratch paper

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Step 2: Plan Your Testing Schedule

- ☐ Review the test, *Test Directions*, and *Test Coordinator's Manual* in advance.
- ☐ Know the procedures your school building will use to provide the student-identifying information on the front cover of all test books and your responsibility for implementing them. Student barcode labels will be provided and must be affixed to student test books.
- ☐ Plan test administration for students requiring accommodations. This includes students with disabilities, those with limited English proficiency, and those eligible under Section 504 of the Rehabilitation Act of 1973. Use accommodations as documented in the student's service plan.
- ☐ Follow the testing schedule developed by the school district or school building. Be sure to allow sufficient time to complete an entire part of any content area test during a single testing session. **Tests are untimed.**
- ☐ A scheduled break is indicated in the Suggested Testing Times section on the following page. Be sensitive to students' fatigue level and attention span and be prepared to alter your schedule as necessary.
- ☐ Allow time for makeup sessions for students who miss a test session. Makeup sessions should be arranged as soon as possible within the testing window.
- ☐ Account for every student test book when distributing them and when collecting them between testing sessions. Do not dismiss students until every test book has been inventoried and accounted for.

Working with Proctors

Review your plans with proctors prior to testing.

Proctors can help you

- ☐ arrange the testing room
- ☐ affix student barcode labels to the front covers of student test books
- ☐ fill in student-identifying information on the front cover of a student test book for each student without a student barcode label, review for accuracy, and apply the District/School label to the book
- ☐ distribute test materials
- ☐ make sure students are working in the correct place and are marking only one answer for each test question
- ☐ prevent talking or sharing of answers
- ☐ collect materials at the end of the testing session
- ☐ assist in accounting for all test materials after testing

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Suggested Testing Times*

Tests should be administered according to the specific directions except as required for students whose service plans require accommodations.

Grades 8 and 11

Activity/Test	Approximate Testing Time**
Affix student barcode label or fill in student-identifying information***	
☐ Science, Part 1	55 minutes
Break	
☐ Science, Part 2	60 minutes

**These are not timed tests.* *These times are approximate and for reference only. Students may require additional time to finish the tests.*

***Times shown refer to the actual administration of items. An additional 5 to 10 minutes will be required for administering the sample items and reading introductions and directions.*

****This information may need to be filled in if there is an error on the student barcode label, or if there is no barcode label for a student.*

Step 3: Organize Your Classroom

- ☐ Plan for the distribution and collection of materials.
- ☐ Determine the inventory numbers of all student test books and *Test Directions* assigned to you. Account for all books when you **place materials in a secured, locked area.**
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing of answers.
- ☐ Remove or cover any information in the room regarding the content being tested or test-taking strategies. Examples include charts and displays that may provide answers or hints to test questions.
- ☐ Eliminate distractions such as bells or telephones, including cell phones belonging to students and persons administering and proctoring the test.
- ☐ Use a Do Not Disturb sign on the door of the testing room.
- ☐ On the board, indicate starting and stopping times for each test session.
- ☐ Plan a quiet activity for students who finish testing early.
- ☐ Plan for accommodations to be provided as specified for individual students. Avoid calling attention to students who require accommodations.
- ☐ Plan testing so that students using accommodations do not distract or affect administration procedures for other students.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Step 4: Prepare Your Students

- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been learned and which skills need further development.
- ☐ Point out that some test questions may be more difficult than others and that some material may be new to students; students are not expected to know all the answers.
- ☐ Reassure students that they will be given ample time to do their best.
- ☐ Emphasize that the test requires no special preparation.
- ☐ Tell students to write only in designated areas and only on the lines and in the spaces provided.

Step 5: Use Appropriate Testing Procedures

To ensure that test results are valid, reliable, and equitable, tests should be administered with the same directions, the same general time frames, and the same scoring criteria.

COACHING

Be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

GUESSING

Encourage students to attempt all questions. Tell them to read or listen to each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

INVALIDATION OF TESTS

A student's test is valid if the student is physically present and has the opportunity to take the test. Invalidation is appropriate only for the following specific situations in which a student has the opportunity to take the test but is unable to complete it:

- ☐ Student becomes ill during administration of a content area test and must leave the testing room and he or she cannot complete the content area test during a makeup session.
- ☐ Student is found to be cheating, which invalidates the content area test.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

A student's test **cannot** be invalidated if the student is physically present and has the opportunity to take the test, but he or she chooses not to take the test, does not take the test seriously, or does not know the answers. Examples that do **not** warrant invalidation include, but are not limited to, the following:

- ☐ Student refused to respond to any test items.
- ☐ Student responded by filling in circles to form a pattern without reading or listening to test items.
- ☐ Student responded by filling in circles randomly without reading or listening to test items.
- ☐ Student slept during test administration instead of attending to any or all of the test.
- ☐ Student became frustrated with the test and refused, or was unable to continue.
- ☐ Student completed test items, but teacher or test administrator believed the student did not demonstrate his or her best performance.
- ☐ Parent refused to allow student to take the assessment.
- ☐ Student transferred out of the district during the testing window.
- ☐ Student is receiving English language learner services.

