

North Dakota State Assessment

Science

Fall 2016

Grades 4, 8 and 11



North Dakota

TEST COORDINATOR'S MANUAL

North Dakota Department of Public Instruction

Kirsten Baesler, State Superintendent

600 E. Boulevard, Dept 201

Bismarck, ND 58505-0440

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.

Contents

Schedule of Important Dates for the Science Testing Program	i
Important Telephone Numbers and Web Sites.....	ii
Test Security and Confidentiality	1
Cell Phones and Other Recording and Transmitting Devices	2
Test Availability for Viewing	2
Coordination of School District Testing.....	3
Rules for Invalidation	5
Steps in the Assembly of Testing Materials.....	7
Step 1: Inventory and Review All Testing Materials.....	8
Step 2: Print Science <i>Test Directions</i> Documents from eDIRECT.....	10
Step 3: Distribute Testing Materials.....	11
Step 4: Complete the Student Test Book Cover	13
Step 5: Administer the North Dakota State Science Assessment	18
Step 6: Collect and Check Test Booklets.....	19
Step 7: Prepare Testing Materials for Shipping	21
Step 8: Package and Ship Testing Materials.....	22
Step 9: Track Return Shipments	25
Appendix A: Preparation for Testing.....	A1
Appendix B: Usability, Accessibility, and Accommodations	B1
Section 1: Policies and Definitions	B1
Section 2: Universal Features, Designated Features, and Accommodations	B5
Section 3: Students with Limited English Proficiency	B10
Appendix C: School District Accountability for Secure Testing Materials.....	C1

Schedule of Important Dates for the Science Testing Program

Please observe the following schedule so that Data Recognition Corporation (DRC) can serve all the schools efficiently and effectively.

Fall 2016 (Grades 4, 8 and 11)

Date	Event
September 30, 2016	Testing materials delivered to school districts
October 17, 2016– November 4, 2016	Testing dates for the North Dakota State Science Assessment
November 7, 2016– December 16, 2016	Testing dates for Science NDAA
November 10, 2016	Deadline to schedule pickup of Science testing materials. Schools are strongly encouraged to package testing materials and return them to DRC as soon as possible after testing is completed.
December 2, 2016	Last day to register Application for Test Invalidation online (instructions provided on pages 6–7).
January 31, 2017	DRC delivers Science reports.

Important Telephone Numbers and Web Sites

ND Department of Public Instruction: 701-328-2224

For additional copies of this manual and general information on the North Dakota State Assessment Program, visit: www.nd.gov/dpi/Administrators/assessment/program/

DRC NDSA Science Help Desk: 800-282-9988

Please call the NDSA Science Help Desk number for help regarding shortages, errors, and reports.

For additional copies of this manual and general information on the North Dakota State Assessment Program, visit: <https://ND.drcdirect.com>

Before calling the NDSA Science Help Desk, use the Customer Preparation Checklist to help you prepare information.

Customer Preparation Checklist

- Your name: _____
- Your phone number: _____
- Your fax number: _____
- The name of your school: _____
- Your nine-digit school number: _____
- The category of help you require:
 - Materials shortages
 - Shipping information
 - Testing schedules
 - Returning test materials to DRC
 - Other

Testing Materials

If you have questions regarding testing materials, please provide the following additional information.

- Materials title: _____
- Materials code number: _____
- Grade level: _____
- Quantity required: _____

Test Security and Confidentiality

The following guidelines shall apply:

1. The statewide assessments are secure documents and must be maintained in a secure manner at all times. No student, educator, or other person may be provided unauthorized access to the tests prior to, during, or after the designated test administration time periods.
2. The assessments shall not be copied or duplicated, nor shall anyone make any unauthorized disclosure of the test questions or stimulus material.
3. No individual shall provide, directly or indirectly, assistance to a student who is taking the statewide assessment so that the correct answer to a test question is revealed or suggested.
4. No individual shall change a student's incorrect answer to a correct answer.
5. Test administrators must know and implement for the North Dakota State Science Assessment only those assessment accommodations that are approved for students with disabilities and students with limited English proficiency. Test modifications and nonapproved assessment accommodations are not permitted.
6. No individual shall encourage, aid, or assist another individual in conduct that will be in violation of these guidelines.
7. Test administrators and proctors will account for all test books and *Test Directions* at all times and follow Department of Public Instruction directives for the secure and prompt return of these materials. School districts that fail to return secure test materials will be required to submit a written Report of Missing Test Materials, as described in Appendix C the State may impose sanctions based on demonstrated negligence in test security on the part of the school or school district.
8. Educators are responsible for teaching the academic content standards adopted for North Dakota public schools. Instruction shall be targeted to these standards but shall not be inappropriately directed to specific questions that are used on the statewide assessments. This practice is not permitted.
9. Test administrators, proctors, and other district and school staff members shall follow the test administration procedures as specified in the *Test Directions*, the *Test Coordinator's Manual*, and other communications from the Department of Public Instruction.
10. Following test administration, the process of reviewing the physical condition of student test books for extraneous materials, stray or light marks, or physical damage, as well as transcribing student responses from Braille and large print format or from damaged student test books (as described in Step 6), must be supervised by the school's principal or his/her designee.

11. Persons who observe or have knowledge of violations of these principles shall report such observations or knowledge to the district and/or state assessment director.

Any individual who violates the principles described herein, assists in a violation, or solicits another person to do so shall be subject to an appropriate investigation by the North Dakota Department of Public Instruction (NDDPI), the Education Standards and Practices Board, or other authorized agency. An educator who knowingly violates the test security requirements may be subject to revocation of his or her teaching license.

Cell Phones and Other Recording and Transmitting Devices

Cell phones and any other devices that have the capability of recording, reproducing, or transmitting test items within or outside the testing environment are prohibited in the testing environment at all times.

Test Availability for Viewing

NDCC 15.1-21-14 states, "Upon request, a school district must allow any individual over the age of twenty to view any test administered under sections 15.1-21-08 through this section as soon as the test is in the possession of the school district."

If an individual over the age of twenty wants to view the tests, these steps are to be followed:

1. The person should make the request in writing, although a written request is not required.
2. Viewing of the tests should occur only in the presence of the District Test Coordinator or other school personnel who are qualified to administer the test. It is highly recommended that no more than two persons be allowed to view a test as a group at one time. Viewing must not jeopardize the security of the tests.
3. No test questions, words, phrases, passages, illustrations, graphics, or anything else from any of the tests may be hand-copied, machine-copied, photographed, copied in any other manner, or transmitted outside the viewing environment. School personnel must convey this condition of viewing to the person making the request and obtain a signed acknowledgment that the condition has been conveyed and understood.
4. The District Test Coordinator shall maintain documentation of test viewing, including person viewing the test, school personnel monitoring the viewing, date and time of viewing, location, test(s) viewed, acknowledgment that school has conveyed conditions of viewing, and any notable observations related to viewing.

Coordination of School District Testing

The responsibilities of the District Test Coordinator may vary by school district. In some districts, the District Test Coordinator will carry out all the tasks related to the North Dakota State Assessment (NDSA). In other districts, particularly larger districts with several school plants, more than one person may be assigned to perform the numerous tasks of the District Test Coordinator. Each school district needs to have written procedures in place that ensure all responsible persons are aware of and carry out assigned tasks.

