

# Test Administration Manual

## NCTE Student Assessment

### Grade 4 – Grade 5

2012 -  
2013

2 T F      9 Y N      17 T F

3 T F      10 Y N      18 T F

4 T F      11 Y N      19 T F

5 A B C D      20 T F

6 Y N

7 Y N

23

26 A B C D

27 A B C D

28 Y N

29 Y N

30 Y N

31

32

33

34 A B C D

35 A B C D

36 A B C D

37 A B C D

38 A B C D

39 Y N

40 Y N

41 Y N

42 Y N

43 Y N

44 Y N

45 Y N

46 A B C D

47 A B C D

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## Use of this Manual for the NCTE Student Assessment

This *Test Administration Manual* describes the procedures that Test Examiners and/or proctors are to follow in the administration of the *NCTE Student Assessment*. We have also included NCTE-specific documents, detailed information on our processes, and ancillary materials to aid in the administration in the appendices.

### Day of Test

- 1) 10 minutes – test set up
- 2) 60 minutes – student assessment

Post-Assessment:

- 3) 10 minutes – shipment packaging

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# 1

## Responsibilities of Test Examiners before Testing Day

### 1.1 Read all materials

Prior to the day of testing, carefully read this *Test Administration Manual* and any local instructions you may have been given by your district or school contact.

Review the *Administration Checklist* on page 4 to make sure that you understand the activities before, during, and after the test administration. Resolve any questions that you have well in advance of the test administration.

### 1.2 Review the materials needed for testing

Make sure that extra pencils with erasers are available for students to use during testing. The type of pencil lead does NOT need to be No. 2. Any type of pencil lead may be used.

Calculators are NOT allowed.



There is adequate blank space around the items in the test booklet for students to do their work; however, some students may require additional plain scratch paper. The use of scratch paper is not recommended, but it is allowable on a student-by-student basis. If scratch paper is provided, it must be returned to the Test Examiner at the end of testing.

As appropriate, provide students any needed materials or supplies required for accommodations.

### 1.3 Prepare answer sheets with student information

Although the answer sheets cannot be scanned, we recommend using answer sheets to reduce data entry time. Some users may wish to key entry directly from the test booklets, however, we believe that key entry from the answer sheets may reduce the risk of data entry error.

There are two unique answer sheets, one for Grade 4 test forms and one for Grade 5 test forms. Be sure that the correct answer sheet is being used. The bubbles for the specific grade level have been pre-slugged (see Figure 1).

**Figure 1**

Student Answer Sheet		Student Answer Sheet	
Grade	Test Form Code	Grade	Test Form Code
<input checked="" type="radio"/> 5	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/> L <input type="radio"/> M <input type="radio"/> N	<input type="radio"/> 4 <input checked="" type="radio"/>	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K <input type="radio"/> L <input type="radio"/> M <input type="radio"/> N

Test booklets with form codes F, G, H and J are to be used for Grade 4 students, and test booklets with form codes K, L, M and N are to be used for Grade 5 students.

We recommend creating district, school, teacher, and student ID codes prior to the start of test administration. Figure 2 shows an example of such information on a test label.

In Figure 2 (next page), you can also see that the identification information for each student has been coded on the answer sheet. *We recommend pre-slugging Test Form Codes on the answer sheet prior to distributing the assessment to students.* Each test booklet has been pre-assigned to a student and is paired with a corresponding answer sheet (placed inside the booklet). Pre-slugging the answer sheet reduces risk of data loss from bubble-in errors.

As Figure 2 shows, while we recommend writing in the identifying information, the bubbles in each grid need not be pre-slugged. After distributing the tests to the students, have them check to make sure the Test Form Codes match.