All cases of test invalidation must be justified and documented. Contact your Test Coordinator to report the circumstances that meet a requirement justifying invalidation. The Test Coordinator will file an Application for Test Invalidation with the North Dakota Department of Public Instruction. The Department will make the final determination regarding invalidation.

Step 6: Instructions for Completing Student-Identifying Information

USING THE BARCODE (STUDENT IDENTIFICATION) LABELS

You will receive student barcode labels with your testing materials. The information on the labels was provided through your school district and includes data on demographic categories. A listing of students, including data, is made available with the student barcode labels.

Check the data for accuracy:

- ☐ If all the student information on this listing is correct, there is no need to fill in any circles on the student data grid. Affix the student barcode label in the designated area on the front cover of the student's test book.
- ☐ If there is an error in the student's name, student ID number, grade, birth date, or gender, then do <u>not</u> use the barcode label for that student. Instead, record student's name, student ID number, birth date, gender, and enrollment code information on the student data grid on the front cover of the test book, using a standard, wooden, graphite-based No. 2 pencil to fill in the appropriate circles. If a student barcode label has already been affixed to a test book and the label is subsequently determined to be inaccurate, place a blank barcode label <u>over</u> the inaccurate label and then affix the correct barcode label <u>over</u> the blank label (that is, an inaccurate barcode label, covered by a blank label, covered by the correct barcode label). If no additional correct barcode labels are available, apply the District/School label over the existing barcode label and fill in all the biographical information on the student data grid.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

COMPLETING THE STUDENT DATA GRID

If there is an error in any barcode data element or if no student barcode label has been provided for a student, fill in the student-identifying information on the front cover of the test book and apply the District/School label to the book. A test book with student-identifying information provided either through a student barcode label or hand entry must be returned for every student enrolled within the grades assessed in your school building on the day the North Dakota State Assessment is initiated. This includes students who use the North Dakota Alternate Assessment, those who do not participate in the North Dakota State Assessment, and those for whom an Application for Test Invalidation will be filed.

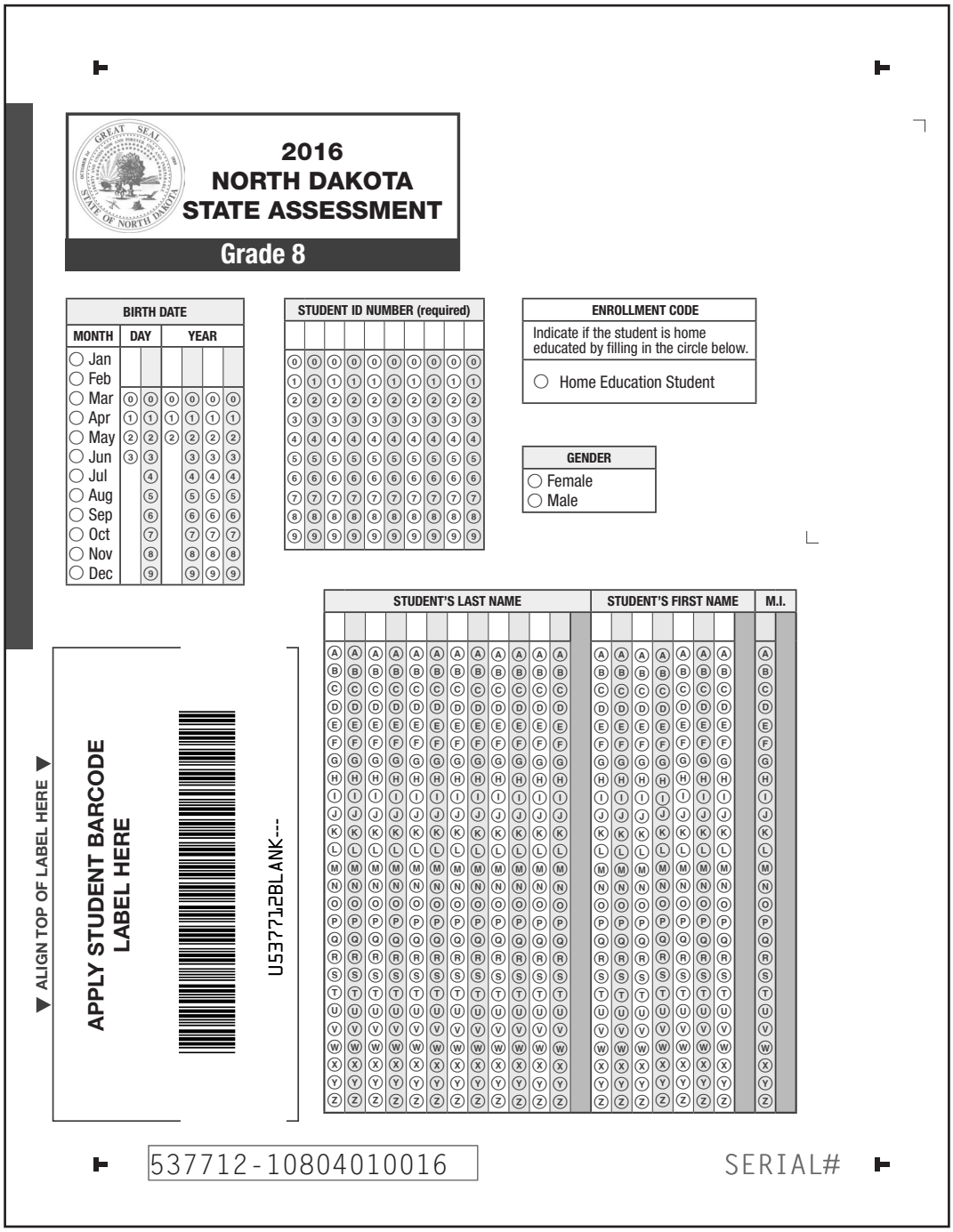
- ☐ STUDENT'S NAME: Print the LAST NAME, FIRST NAME, and MIDDLE INITIAL (M.I.) in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Use the student's legal name rather than a nickname.

  Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
- ☐ BIRTH DATE: Fill in the appropriate circles in each column for the MONTH, DAY, and YEAR of birth. If the day of birth is a single digit, fill in the ZERO circle in the left-hand column under DAY.
- ☐ Fill in the ten-digit STUDENT ID (IDENTIFICATION) NUMBER. This is the state-issued number. It is not a locally assigned number.
- ☐ Fill in the circle for FEMALE or MALE.
- ☐ ENROLLMENT CODE: Fill in the circle if the student is home educated.

See the following page for a sample student data grid.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Student-Identifying Information



- Student-identifying information must be complete for accurate reporting.
- Be sure circles for the student's birth date and unique ten-digit Student Identification Number are filled in.
- If a student barcode label is provided, check all data elements for accuracy. If accurate, affix in upper right corner, as indicated, and do not fill in the student data grid.
- If the student barcode label is inaccurate or missing, fill in the student data grid and apply the District/School label to the book.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

The North Dakota Department of Public Instruction utilizes data on individual students to generate reports for various subgroups. In addition to those entered on the front cover of the student test book, data are collected for status related to participation in the state assessment system: Title I, migrant, homeless, special education, Section 504, limited English proficiency, National School Lunch Program, 21st Century Community Learning Center, home education, and use of accommodations.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Step 7: Administer the Test

Specific directions for the test begin on Page 10.

Be sure to review the test and *Test Directions* in advance.

The following elements are used throughout the specific directions:

Text in Italics	*Information that is only for you and is not to be read aloud is printed in this type style.*
SAY:	**The directions you are to read aloud to the students are preceded by SAY: and are printed in bold type.**

- ☐ Before administering the test, take a moment to have your students look through the test book. Point out the various locations of the STOP signs. Tell the students that whenever they see one of these STOP signs, they should stop and wait quietly until they are told what to do next.
- ☐ Be very careful to check that students do not skip or overlook any of the test questions. Remind students to look for and answer every question on each page.
- ☐ Remind students that they must mark answers only in the spaces provided in the test book. Pencil marks in the margins will delay processing of the test materials.
- ☐ Tell students that they must not use highlighters in the test books. Marks made with highlighters might affect the scoring process.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Directions for Administering Science, Grades 8 and 11

NOTE: Before testing, check the testing area to be sure that charts that may give away answers are not in view.

Check to be sure that each student has his or her own test book and a No. 2 pencil.

SAY: **Open your book to Science. Find Page 1. Be sure to stay on the pages that say "Science" at the bottom of the page.**

Demonstrate. Check to be sure that students are in the correct place in their test books.

SAY: **You will mark or write your answers in the book. For Parts 1 and 2, fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.**

We will begin by doing a sample question.