The District Test Coordinator's tasks may include, but are not limited to, the following:

- Prepare written procedures related to all tasks pertaining to the NDSA, in consultation with school district administrators, instructional staff who may administer the NDSA or provide services to students, support staff who may provide or enter data related to individual students, technology personnel, and others. The procedures should address
 - internal lines of communication,
 - training,
 - schedules and timelines,
 - storage of test materials in secure, locked areas,
 - building-level responsibilities,
 - communication with the North Dakota Department of Public Instruction (NDDPI),
 - communication with DRC, and
 - determination of the number of student test books, *Test Directions*, and *Test Coordinator's Manuals* required for the school district.
- Order a sufficient number of all materials.
- Receive the materials from DRC prior to testing.
- Inventory test materials received from DRC using established inventory-control procedures, and reconcile any discrepancies (see Step 1 for instructions).
- Distribute test materials to School Building Test Coordinators or to test administrators.
- Collect all test materials (test books used by students, test books of students not participating in the NDSA, unused test books, and all *Test Directions*).
- Inventory all test materials collected from test administrators using established inventory-control procedures, identify missing materials, and locate missing materials (see Step 1 for instructions).
- Ensure that every reasonable effort is made to include all students in the NDSA by arranging makeup testing sessions for students who are absent during initial test administration or who become ill or whose testing sessions are otherwise interrupted. This also includes monitoring to ensure that certain students or subgroups of students are not being excluded systematically.
- Monitor to ensure that accommodations are provided to each student according to his or her written service plan and that only assessment accommodations permitted for use with the NDSA by the Department of Public Instruction are implemented.
- Submit an Application for Test Invalidation to the Department of Public Instruction for each student who meets criteria, and maintain documentation.
- Ensure that test materials are accurately coded, grouped and labeled, and packaged.

- Arrange for shipping all inventory-controlled test materials and ship them to DRC (see Steps 7 and 8 for instructions).
- Report breaches of protocol and testing irregularities to the appropriate school district administrator, the North Dakota Department of Public Instruction, Education Standards and Practices Board, DRC, and other appropriate agencies.
- Submit NDDPI data and other reports, or work with school district administrators to assign others to submit data reports related to the state assessments (Enrollment Report), and follow up to ensure that all required reports are submitted accurately and on time.
- Work with special education personnel to ensure that achievement and demographic data for students using the North Dakota Alternate Assessment are submitted to the Department of Public Instruction in a timely manner and consistent with requirements.
- Receive and distribute NDSA test results.
- Prepare or assist in preparing reports that interpret school plant and school district test results for administrators, staff, the school board, and the public.

When another person assumes the District Test Coordinator's responsibilities, the school district administrator or the previous District Test Coordinator should notify DRC and NDDPI immediately of the change and identify the new contact person.

Rules for Invalidation

Please note that the rules set forth in this Fall 2016 Test Coordinator's Manual supersede all previous guidance regarding invalidation of student tests for the North Dakota State Assessment.

It is imperative that school administrators, the District Test Coordinator, test administrators, students, and parents understand the appropriate situations in which tests may be invalidated, as well as the procedures for reporting invalidation.

General Rule

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 and has begun the test, but is unable to complete it:

- The student has a medical condition or an illness that prevented completion.
- The student is determined to be cheating.

If invalidation is appropriate for a student, the test administrator must consider that **only one content area of the state assessment may need to be invalidated**. If it is determined that a part of a content area is invalid, then the entire content area of the assessment must be invalidated.

For grades 4, 8, and 11, the North Dakota State Assessment for Science consists of two parts:

- Science, Parts 1 and 2

For example, if a student becomes ill while taking Part 2 of the Science test and must leave the testing setting, and the student is unable to complete the Science test in a makeup session during the testing window, the entire Science content area test should be invalidated. However, **every reasonable effort must be made to schedule a makeup session for the student** so that he or she can complete the content area test and a score based on the entire Science test can be generated by DRC.

A student's test cannot be invalidated if the student is physically present and has the opportunity to take the test but 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 test items.
- Student responded by filling in circles randomly without reading 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 administrators believed the student did not demonstrate his or her best performance.
- School personnel made no attempt to schedule a makeup session when time to do so was available during the three-week testing window.
- Student transferred from the school prior to, or during the testing window.
- Student is a foreign exchange student.
- Student used the North Dakota Alternate Assessment (NDAA) for Science.
- Student is currently receiving ELL services.
- Parental refusal.

Invalidation is not appropriate for students who transfer out of the school after completing only some parts of a content area test.

Procedure for Test Invalidation

If it is necessary and appropriate to invalidate the Science content area test for a student's North Dakota State Assessment, the District Test Coordinator will oversee the invalidation process. The invalidation process is described on the following page.

1. Using the online Application for Test Invalidation form (available November 4, 2016), notify the NDDPI Test Coordinators of the perceived need to invalidate a student's test no later than December 2, 2016.
 - a. Access the online form at <https://www.surveymonkey.com/s/NDSAInvalidate>.
 - b. Provide all the following information, verifying accuracy prior to submitting the form:
 - Student's name (first, middle, last) as it appears on the Enrollment Report
 - Student identification number (ten-digit number assigned by State). Do not use the school-assigned data management system number, school lunch number, locker number, or any other locally assigned number.
 - Student's grade
 - Specific explanation of circumstances justifying invalidation, including details on makeup session
 - Specific date(s) of test administration in this school building
 - School building name
 - School district name and number
 - c. Print and keep a copy of what you submit for your records.

All cases in which invalidation is proposed must be documented and reported to the NDDPI Test Coordinator. The deadline for filing an Application for Test Invalidation form online is December 2, 2016. Applications will not be accepted after that date.

2. The Department of Public Instruction will review all applications to determine whether criteria for invalidation have been met. As necessary, the Department will contact the District Test Coordinator for clarification prior to making a decision.
 - a. If criteria for invalidation are met, the Department will direct DRC to invalidate the content area test(s). Reports returned to the schools will indicate a student's test was invalidated.
 - b. If criteria for invalidation are not met, the student's test will be valid.
 - c. For all applications, the Department will notify the District Test Coordinator of the decision.

The documentation, along with the number and percentage of students (overall and by subgroups for which data are disaggregated on the School Profile), will be reviewed and monitored by the North Dakota Department of Public Instruction to ensure that systematic exclusion has not occurred.

Steps in the Assembly of Testing Materials

The following pages provide procedures and instructions for completing the documents necessary for securing and distributing the testing materials, administering the NDSA, and returning materials to DRC, to ensure accurate reporting of the test results.

District and School Test Coordinators must read these directions carefully and completely before distributing any materials to NDSA test administrators.

Step 1: Inventory and Review All Testing Materials

Each North Dakota State Assessment student test book has a unique inventory-control number. The packing list included in the shipping boxes with the student test books identifies the sequence of inventory-control numbers assigned to each school plant. All these testing materials must be returned to DRC and accounted for. Misplaced materials will be tracked by DRC, and school personnel will account for those materials.