**Please see Appendix A for detailed information on how the labels are prepared by researchers.**

Figure 2

District: 01 (Leon)  
School No: 0045 (Canopy Oaks)  
Teacher: 004 (Judy Hickman)  
Student ID: 9012

Dist.	School No.	Teacher	Student ID
01	0045	004	9012
00	0000	000	0000
11	1111	111	1111
22	2222	222	2222
33	3333	333	3333
44	4444	444	4444
55	5555	555	5555
66	6666	666	6666
77	7777	777	7777
88	8888	888	8888
99	9999	999	9999

Figure 3

Administration Window

☐ Fall 2012      ☒ Spring 2013

Figure 3 shows correct slugging for a spring 2013 assessment.

# 2

## Responsibilities of Test Examiners on Testing Day

### 2.1 Receipt of test materials

Upon receipt of test materials, the Test Examiner should verify that the assessment package includes the correct number of test booklets and answer sheets. Grade 4 students will be administered Forms F, G, H and J. Grade 5 students will be administered Forms K, L, M and N. Each classroom should have a mix of the four grade-specific test forms.

**Important Note:** We provide 3 extra assessment packets (each packet includes an unassigned test booklet and answer sheet) to account for new students who may not be on the class roster included in the assessment package.

### 2.2 Establish the test setting

Work with the teacher or principal to arrange for appropriate physical conditions for testing. Be sure to consider any accommodations that might be required for some students per 504 management plans or students' individualized education programs (IEPs). Arrange for additional proctors or assistants as needed.

Provide a testing location that has comfortable seating, sufficient workspace, and good lighting. There should be adequate room for the Test Examiner and/or proctors to walk around desks or tables while observing students. Post a "Testing: Do Not Disturb" sign on the door to prevent unnecessary interruptions. Adequately separate students so they cannot see other students' answers.

Students who finish early should be encouraged to review their work and attempt to answer any items left blank. Make sure students come to the testing site with their own reading material so they don't get up from their seats and disturb those students who are still working.

### 2.3 Check students' work areas

Make sure that all desks or tables are clear of books and other materials not needed for the test. Ensure that students have no access to calculators, cell phones, or other electronic devices during testing. Try to maintain a natural classroom atmosphere during the test administration and encourage students to do their best.

### 2.4 Test Booklets and Student Answer Sheets

Remind students to handle their answer sheets with care, record their answers with dark pencil marks, and avoid making extra marks on the answer sheet. Also, answer sheets should never be folded, clipped, stapled, or torn.

Students should be encouraged to do their work in the test booklet and then mark their answers on the student answer sheet. Students may also record their answers directly in their test booklets, but if your project is using an answer sheet, make sure they regularly transcribe their answers to the answer sheet as answers that are recorded in the test booklets will NOT be scored. Test booklets are collected by researchers, reviewed, and then securely destroyed.

### 2.5 Read aloud student directions

All directions that Test Examiners must read aloud to the students are in text boxes and **bold** type so they stand out from the rest of the text. These directions must be read exactly as written, using a natural tone and manner.

Other text is for your information and should not be read to students. It is important that Test Examiners become familiar with the instructions in this manual before the test is administered and follow them as they appear.

*The read aloud directions are covered in more detail in the next section of the TAM.*



## **2.6 Monitor student progress**

During the test administration, you should monitor the testing process by moving about the room as unobtrusively as possible. If your project is using an answer sheet, make sure that students are marking their answers correctly on the answer sheet.

## **2.7 Answering student questions**

Due to the novel presentation of some of these items, Test Examiners can expect that students will ask questions. Test Examiners and proctors **may** answer students' questions concerning how to mark an answer on the answer sheet, and students may be referred back to the sample items and gridded-response directions as needed. However, help must **not** be given on specific test items, and no clues should be given about the correctness of a student's response to a particular item.

# 3

## Directions for Administering the Assessment Modules

### 3.1 Distribute test materials

*Before distributing materials, make sure all desks/workstations are clear of books, calculators, or other reference materials. Students need only the sharpened pencils provided with the test materials.*

**Grade 4:** Each student should receive one test packet that includes the Grade 4 test booklet (either Form F, G, H or J) and Grade 4 Student Answer Sheet.

**Grade 5:** Each student should receive one test packet that includes the Grade 5 test booklet (either Form K, L, M or N) and Grade 5 Student Answer Sheet.