SAMPLE A

SAY: **Answer Sample A on Page 1 of Science. Stop when you have finished Sample A.**

Give students time to answer Sample A.
Do not read the sample aloud.

Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is the third choice.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

PART 1

SAY: **Now you will do Part 1 of Science.**

Remember to read all the directions and information in this part. When you come to the word "STOP" at the bottom of the page, you have finished Part 1.

You may go back over Part 1 of Science and check your answers, but do not go on to Part 2 of Science. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

SAY: **You will have approximately 55 minutes to do Part 1. Make sure you stop at the end of Part 1.**

Turn the page. You may begin.

Check to be sure that students are in the correct place in their test books and are filling in circles correctly.

When all students have finished,

SAY: **Stop. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. Please close your book.**

Resume testing when you think your students are ready to go on.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

PART 2

SAY: **Be sure you are using a No. 2 pencil to mark or write your answers. Write only in designated areas and only on the lines and in the spaces provided. Do not put extra pieces of paper in your test book.**

Open your book to Part 2 of Science.

Demonstrate. Check to be sure that students are in the correct place in their test books.

SAY: **In this part of the test, you will answer questions in which you mark the correct answer and questions in which you write your own answers. Some questions may require just a short answer, while others may require a more detailed explanation. It is important that you read the questions carefully and answer them as completely as you can. You will not be marked down for incorrect spelling or incomplete sentences.**

SAMPLE B

SAY: **We will do a sample question together. Read and answer Sample B. When you have finished, stop working.**

Give students time to do Sample B.
Do not read the sample aloud.

Discuss Sample B with the students after they have had time to complete it.

SAY: *(For Grade 8 only):* **You could have written "Seeds were carried by an animal." Did anyone write anything else?**

Discuss other answers offered by students. Check to be sure that all students understand what they are to do.

SAY: *(For Grade 11 only):* **You could have written "light" and "temperature." Did anyone write anything else?**

Discuss other answers offered by students. Check to be sure that all students understand what they are to do.

SAY: *(For all students):* **Now you are going to do the rest of Part 2 by yourself. You will have approximately 60 minutes to do Part 2, so plan your time carefully. Work until you come to the word "STOP" at the bottom of the page. You may go back over Part 2 and check your answers, but do not go back to Part 1.**

When you have finished, sit quietly until everyone else has finished.

Are there any questions?

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

When you are sure that all students understand the directions, continue.

SAY: *(For Grade 8 only):* **Turn the page.**

Pause.

SAY: *(For all students):* **You may begin.**

Check to be sure that students are in the correct place in their test books.

When all students have finished,

SAY: **Stop. This is the end of Science.**

Thank you for working so hard. Please close your book.

Collect and inventory all test materials.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Step 8: Assemble Materials for Return

Following test administration, review the physical condition of student test books for extraneous materials, stray or light marks, or physical damage, and transcribe student responses from Braille or large print format or from damaged student test books. These procedures must be supervised by the school principal or his/her designee.

After your testing has been completed, check students' test books to ensure that

- ☐ all scratch paper and bookmarks are removed. They should not be returned with the testing materials.
- ☐ all circles that students intended to mark are filled in completely.
- ☐ all stray pencil marks are erased.
- ☐ all erasures are complete.
- ☐ all test books and *Test Directions* are inventoried and accounted for.

Step 5 describes the few situations that may justify invalidation. If you believe that these conditions have been met, report the name of the student and all supporting details to the Test Coordinator so that an Application for Test Invalidation can be filed with the ND Department of Public Instruction.

To prepare students' test books for scoring by DRC, follow these steps:

- ☐ Alphabetize the test books. Remember to affix the student barcode label or complete the student-identifying information and apply the District/School label to the book and return test books for all enrolled students, including those who do not participate in the North Dakota State Assessment or North Dakota Alternate Assessment, and those for whom an Application for Test Invalidation will be submitted.
- ☐ Return the stack of alphabetized test books to your District Test Coordinator.
- ☐ Bundle together all materials that were not used and return them to your District Test Coordinator.
- ☐ Also bundle together all *Test Directions* and return them to your District Test Coordinator. Be sure to include those provided to special services teachers who administer the North Dakota State Assessment in a separate location.
- ☐ Please refer to the *Test Coordinator's Manual* for further assembly instructions.
- ☐ Follow school district procedures with regard to destruction of scratch paper. **This material must be destroyed. Do not dispose of scratch paper by placing it in the trash.**

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

Copyright © 2016 by the North Dakota Department of Public Instruction and DRC.

DATA RECOGNITION

DRC

CORPORATION