In light of the inventory-control requirements stated above, the District Test Coordinator will carry out the following activities:

- Upon receipt of the Fall 2016 North Dakota State Assessment testing materials, locate the security checklist. This checklist identifies the number of boxes included in the shipment by school building, as well as the inventory-control numbers of all materials. The shipment will include:
 - Student test books for each grade ordered. There must be a test book for every student enrolled in grades 4, 8, and 11, even if the student will take an alternate assessment. Test books are in shrink-wrapped packages in quantities of 5 and 10. Note that all student test books, including those used and unused, must be returned to DRC.
 - Security checklist. This listing serves as the packing slip and will allow the Test Coordinator to account for all student test books at all times. Note that a copy of this document must be returned to DRC.
 - Braille and large print format student test books. Braille format tests and large print format tests are boxed separately from the regular test materials box. Each individual Braille format test and each individual large print format test will be shrink-wrapped, along with (1) a standard size and format North Dakota State Assessment student test book, and (2) any special administration instructions necessary for specific items.
Note that for each student using a special format test, the school must return both the special format and standard format test books along with the *Test Directions* document to DRC.
 - Student barcode labels that are to be affixed to the front cover of the student test books. The labels are printed for each grade tested in each school plant, and ordered alphabetically by student last name. The source of this information is the Enrollment Report that each school district submitted to the Department of Public Instruction. If a school district did not submit its Enrollment Report by the due date, September 7, the school district will have no student barcode labels and will need to manually enter test book cover information and apply the District/School label to the book. Unused labels need not be returned to DRC; they should be destroyed by the school after testing is completed (to avoid accidental reuse in a subsequent year).

- Roster of labels. This printout lists, for each school and by grade, all labels produced for the school district. Do not return the roster to DRC. If the District Test Coordinator uses the roster to keep notes on individual students (e.g., those who transferred prior to testing, those for whom an Application for Test Invalidation was filed, and those with foreign exchange student status), the roster should be maintained by the District Test Coordinator. If not, the roster should be destroyed by the school after testing is completed.

Note: If a student transfers out of the school prior to the testing window, the barcode label should be destroyed and should NOT be placed on a test book cover.

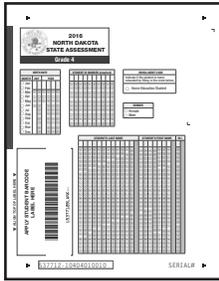
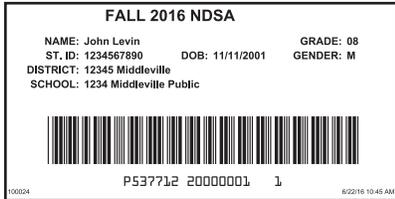
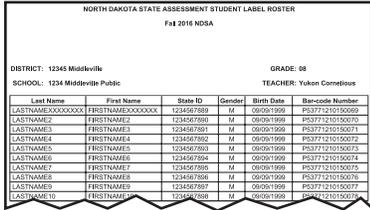
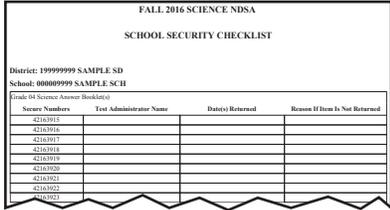
- District/School labels are to be used for students who do not receive student barcode labels. These labels have a blue stripe across the top. The label must be placed in the lower left-hand corner on the front of the test book in the barcode label area.
- Do Not Score labels are to be used for test books that are damaged or should not be processed. These labels are red. The label should be placed in the lower left-hand corner on the front of the test book in the barcode label area. It may be placed directly over student barcode labels.
- DRC Return Labels are to be used to return testing materials to DRC. The TO BE SCORED rose colored labels are placed on the boxes with scorable materials. The NOT TO BE SCORED white labels are placed on the boxes with nonscorable materials.
- UPS RS labels are placed on all boxes that are being returned to DRC.
- DRC Return Plastic bags are provided for return of scorable test books to DRC.
- Verify that all materials identified on the security checklist were received and that the inventory-control numbers assigned to each school are accurate.
- Use the security checklist as a means to “check out” and “check in” testing materials to personnel in the school district who are responsible for transferring materials and administering the test.
- If discrepancies are identified between what the security checklist states and what your school district received, **promptly contact the NDSA Science Help Desk at 800-282-9988.**
- If you determine that the school district or specific school buildings will require additional materials, **promptly contact the NDSA Science Help Desk at 800-282-9988.**
- Save the sturdy boxes in which materials were shipped to you. These boxes should be used for returning all testing materials to DRC.
- If, after reading these instructions and the enclosed information, you have any questions regarding the materials or the instructions for organizing the materials and returning them to DRC, please call 800-282-9988.

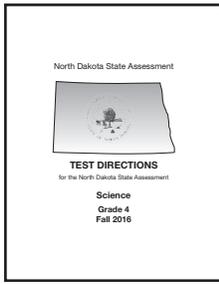
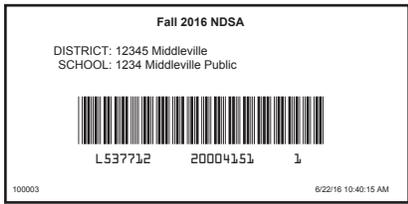
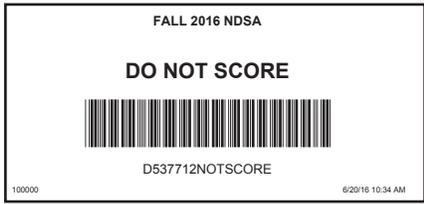
Step 2: Print Science *Test Directions* Documents from eDIRECT

Science *Test Directions* documents are not included in the shipments to districts. *Test Directions* are available only on the NDSA eDIRECT home page and must be downloaded and printed in the quantities needed for each district. One *Test Directions* document contains test administration instructions for grade 4 Science. The other *Test Directions* document contains test administration instructions for grades 8 and 11 Science. To download these documents, go to <https://ND.drcedirect.com>. On the left-hand panel, under General Information, select Documents. Select the 'Fall 2016 Science NDSA' under Administration and 'Test Directions' under Document Type. Click on Show Documents and the *Test Directions* will appear under the Documents section. You can open the PDF or save it depending on the icon you choose under the Action column. You may then proceed to print them. You may distribute the PDF documents electronically or in printed form to all test administrators who need them.

Step 3: Distribute Testing Materials

Shortly before the testing date, transfer the testing materials to the School Test Coordinator in each school building. The School Test Coordinator will distribute the test books and student barcode labels to the test administrators just prior to the scheduled test administration. Other than during test administration, all materials must be in a secure, locked container or area, and accounted for at all times.

When you distribute these ...	do this:
<p>Test books</p> 	<p>Test books with inventory numbers assigned to a specific school building should be distributed to the school building and to classes within that building. Do <u>not</u> transfer test books that have been assigned to one school building to a different school building.</p>
<p>Student barcode labels</p> 	<p>Student barcode labels are printed for each grade to be tested in each school building. Include all grades being tested for each school.</p>
<p>North Dakota Label Roster</p> 	<p>The roster lists all students for whom labels are produced. Include all grades being tested for each school.</p>
<p>Security Checklist</p> 	<p>This checklist serves as the packing slip. Provide one copy for each school building.</p>

When you distribute these ...	do this:
<p>Test Directions</p> 	<p>Ensure that the correct Test Directions document is provided for the grade tested (one document contains test administration directions for grade 4; a second document contains test administration directions for grades 8 and 11).</p> <p>Record the name of each test administrator who receives a copy, with special attention to special services staff who administer the test to individuals or small groups of students in settings and situations separate from their classmates.</p>
<p>District/School Labels</p> 	<p>Ensure the school receives the correct labels. District/School labels contain district- and school-specific information only. They may not be shared between schools.</p> <p>NOTE: Apply this label only if there is no student barcode label.</p>
<p>Do Not Score Labels</p> 	<p>Ensure that each test administrator has a small supply and that they understand that these labels are to be used only for test books that are damaged or should not be processed.</p> <p>NOTE: A test book with this label on it results in the test book being checked in as unused. Any student responses will not be captured or scored.</p>
<p>NOTE: If you need additional District/School labels or Do Not Score labels, please call the NDSA Science Help Desk at 800-282-9988.</p>	

Step 4: Complete the Student Test Book Cover

The student test book cover carries critical information that clearly identifies the student who took the test, allows merging of each student's test results with his or her Assessment Report, and directs DRC regarding scanning, scoring, and report generation. Test Coordinators and others who are assigned the responsibility of providing this information must take care to ensure accuracy when completing the test book cover.