Distribute the test booklets so that students are not sitting next to other students with the same Test Form Code.

Remind students **not** to open their test booklets or write on their test booklets or answer sheets until they are told to do so.

### 3.2 Test administration scripts

**SAY**

Today we are going to take a mathematics test that has 46 questions. The purpose of this test is to see how well you understand some mathematics concepts. Researchers will use the information they collect from these tests to help improve the way these mathematics concepts are taught in the classroom and the way these concepts are assessed on statewide tests.

**SAY**

Before we begin, make sure you each have a Test Booklet and a Student Answer Sheet. Carefully print your name and your teacher's name on the front of the Test Booklet where indicated.

*[Example of this section on the following page.]*

---

Student Name

---

Teacher Name

**SAY**

**Now look at the front side of your Student Answer Sheet. Certain information has already been marked for you.**

Hold up a copy of the answer sheet so the front side is visible to students. Point out the Test Form Code on the Student Answer Sheet.

**SAY**

**Check to make sure the Test Form Code on your answer sheet matches the code on your Test Booklet. Look at the top right corner of the Test Booklet to find the Test Form Code of your booklet. Raise your hand if these two codes are not the same.**

Walk around to make sure all students have the correct form code.

*Note: Grade 4 students should have Form Codes F, G, H or J and grade 5 students should have K, L, M or N.*

**SAY**

**Before we begin the test, we're going to work through the sample items on the front of your Test Booklet. You are to mark your answers to these sample questions in the box labeled "Sample Test Questions" on the front side of your answer sheet.**

**SAY**

**Several questions on this test require that you enter your answer on special grids like the ones shown in Samples 3 and 4 on your answer sheet. Follow along as I read aloud the directions for completing the response grid.**

- 1. Work on the problem and find an answer.**
- 2. Write your answer in the answer boxes at the top of the grid. (Sample on next page)**

***For whole-number grids (4<sup>th</sup> grade):***

- Print your answer with the first digit in the answer box all the way to the left, OR with the last digit in the answer box all the way to the right.
- Print only one digit in each answer box. Do NOT leave a blank answer box in the middle of an answer.

***For decimal grids (5<sup>th</sup> grade):***

- Use the decimal point to decide where to start printing your answer.

3. Fill in a bubble under each answer box that you used to write your answer.

- Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
- Fill in each bubble by making a solid black mark that completely fills the circle.
- You MUST fill in the bubbles accurately to receive credit for your answer.

Are there any questions about how to complete the response grids?

*[Answer students' questions before proceeding.]*

Now work through Samples 1-4 found at the top of your Test Booklet. Then fill in the circles that go with the answers you choose on the front of the answer sheet.

Do not read the samples aloud until students have had time to answer all four samples on their own. ***\*\* Please note that Sample 4 is different for the 4<sup>th</sup> and 5<sup>th</sup> grade tests. \*\****

Discuss the sample questions with students after they have had time to complete them. Walk around to check that students have marked their answers correctly on the answer sheet (shown below).

**Sample 1:** Exactly how many sides does a triangle have?

- A. 2
- B. 3
- C. 4
- D. 5

**Sample 2:** Identify whether each number sentence is True or False.

- a*  $3 \times 4 = 12$  (T) True (F) False
- b*  $18 \div 3 = 6$  (T) True (F) False
- c*  $4 \times 5 = 9$  (T) True (F) False



**Sample 3:** What is  $10 + 14$  ?



**Sample 4 (4<sup>th</sup> grade):** What number is represented by the phrase “four hundred twenty-five”?

**Sample 4 (5<sup>th</sup> grade):** What decimal number is represented by the phrase “four and five tenths”?

Sample Test Questions <span style="color: red; font-weight: bold;">(4<sup>th</sup> grade)</span>																																																																																										
<p>Sample 1    A   <input checked="" type="radio"/>   C   <input type="radio"/>   D</p> <p>Sample 2    <i>a</i>   <input checked="" type="radio"/>   F</p> <p>                  <i>b</i>   <input checked="" type="radio"/>   F</p> <p>                  <i>c</i>   <input type="radio"/>   <input checked="" type="radio"/></p>	<p style="text-align: center;">Sample 3</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td>2</td><td>4</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td><input checked="" type="radio"/></td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td><input checked="" type="radio"/></td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>			2	4	0	0	0	0	1	1	1	1	2	2	<input checked="" type="radio"/>	2	3	3	3	3	4	4	4	<input checked="" type="radio"/>	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9	<p style="text-align: center;">Sample 4</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr><td></td><td>4</td><td>2</td><td>5</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td><input checked="" type="radio"/></td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td><input checked="" type="radio"/></td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td><input checked="" type="radio"/></td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>		4	2	5	0	0	0	0	1	1	1	1	2	2	<input checked="" type="radio"/>	2	3	3	3	3	4	<input checked="" type="radio"/>	4	4	5	5	5	<input checked="" type="radio"/>	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9
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**SAY**

Now we are ready to begin the test. You will have 60 minutes to complete all 46 questions. Remember, read all directions and test questions carefully, and choose the best answer for each question. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. If you finish early, you may go back and check your answers.

**SAY**

When you have finished, raise your hand and I will collect your test materials. You are to sit quietly until I announce the end of the testing session. If you have a book to read, you may read quietly.

**SAY**

**Are there any questions?** *[Answer questions before beginning the session.]*

**I will stop you in 60 minutes, at \_\_\_\_\_.**

*[Record the start and stop time on the board.]*

*[Start time: \_\_\_\_\_ + 60 minutes = Stop time: \_\_\_\_\_]*

**Turn over your Student Answer Sheet. Open up your Test Booklet to page 2. *[Pause.]* You may begin.**

Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly. Walk around the room as unobtrusively as possible to monitor students as they work.

**Note:** *If all students have completed the test prior to the stopping time, you may skip this last text box. If students have not finished at the end of 60 minutes,*

**SAY**

**Stop. This is the end of the testing session. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your Test Booklets and close your booklets.**

Collect all testing materials.

# 4

## Responsibilities of Test Examiners after Testing

- 4.1 **Separate the test booklets from the answer sheets for inspection.**
- 4.2 **Check students' answer sheets to ensure that -**
  - all circles that students intended to mark are filled in completely.
- 4.3 **Complete the student assessment roster**

The Student Assessment Roster is a record of who did or did not take the test. It is extremely important that the roster is filled in completely and accurately.

*Please see Appendix A for detailed information on the how the rosters and labels (discussed below) are prepared by researchers. Please see Appendix B for a sample assessment roster.*

For students who take the test, do the following on the roster -

- Remove the neon name label from the answer sheet and place it next to the student's name on the class roster (see the sample roster provided on page 18 of this manual).
- Note any accommodations that may have been provided to students. You may attach a separate sheet with accommodation codes and list the accommodation numbers on the roster.

Please note that new students, whose names are not printed on the roster, should be recorded on the last page of the roster under "New Students."

If a student did NOT take the test, do NOT remove the neon label from the answer sheet. Instead, write the reason on the label and in the "Reason test not taken" column of the roster (E.g. absent, no permission, etc.). Please do not write on unused test booklets.

- 4.4 **Assemble materials for return**
  - All test booklets, answer sheets, and unused materials must be accounted for and returned to researchers, per project-specific instructions

## 5

**Student Assessment Administration Checklist***Guidelines for test examiners and proctors***BEFORE the Test Administration:**

- ☐ Carefully read this *Test Administration Manual* as well as any other instructions given to you by your district or school contact (SC).
- ☐ Establish an appropriate setting for the administration of the test. Put up “Testing: Do Not Disturb” signs.
- ☐ Be aware of any testing accommodations that may be necessary for certain students and arrange for as many additional proctors or assistants as necessary.
- ☐ Become familiar with the scripts for administering the test and answering students’ questions.
- ☐ Check to be sure that labels are appropriately affixed to Student Answer Sheets and/or identifying information is correctly coded.
- ☐ Prior to the day of testing, account for all test materials. Make sure you have the appropriate test forms and answer sheets. (Important note: Forms F, G, H and J are for Grade 4 students. Forms K, L, M and N are for Grade 5 students.) If you are missing an assessment for a student, **be sure to notify your school or district contact immediately.**