Four data elements are critical in merging each student's test results with his or her Assessment Report: student name, the student's ten-digit identification number assigned by the State, date of birth, and gender. These data elements can be provided on the student test book cover through one of two means:

- Affixing a student barcode label in the correct location on the front cover; or
- Printing the information in block letters in the appropriate spaces and filling in appropriate circles using a No. 2 pencil. This manual method should be used only if a student barcode label has not been provided by DRC or if the label contains an error.

Use the label that has been generated by DRC from data provided by the school district for the Enrollment Report. If your school/district did not submit its Enrollment Report by the due date, September 7, the school district will have no student barcode labels. Labels must be placed within the designated area. See the illustration on page 15 for proper placement. Incorrect placement may result in delays in scanning and scoring test books.

Labels may be affixed to test book covers at any time. In addition, it is highly recommended that for all students, the student name should be printed in the appropriate spaces, although the corresponding bubbles need not be filled in. This ensures that the correct test taker can be matched to his or her test should the label separate from the cover.

If the school inadvertently places the wrong student barcode label on a test book, place one and then a second blank label over the incorrect label. Using only one blank label may result in the DRC scanner reading the incorrect label.

If any information on the student barcode label is incorrect, do not use the label. Instead, put a District/School label on the test book and record the student name, date of birth, ten-digit student identification number, 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 transferred from the school building after the school district submitted its Enrollment Report, that student's label should be destroyed.

If a student has enrolled in the school building since the Enrollment Report was submitted, no label will have been printed for that student. In that case, the test administrator must put a District/School label on the test book and manually print the student name, date of birth, ten-digit state-issued student identification number, and gender in the appropriate boxes and carefully fill in the correct corresponding circle beneath each letter and number. Use a No. 2 pencil.

An Enrollment Code (home education) section is included on the test book cover to direct DRC regarding the scoring and reporting for each home-educated student.

The Enrollment Code section needs to be coded only if a student meets the criteria under NDCC 15.1-23 (i.e., is home educated). Fill in the Enrollment Code section before returning all testing materials to DRC.

The scores for students coded as home educated are reported separately from the scores of other students in the school building and are not included in summary statistics for the grade, school building, or school district. Scores for home-educated students are not included in adequate yearly progress reports.

If a student does not meet criteria for home education, disregard the Enrollment Code section. **Also, carefully check each student's test book prior to packaging for shipping to ensure that the circle in the Enrollment Code section is blackened only for those students who are home educated.**

When you check this ...	look for this:
<p>❶ Student's birth date</p>	<p>The circles for the student's date of birth must be filled in. If the "Day" is not a two-digit number, the number should be preceded by a zero. For example if the birth date is May 7, 2001, fill in May 07 01.</p>
<p>❷ Student ID number</p>	<p>In the row of boxes, print one digit of the student's ten-digit state-issued ID number in each box.</p> <p>Each box has a column of circles below it. Fill in the circle that has the same digit as the first digit of the student's ID number. Repeat the process for each of the other digits in the student's ID number. Fill in only one circle in each column.</p> <p>Do <u>not</u> use any local district- or school-generated identification numbers, such as a district's data management system number, school lunch program number, or locker number.</p>
<p>❸ Enrollment Code</p>	<p>Complete this section only if the student meets the definition of a home-educated student. "Home education" is defined as "a program of education supervised by a child's parent, in the child's home," in accordance with the requirement of NDCC 15.1-23.</p> <p>Fill in the circle if the student is enrolled in a home education program.</p>
<p>❹ Student's gender</p>	<p>The circle indicating the student's gender must be filled in.</p>
<p>❺ Student's last name, first name, and middle initial</p>	<p>Letters must be printed, one per box, above the lettered circles. Under each box, the circle with the same letter must be filled in. Use the student's legal name. (This should match the name recorded on the school's Enrollment Report.) Do not use a nickname.</p>

It is imperative that the student identification number be accurately coded because it will be the primary means of linking the student's score on the NDSA with all data elements for that student.

The student identification number is a unique identifier that is generated by the Department of Public Instruction using information provided by school districts. All students who attend a public school in North Dakota will have a unique identification number. If a student transfers into your school from another North Dakota public school, use the Department of Public Instruction's State Automated Reporting System (STARS) to record that the student has enrolled in your school. Record this information on the Enrollment Report. As part of that process, the student's identification number will be located for you. If a student transferred into your public school from a nonpublic school or from out of state, use the STARS to generate an identification number for that student.

- **NOTE: Remember to affix a student barcode label or complete the student-identifying information of all students enrolled in grades 4, 8, and 11 in your school during the Science NDSA testing window. This includes those students who participate in the North Dakota Alternate Assessment for Science, those who did not participate in the North Dakota State Assessment or the North Dakota Alternate Assessment for Science because of illness, parental refusal, extended absences, medical emergency, or any other reason, and those students for whom you have submitted an Application for Test Invalidation. Blank and partially completed test books for these students must be returned to DRC with labels affixed.**

Step 5: Administer the North Dakota State Science Assessment

Test administrators must follow the procedures, schedule, and plan determined by the District and School Test Coordinators. The procedures should include:

1. Store testing materials (which include the NDSA student test books and the *Test Directions*) in a secure, locked area until the test is administered. In addition, at any time that the Test Coordinator is not personally in control of the testing materials, the materials should be in a secure, locked area.
2. Be able to account for all student test books and *Test Directions* documents that are assigned to you at all times. The security checklist should be prepared by recording the inventory number of the student test book that is assigned to each student.
3. If you have been assigned the responsibility, affix the student barcode label or record student-identifying information on the cover of each student test book. Fill in the appropriate circles for each data element.
4. If circles must be filled in on a test book cover, ask another person to review the coding to ensure that it is accurate. It is imperative that the unique student identification number be entered and the corresponding circles be filled in correctly, as this data element will be used to link the student's test score with his or her demographic information.
5. Distribute student test books. Ask each student to verify that his or her name is on the front cover of the test book he or she received.
6. Administer the NDSA following the procedures exactly as presented in the *Test Directions* document. **NOTE:** Test administration for the grade 4 test is tightly scripted in terms of directions given to students. Test administration instructions for grade 4 are contained in a *Test Directions* document accessed in the NDSA Portal on eDIRECT. A second *Test Directions* document is used for grades 8 and 11 and is also accessed in the NDSA Portal on eDIRECT.
7. Observe and report notable student behavior and testing conditions during test administration as this information may be useful in explaining student performance and documenting testing irregularities. Examples include a student's lack of attention to the test, disturbances in the room or a nearby area that distract students or test administrators, students leaving the testing area before all test materials are collected and accounted for, and an uncomfortable testing environment.
8. Report student absences during test administration to the School Test Coordinator. Any student who is absent for the test administration must be given the opportunity to make up the test within the testing window.
9. If a student transfers to a new school after having started testing, do NOT transfer the test book to the new school. The student will need to resume testing in a book assigned to the new school.

Step 6: Collect and Check Test Booklets

Immediately after the testing is finished, the test administrator will complete the following activities:

- Collect the student test books from the students. Students should not be dismissed until all test books are accounted for.
- Ensure each test book has a student barcode label or District/School label placed in the box on the lower left-hand side of the front cover.
- Inventory and account for all student test books assigned to the classroom.
- Transfer the student test books and *Test Directions* to the designated secure, locked storage area at your school. Follow established check-in procedures. Account for all test materials that are assigned to you with an inventory number when you transfer them to another person. This includes extra test books and *Test Directions* that are unused.
- If assigned the responsibility by the School Test Coordinator, check the materials for their physical condition.

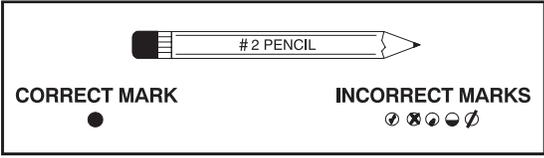
Review Physical Condition of Test Materials

Some conditions interfere with the electronic scoring process. Therefore, following test administration and prior to shipping test materials to DRC, the student test books must be checked to eliminate those conditions that hinder scanning and scoring.

While most of the conditions require removal of extraneous materials, such as scratch paper, some of the conditions that need to be addressed may involve actual student responses. These include making pencil marks heavier, completely erasing an answer choice that the student did not adequately erase when he or she selected a different choice (as indicated by clearly darker markings), and transferring answers from torn test books into clean, undamaged test books. In addition, the responses for each student who uses a Braille or large print format test book must be transcribed into a standard NDSA student test book.

To ensure the integrity of this process, the process of reviewing test materials must be supervised by the school's principal or his/her designee.

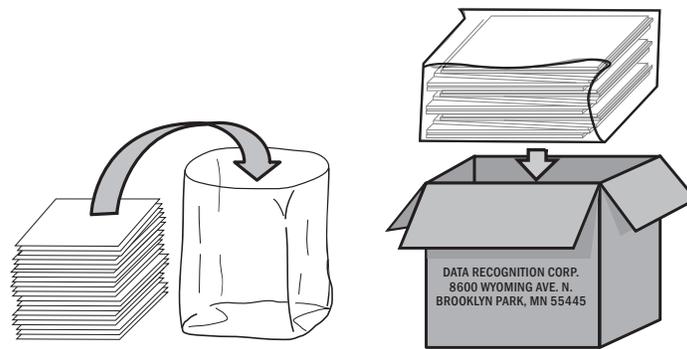
If you find this ...	do this:
Scratch paper, tape of any kind, sticky notes, staples, pins, paper clips	Remove them.

If you find this ...	do this:
<p>Light marks, incomplete erasures, stray marks</p> 	<p>Erase stray or incomplete erasure marks. Make light marks heavier, as needed.</p>
<p>Bent corners, folds in documents, creases in documents, paper damaged by erasures, ripped or torn sheets</p>	<p>Copy the filled-in circles onto a clean, unused document. Use a No. 2 pencil. Mark responses with solid dark, filled-in circles.</p> <p>Affix a red Do Not Score label on the front cover of the damaged test book and place damaged book in “DO NOT SCORE” box.</p>
<p>Liquids have been spilled on the test book, leaving the pages wrinkled</p>	<p>Hand-enter the required data on the test book cover page.</p> <p>Copy the filled-in answer circles onto a clean, unused document. Use a No. 2 pencil. Mark responses with solid, dark, filled-in circles.</p> <p>Affix a red Do Not Score label on the front cover of the damaged test book. If the test book is still damp when materials are prepared for shipping, place it in a plastic bag and seal. Place damaged book in “DO NOT SCORE” box.</p> <p>All damaged materials must be returned to DRC. Exception: If document has been damaged by biohazardous material, contact DRC at 800-282-9988 with the secure inventory barcode number and securely destroy the contaminated book.</p>
<p>Test book has been filled out in error</p>	<p>Affix a red Do Not Score label on the front cover of the test book. Place book in “DO NOT SCORE” box.</p>
<p>The test book cover page torn off</p>	<p>Verify that the student’s name and the student identification number are on both the test book cover page and the first page of the test book. Insert the cover page under the first page of the test book to keep all materials together.</p>

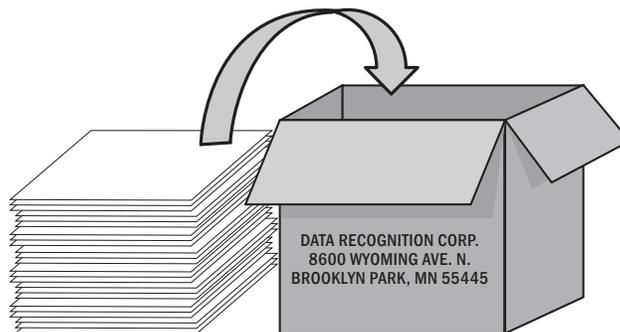
Step 7: Prepare Testing Materials for Shipping

Below are the steps that must be taken to prepare testing materials for shipment to the DRC Scoring Center. To ensure that your test reports give you the full range of information they are designed to provide, proper completion of these steps is essential. Failure to follow these directions may cause a delay in processing your student test books.

- 1 Separate scorable test books from the nonscorable materials. Nonscorable materials include the Large Print, Braille, damaged, and unused test books, as well as *Test Directions*.
- 2 Place the scorable test books in the plastic return bag provided by DRC then place the bag in a DRC box.



- 3 Place nonscorable materials directly into a DRC box. No bags are required for nonscorable materials.



- 4 Return all test materials to your District Test Coordinator.

Step 8: Package and Ship Testing Materials

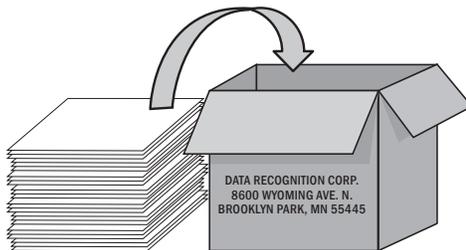
When all the North Dakota State Assessment testing materials have been returned, inventoried, and checked by the District Test Coordinator, the materials should be packaged according to the following guidelines to ensure safe shipment. All completed and unused test books (including Braille and large print format tests), as well as all *Test Directions* documents, are to be returned to DRC via UPS. A copy of the security checklist must also be included.

Follow these guidelines:

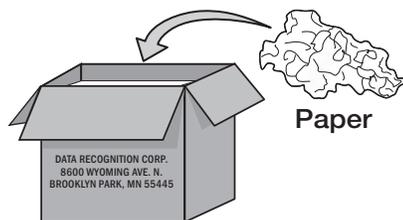
- 1 Ensure the School Test Coordinator has used a DRC return bag in each school box containing scorable test books. After verifying the return of school materials, seal each DRC return bag containing scorable materials tightly using the provided plastic ties.