**DURING the Test Administration:**

- ☐ Understand how students should mark their answer sheets. Refer them to the front cover of the test booklet and the sample items as needed.
- ☐ Monitor students’ progress by walking around the room as unobtrusively as possible.
- ☐ Know the process your school or district contact has instructed you to follow in terms of collection of test materials when students finish the test.

**AFTER the Test Administration:**

- ☐ Inspect students’ answer sheets for completeness (although some items may be left blank), Test Form Code (matches the test booklet), incomplete erasures, stray marks, etc.
- ☐ Separate answer sheets from test booklets and package them for return according to the instructions given to you by your school or district contact.
- ☐ Account for all test materials and collect and destroy any scratch paper that students may have used.



## Appendix A - Rostering and Labeling

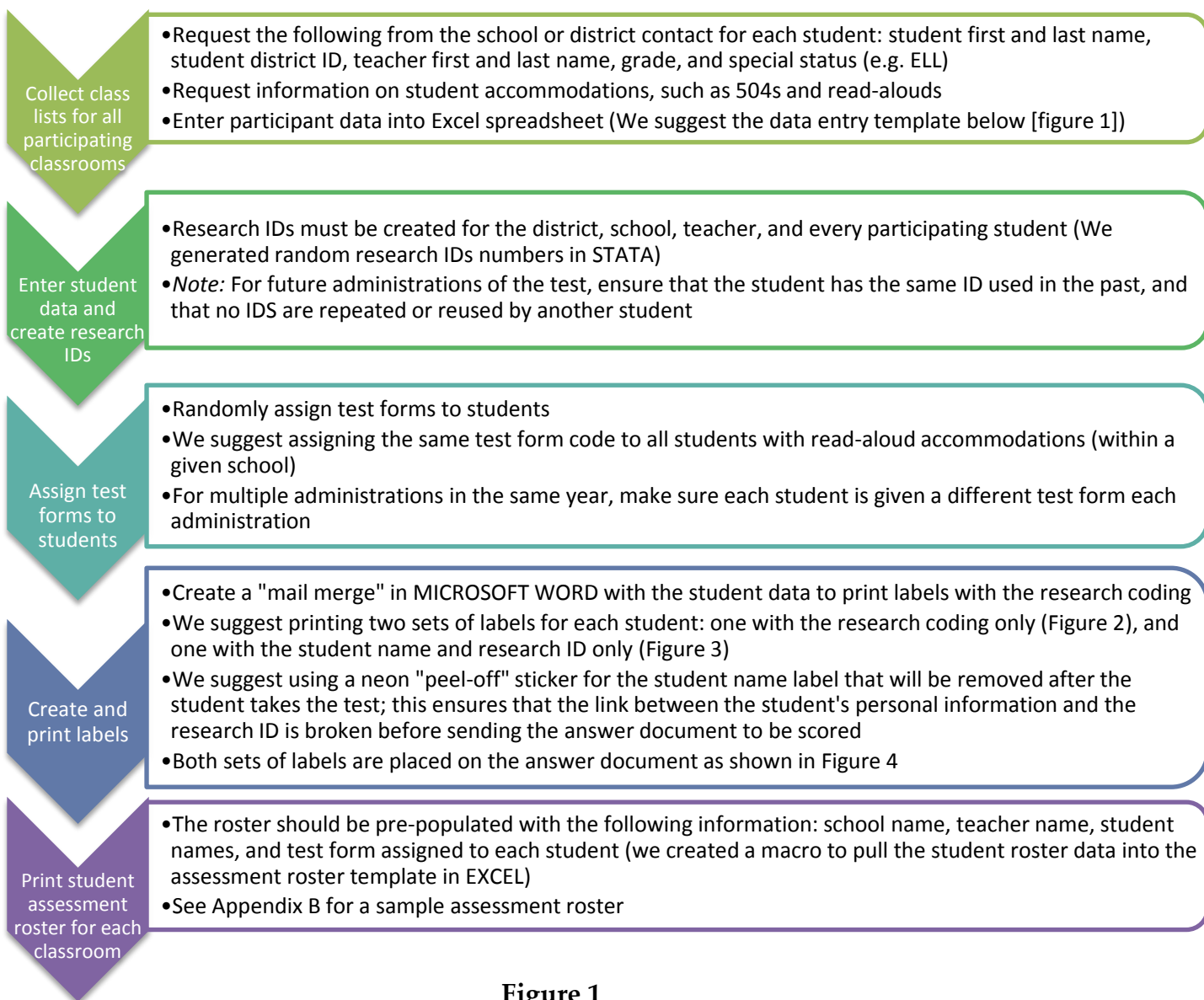


Figure 1

schoolname	t_lname	t_fname	gradelevel	s_lname	s_fname	district	school_no	teacher	student_id	form
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**Figure 2**

District: 11    School No.: 2000  
Teacher: 40    Student ID: 1238  
Form: G

**Figure 3**

Ford, Harrison    111238

**Figure 4**

Ford, Harrison    111238

Administration Window

☐ Fall 2012    ☐ Spring 2013

District: 11    School No.: 2000  
Teacher: 40    Student ID: 1238

Grade 4 - Grade 5  
MATH  
Assessment Modules  
Grade 4

Student Answer Sheet

Grade    Test Form Code

●    ③    ④    ⑤    ⑥    ⑦    ⑧    ⑨    ⑩    ⑪    ⑫    ⑬    ⑭    ⑮    ⑯    ⑰    ⑱    ⑲    ⑳    ㉑    ㉒    ㉓    ㉔    ㉕    ㉖    ㉗    ㉘    ㉙    ㉚    ㉛    ㉜    ㉝    ㉞    ㉟    ㊱    ㊲    ㊳    ㊴    ㊵    ㊶    ㊷    ㊸    ㊹    ㊺    ㊻    ㊼    ㊽    ㊾    ㊿

# Appendix B - Sample Student Assessment Roster

Assessment Date: \_\_\_\_\_