- 2 Ensure that the School Test Coordinator placed the nonscorable materials in their own DRC box without return bags.

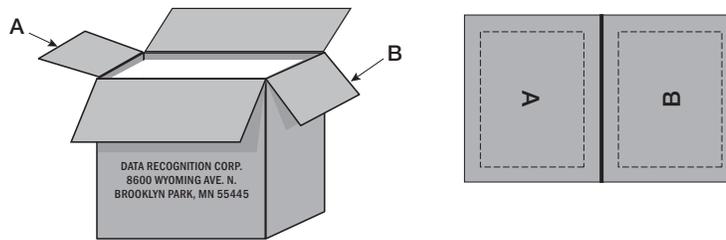


- 3 Add packing material to boxes.

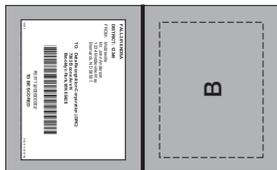


To avoid damage caused when materials shift during transit, add sufficient packing material to fill all voids and hold documents firmly in place. We strongly recommend using crumpled, recycled paper for this purpose. Do not use foam packing “peanuts” or “popcorn.” Damaged books may not scan properly, resulting in delayed release of testing results.

- 4** Fold the flaps with old shipping labels first to expose the A and B flaps.



- 5** Affix a DRC return shipping label to flap A.



For boxes with scorable test books, affix a rose-colored To Be Scored label. For boxes with nonscorable materials, affix a white Not To Be Scored label.

- 6** Affix UPS label to flap B.



- 7** Seal boxes.



Seal each box securely with packing tape to reinforce the top and side seams of the boxes. This will prevent damage to the boxes and subsequent loss of test materials.

- 8** Arrange for return shipping.

Test materials must be returned via UPS in order to ensure secure tracking of materials. Contact UPS no later than November 10, 2016, to schedule your pickup date. Please allow 1–3 days for pickup. All materials must be picked up by November 15, 2016. Materials must be returned in a single shipment unless prior arrangements are made with DRC.

Instructions for scheduling the pickup of NDSA Science testing materials:

1. Ensure that each box has a DRC return shipping label and a UPS label affixed.
2. Keep all boxes for a school together and store the materials in a secure place until UPS arrives.
3. If you do not have a daily scheduled pickup call UPS at 1-866-857-1501. Tell UPS that you would like to schedule a pickup and that you have return service labels. Give the service representative the tracking number on one UPS return service label. This will let UPS know that DRC will be paying all return charges. Also, tell the service representative what day and time your packages will be ready.

NOTE: There is a tear-off portion of the UPS label. You can retain the bottom portion of the label for your records as it will contain the tracking number for the package.

9 Questions

For answers to any questions regarding the return procedures described in this manual, call the NDSA Science Help Desk at 1-800-828-9988.

Step 9: Track Return Shipments

District Test Coordinators have the option to track return of test books to DRC via the Answer Document Return Report. The Answer Document Return Report is available on the NDSA Portal in eDIRECT. Log on to eDIRECT and under Materials select the Answer Document Return Report. For detailed instructions on using the Answer Document Return Report please refer to the eDIRECT User Guide that is posted under the Documents folder in eDIRECT. Please allow at least five days after test books have been shipped for the information to be updated in eDIRECT. Regular updates will be available in eDIRECT as materials are received and scanned.

Appendix A: Preparation for Testing

- Announce the test dates in advance. Prepare the testing schedule. Pace the schedule to avoid rushed sessions and fatigue. Reserve time for makeup sessions.
- Prepare students by explaining the purpose of the test. Remind the students that they will receive their individual results when they become available.
- Develop procedures for inventorying test materials that have inventory-control numbers. Describe check-in and check-out procedures.
- Download *Test Directions* from the NDSA Portal on eDIRECT. Review the *Test Directions* for all tests and levels, and become thoroughly familiar with their contents.
- If your school district has multiple buildings, identify a person at each building who will be responsible for coordinating materials distribution, collection, and storage.
- Conduct training for School Test Coordinators to familiarize them with the test procedures, general test characteristics, and deadlines. Distribute and review this *Test Coordinator's Manual* and other supporting material. Stress test security.
- Conduct training for test administrators, stressing test security and use of the *Test Directions* document.
- Gather materials for each classroom:
 - No. 2 pencils with erasers
 - A sufficient number of test books
 - Appropriate *Test Directions* documents
 - Group Information Sheet(s) and Test Book Envelope(s)
 - A Do Not Disturb sign
 - A clock
 - Scratch paper
- Affix a student barcode label on the front cover of the test book for every student who is enrolled in the school building. Include students who are enrolled but absent due to illness or any other reason, as well as those who will take the NDAA or the standard NDSA in Braille or large print format. If a label has not been printed for a student, complete the front cover using a No. 2 pencil.**

Appendix B: Usability, Accessibility, and Accommodations

Section 1: Policies and Definitions

Introduction

There are three tiers of accessibility features:

- universal features
- designated features
- accommodations

Universal features, designated features, and accommodations are designed to be administered with assurance that the following criteria are met:

- provide equitable access during assessments
- mitigate effects of a student's disability or English proficiency
- do not reduce learning or achievement expectations
- do not change the construct being assessed
- do not compromise the integrity or validity of the test
- result in valid, meaningful test results

Three-tier Accessibility Support Model Used in the North Dakota State Assessment	
Universal Features	Universal features available to all students who choose to use them.
Designated Features	Available for use by any student for whom the need has been indicated by an educator or team of educators
Accommodations	Changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Available for students for whom there is a documented need on an IEP or 504 accommodation plan or for students with limited English proficiency.

What are Universal Features?

Universal features are available to all students based on student preference. Universal features are not modifications. Universal features yield valid scores that count as participation in assessments that meet the requirements of NCLB and ESSA when used in a manner consistent with the general assessment practices described in this appendix.

A listing of universal features approved by the North Dakota Department of Public Instruction (NDDPI) is located in Section 2 of this appendix (*Universal Features, Designated Features, and Accommodations*).

What Are Designated Features?

Designated features are those features that are available for use by **any student** for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Designated features are not modifications. Designated Features all yield valid scores that count as participation in assessments that meet the requirements of NCLB and ESSA when used in a manner consistent with the general assessment practices described in this appendix.

Determination of which designated features an individual student will have for the assessment must be made in advance of the assessment to ensure that the appropriate materials or setting for the designated features are readily available.

A listing of designated features approved by NDDPI is located in Section 2 of this appendix (*Universal Features, Designated Features, and Accommodations*).

Who Makes Decisions About Designated Features?

Informed adults make decisions about designated features. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those features that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended.

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the assessment. Accommodations are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA and NCLB when used in a manner consistent with the general assessment practices described in this appendix. They allow students with a need for these accommodations to show what they know and can do. It is the policy of NDDPI that students be granted the full entitlement of any appropriate accommodations in the administration of the North Dakota State Assessment (NDSA). Any **accommodations** provided to a student during testing are to be consistent with the instructional supports received by the student during the usual delivery of instruction.

Accommodations Policy for the North Dakota State Assessment System

North Dakota has identified and approved accommodations for students for whom there is documentation of the need for certain accommodations on an Individualized Education Program (IEP), 504 accommodation plan, or students with limited English proficiency. One exception to the IEP, 504, or limited English proficiency requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to take the assessment under standard conditions. These students may use the scribe accommodations, as noted in this appendix.

It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on the NDSA, the state's academic achievements tests used for accountability purposes under federal law. It is very important for educators to become familiar with state policies regarding accommodations for the NDSA, as well as the documentation and reporting requirements for the use of accommodations. This policy is applicable only for:

- students with disabilities served under the Individuals with Disabilities Education Act (IDEA)
- students provided services under the provisions of Section 504 of the Rehabilitation Act of 1973
- students identified with limited English proficiency and served under an alternative language program.

Determination of which accommodations an individual student will have for the assessment must be made in advance of the assessment to ensure that the appropriate materials or setting for accommodations are readily available.

Who Makes Decisions About Accommodations?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP is available for proper administration of accommodations to students.

A listing and definitions of accommodations approved by NDDPI for use with students with disabilities who are eligible under IDEA and those who are served under Section 504 plans is located in Section 2 of this appendix (*Universal Features, Designated Features, and Accommodations*).

Guidance on assigning accommodations and a listing of accommodations approved by NDDPI for use with students with limited English proficiency are located in Section 3 of this appendix under *Specific Assessment Accommodations for English Learners*.

General Assessment Practices

As a rule, every student is entitled to receive the full benefit of a comfortable, educationally appropriate setting that allows him or her an opportunity to concentrate and perform optimally. All students are entitled to complete the assessment in a setting that is familiar to them, well-lighted, and quiet. Students should be provided comfortable workstations, a relaxed testing schedule, frequent breaks, and the presence of a competent test administrator. By design, **the North Dakota State Assessments (NDSA and NDAA) are not timed**, thereby allowing students and administrators the benefit of a more relaxed testing schedule. NDDPI does not consider any of these conditions to be accommodations, but rather good assessment practices.

Modifications versus Accommodations

The North Dakota Department of Public Instruction makes a clear distinction between modifications versus accommodations. Modifications to the assessment provide an unfair advantage by reducing the difficulty of a test or altering the nature of the test, reducing the learning or achievement expectations for a student, changing the construct being assessed, compromising the integrity of the test, and resulting in an invalid score that is not meaningful. **Modifications are not permissible under No Child Left Behind and, if used, the assessment will be invalidated and adversely affect the participation rate of a school and district.**

The following are identified as **modifications**.

- Reducing the number of science test items.
- Reducing the number of answer choices for test items (e.g., reducing the number of answer choices from four to three or two on a multiple-choice test), thereby making the item less difficult.
- Paraphrasing, clarifying, or simplifying a test item (i.e., the test item stem).
Note: Test item stem and answer choices must be presented verbatim.

A test administrator who independently determines to use assessment modifications during the North Dakota State Assessment, without benefit of an instructional team discussion and decision, or who independently assists in or solicits another person to use assessment modifications, without benefit of an instructional team discussion and decision, is in violation of North Dakota Department of Public Instruction guidelines and shall be subject to an appropriate investigation by the North Dakota Department of Public Instruction, the Education Standards and Practices Board, or other authorized agency. An educator who knowingly violates the test security requirements and guidelines may be subject to revocation of his or her teaching license.

Section 2: Universal Features, Designated Features, and Accommodations

Universal Features

Universal Features are access features of the assessment that are available to **all students** based on student preference and selection. The following Universal Features are not modifications. Universal features all yield valid scores that count as participation in assessments that meet the requirements of NCLB and ESSA when used in a manner consistent with the feature descriptions.

Universal Features	Description
Breaks	There is no limit on the number of breaks that a student might be given. The use of this universal feature may result in the student needing additional overall time to complete the assessment.
Scratch Paper	Scratch paper to make notes, write computations, or record responses may be made available. A whiteboard with marker may be used as scratch paper as long as the construct being measured is not impacted. Assistive technology devices may also be made available for note taking as long as the construct being measured is not impacted.
Setting/Location	Setting or location may be adjusted to provide a general education setting with reduced distractions, outside general education setting, or adjusted individual or small group setting. Supervision of an adult test administrator is required in every student location.

Designated Features

Designated features are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). The following Designated features are not modifications. Designated features all yield valid scores that count as participation in assessments that meet the requirements of NCLB and ESSA when used in a manner consistent with their descriptions and recommendations for use. It is recommended that a consistent process be used to determine these features for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated features available.

Designated Features	Description	Recommendations for Use
Large Print	A large print edition of the test is provided by the test vendor. The student may also use any visual magnification devices, including eye glass-mounted magnifiers, free standing or hand-held magnifiers.	Students with visual impairments who may need text in large print.

Designated Features	Description	Recommendations for Use
Scribe	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified.</p> <p><i>NOTE:</i> <i>This does not include transcription (i.e., copying verbatim the student's recorded response into a standard test book from large print, Braille, or electronic word processor).</i></p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses therefore needing a human to record the students' responses verbatim. The use of this designated feature may result in a student needing overall additional time to complete the assessment. For many of these students, dictation to human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p>
Bilingual dictionary	<p>Commercial word-to-word dual language dictionary. This provides the student with an opportunity to use the bilingual dictionary in his/her native language.</p>	<p>For students whose primary language is not English and who use dual language supports in the classroom. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.</p>

Designated Features	Description	Recommendations for Use
Read aloud	Text is read aloud to the students by a trained and qualified human reader. All or portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to the students on an individual basis-not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of separate setting.
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing (e.g., a Whisper Phone). Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.

Accommodations

Accommodations are changes in procedures or materials that increase equitable access. The following accommodations are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of NCLB and ESSA when used in a manner consistent with their descriptions and recommendations for use. They allow these students to show what they know and can do. **Accommodations** are for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan.

Accommodations	Description	Recommendations for Use
Braille	A raised dot code that individuals read with the fingertips. Graphic material (e.g. maps, charts, graphs, diagrams, and illustrations) is presented in raised format. Contracted and non-contracted braille is available.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
American Sign Language (ASL)	Sign language, including that typically used by the student (e.g. ASL, cued speech) for presenting oral directions only.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally.
Simplified Test Directions	The test administrator presents verbatim the internal directions and may simplify, paraphrase, and/or clarify the test directions.	This accommodation is appropriate for a very small number of students. <i>Simplified Test Directions</i> is available as an accommodation for students who have this need documented in an IEP, 504 plan, or are designated as English Learners. A Student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.

Accommodations	Description	Recommendations for Use
Read Aloud (test items and answer choices)	Human reader presents test items and test answer choices verbatim. Test items and answer choices must be read verbatim ; test items and answer choices may not be paraphrased, clarified or simplified.	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students who have a documented need in a student's IEP, 504 plan, or are designated as English Learners. A Student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Scribe	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified. <i>NOTE: This does not include transcription, i.e., copying verbatim the student's recorded response into a standard test book from large print, Braille, or electronic word processor</i>	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses therefore needing a human to record the students' responses verbatim. The use of this accommodation may result in a student needing overall additional time to complete the assessment. For many of these students, dictation to human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, adapted mouse, switches, and computers, speech to text converters, word predictor programs, and spelling/grammar devices.	Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. <i>The Alternate response options</i> accommodation may in some instances require use of the <i>Scribe</i> accommodation.