*Be sure to fill in the roster completely. (Write in "new" students in the section provided.)*

Ms. Mirren  
Hollywood School

Student Name	NEON Student Assessment Label	Test Form Code	Accommodations (read aloud, extended time, etc.)	Reason test not taken? (absent, student refused, takes math with another teacher, no permission, dismissed early)
Bueller, Ferris	Place neon label with student's name here.	F		Absent Make-up date: _____
Ford, Harrison	Ford, Harrison 111238	G	Extended time	Make-up date: _____
Pitt, Brad	Pitt, Brad 111236	H	Read aloud	Make-up date: _____
Portman, Natalie	Portman, Natalie 111237	F		Make-up date: _____
<b>New Students (Not on roster)</b>				
<b>Bieber, Justin</b>  Write in the new student's name	Write the student name on the neon label and place here. Leave the white label on the answer sheet.	G  Write in the test form code		

## Appendix C - Student Assessment Preparation Checklist

*Recommendations for large, multiple-school administrations*

### Pre-assembly Tasks:

1. Copy Assessment Package List, TAM, and “Do Not Disturb” sign
2. Print 2”x4” labels for shipping boxes (“Hold for assessment proctor”) and affix to appropriate number of boxes per school
3. Print 2”x4” labels for return shipping envelopes (“Before you seal, did you remember to include...”) and affix to appropriate number of envelopes per school
4. Attach label pouch to all shipping materials
5. Print labels for “extra assessments” and “make-up” envelopes and affix to 9”x12” plain envelopes
6. Print teacher name labels (with school and grade) and affix to 10”x13” expandable envelopes (*we suggest using Tyvek envelopes, which are water-proof and tear-resistant*)
7. Print neon labels with student name and research ID and white labels with district, school no., teacher ID, student ID and Test Form Code (*we suggest Avery neon removable labels*)
8. Print student assessment roster for every class