Section 3: Students with Limited English Proficiency

Inclusion Requirements

All English Learners (ELs) must take the state science assessment.

Considerations When Assigning Accommodations to ELs on the NDSA

Use the following EL-responsive criteria to match accommodations to student needs:

1. The student's English language proficiency level
2. The student's literacy levels in English and the native language

Additional considerations include:

3. The student's age/grade level
4. If appropriate, language of instruction of the student's current schooling
5. If possible, the student's years of formal schooling and the proficiency of the former language of instruction

Two Guiding Questions to Frame Discussion During the Decision-Making Meeting

1. What does this individual student need to show us what he/she really knows?
2. If we provide that, will it change what the test is trying to measure?

Following the proper identification of a student with limited English proficiency, educators must develop an education program that identifies the specific instruction services to be provided to the student, and to describe the manner in which the student will participate in state assessments. Educators need to identify whether the student will participate with or without an accommodation. If an accommodation is needed, the specific accommodation must be identified, and educators must ensure that the accommodation is provided during the student's assessments.

Specific Assessment Accommodations for English Learner Students

- **Simplified Test Directions:** see table of accommodations in Section 2 of this appendix.
- **Read Aloud (test items and answer choices):** see table of accommodations in Section 2 of this appendix.
- **Bilingual Dictionary:** see table of designated features in Section 2 of this appendix.

No other accommodations are approved for use with the Science NDSA for English Learner students unless they are also students with disabilities and on an IEP or 504 Plan.

Using the NDSA Accommodations Worksheet for English Learners

Local schools are responsible to ensure the accurate reporting of participation in the North Dakota State Assessment, including use of accommodations. The Department of Public Instruction has prepared a *Science NDSA Accommodations Worksheet for ELs* to aid personnel serving EL students and Test Coordinators for use in administering the Science assessment. The *Science NDSA Accommodations Worksheet for ELs* provides a uniform means of collecting student-level data, serves as documentation of assessment accommodations used during administration of the Science NDSA, and is valuable for monitoring purposes.

The worksheet is provided on the following page. It should be prepared by the student's EL or bilingual teacher.

REMINDER: The information recorded on the *Science NDSA Accommodations Worksheet for ELs* is confidential. Requirements of FERPA must be observed.

SCIENCE NDSA ACCOMMODATIONS WORKSHEET FOR ENGLISH LEARNERS

Fall 2016 North Dakota State Assessment

Student Name: _____ Grade: _____

Directions:

1. Provide information on assessment accommodations(s) used by this student during participation in the Science NDSA
2. Share this worksheet or a copy with the Test Coordinator for use in administering the assessment
3. Place this worksheet in the student's education file to document participation.

Accommodations. Check the appropriate box(es) to indicate use of accommodations.

- No assessment accommodation was used.
- Simplified Test Directions
This means the test administrator presented verbatim the internal directions and may have simplified, paraphrased, and/or clarified the test directions.
- Read Aloud (test items and answer choices).
This means the reader presented test items and test answer choices verbatim. Test items and answer choices were read verbatim; test items and answer choices were not paraphrased, clarified or simplified.
- Provide a Bilingual dictionary
This means a test administrator provided a dual language dictionary from the approved list of dictionaries.

Appendix C: School District Accountability for Secure Testing Materials

As a means of securing a credible assessment and accountability system, including the supervision of copyrighted assessment materials provided through State contract, the Department of Public Instruction has an overriding responsibility to safeguard all state assessment materials. The North Dakota State Assessment (NDSA) test books and *Test Directions* are confidential and secure, and they must be accounted for at all times they are held within the district.

A system of inventory-control numbers is used to identify test books that are assigned to specific school buildings within a district. The District Test Coordinator must inventory all materials upon receipt within the district, have in place and follow procedures for transfer of materials from building to building and from one authorized person to another, and inventory all materials just prior to their return shipment to the test vendor. All test materials, whether used or not, must be returned to the test vendor, who will scan all test books to determine whether any are missing.

State and federal laws require schools and school districts to participate in the State's assessment system. All school districts that receive federal funding under the Elementary and Secondary Education Act of 1965 and all subsequent reauthorizations are required to submit complete and accurate reports regarding their administration of federally funded programs and general provisions of accountability. As an extension of that obligation, a school district must submit a written Report of Missing Test Materials to the Department of Public Instruction for every incident in which test materials are lost or stolen.

Typically, secure test materials are discovered to be missing through the following means:

(1) school personnel recognize that test security has been breached and directly contact the Department; and (2) the test vendor, through its system for scanning inventory-control numbers, determines that not all secure test materials have been returned from the school district.

When missing materials are reported directly to the Department by school personnel, the State Testing Coordinator will initiate an investigation to determine all matters of fact and issue any findings. The Department requires that the District Test Coordinator submit formal documentation in the form of the Report of Missing Test Materials, the contents of which are identified at the end of this narrative. The questions to be addressed within the report constitute a part of the discovery phase of the investigation. The Department will review all documentation, seek clarification when required, and issue a formal finding. As appropriate, the Education Standards and Practices Board may become involved in investigation of possible educator ethics violations, and imposition of sanctions.

In the event that the test vendor does not receive all test books and *Test Directions* assigned to a school district, its Customer Service personnel will contact the District Test Coordinator. If missing materials are not recovered as a result of this contact, the Department of Public Instruction will contact the school district and direct that a Report of Missing Test Materials be filed with the State Testing Coordinator. Failure to respond or to adequately account for materials will result in a direct contact to the district school board by the Department. The State may impose sanctions based on demonstrated negligence in test security on the part of the school or district.

The Report of Missing Test Materials will be prepared by the school or District Test Coordinator in collaboration with school administrators, faculty, and staff who are directly involved in the matter. The report must be signed and dated by the District Test Coordinator and school building principal.

The contents of the report will address the following:

1. Specifically, what test materials are missing? Include the grade level, inventory-control number of test books, and number of *Test Directions* documents.
2. When and how was it determined/concluded that these materials were missing? Specifically describe actions that were taken to verify that materials were actually missing or stolen. Appropriate actions include:
 - a. Identifying and interviewing persons who had access to the testing materials and the physical location, including test administrator, students, faculty, and support staff (including custodians, as appropriate). Identify all persons interviewed and summarize the information each provided.
 - b. Searching through testing and other materials to exclude the possibility that the materials in question were simply misplaced.
 - c. Reconstructing events during the time period the materials were unaccounted for.
 - d. Taking other appropriate investigatory actions.
3. As a result of your investigation, has any determination of finding been completed? What is the finding?
4. As a result of your investigation and finding, has any disciplinary action been determined? If yes, what disciplinary action has been or will be taken? Be specific, including name(s) of individual(s) and action(s).
5. Provide a copy of the district's written test security procedures and training that were in effect for test administration.
6. What actions will the district take to ensure that incidents such as the one being reported will not occur again? Include:
 - a. Copy of revisions made to the district's written test security policy/procedures;
 - b. Test security training that will be provided to persons directly concerned with handling secure test materials; and
 - c. Other actions.
7. Provide any additional information or comments that you wish to share with the Department.
8. Submit the signed report to: State Testing Coordinator, Assessment Unit, North Dakota Department of Public Instruction, 600 East Boulevard Avenue, Bismarck, ND 58505-0440. Submit the report no later than two weeks from receipt of notification from the Department that a Report of Missing Test Materials must be filed.