### Tasks for Assessment Package Assembly:

1. List every school in a district with specific test dates for every teacher (plan distribution of testing materials based on test date)
2. Collect the neon peel-off labels with student names and the white labels with research coding for a particular class
3. Gather the answer sheets for the correct grade (note that Test Form Codes F, G, H and J pertain to grade 4 and Test Form Codes K, L, M and N pertain to grade 5)
4. Affix neon labels with student names and corresponding white label to answer sheet (the student ID on the neon label should match the student ID on the research coding label)
5. Pre-slug administration window and ID information
6. Separate the test booklets according to Test Form Code (e.g. F stack, G stack, etc)
7. Place answer sheet inside corresponding test booklet (the Test Form Code listed on the research coding label should match the test form)
8. Place class set of test booklets into envelope and seal (*we suggest using clear view poly mailers which allow for easy viewing of contents*)

### Post-assembly Tasks:

1. Print label for shipping boxes for each school (addressed to school contact)
2. Print label for return shipping envelopes
3. Organize the assessment items according to the Assessment Package List and seal into the expandable envelope prepared for the class
4. Place the assembled packets into the shipping box for the school and seal
5. Call shipping provider to arrange for pick up

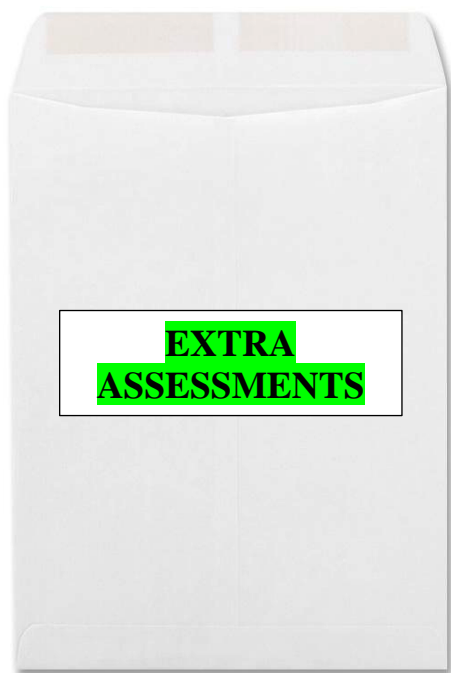
## Appendix D - Ancillary Materials

*Suggested materials for administration*

### **NCTE Assessment Package**

#### **List of Materials:**

1. Test Administration Manual (TAM)
2. Student Assessment Roster (includes write-in section for new students)
3. Student Assessments
  - Test Packets (in clear envelope)
    - Each packet contains:
      - Pre-slugged answer sheet
        - Removable neon label with student name
        - White label with research coding (*Please note that the Form Code on this label must match the Form Code on the Test Booklet.*)
      - Test Booklet
    - “Do Not Disturb” Sign
  - 4. Extra Assessments envelope with 3 extra packets – for students not on the roster.
    - Each packet contains:
      - Pre-slugged answer sheet (*blank neon label for proctor to write student name and white label with research coding*)
      - Test booklet (*unassigned*)
  - 5. Make-ups envelope (for students that require a make-up)
  - 6. Shipping materials
  - 7. Pencils



This envelope contains 3 extra assessment packets. Each packet contains a test booklet, and a pre-slugged answer sheet for any new students not listed on the student assessment roster. In the event that the test examiner needs additional packets, we suggest scheduling a make-up for students who could not be tested.

## Appendix D - Ancillary Materials

*Suggested materials for administration*



A make-ups envelope for each classroom is provided. Proctors should place test booklets and answer sheets for absent students in this envelope, taking care that the test booklet and corresponding answer sheet match. This can be verified by a quick look at the form code (located on the top right corner of the test booklet) and the label with research coding (on the answer sheet).



An 8"x12" Testing: Do Not Disturb sign for each classroom is provided.