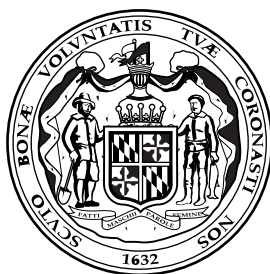


Test Examiner's Manual

Biology



Maryland High School Assessment
May 2003

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Section 1

General Information

DESCRIPTION OF THE TESTS

The Maryland High School Assessments are a series of end-of-course tests that cover core academic areas in English, mathematics, science, and social studies. Twelve tests will be phased in over a period of years, and students will eventually have to take ten tests. Currently, five tests have been developed: English 1, algebra/data analysis, geometry, biology, and government.

Maryland educators have played a vital role in developing the overall high school assessment plan and the tests themselves. Maryland teachers are involved in selecting materials for the tests, writing test items, and reviewing test items for content accuracy, difficulty, and fairness.

This manual provides directions for administering the May 2003 tests. Each content area test will be administered on a single day throughout Maryland. Each test takes approximately three hours to administer, including a short break.

The tests consist of both selected response and constructed response test items. Constructed response items require students to write (rather than select) an appropriate response. Students record responses to all test questions in a separate Answer Book.

By following the guidelines in this manual, you can help ensure that the tests will be valid and equitable for all students. After the test administration, comments regarding clarity of directions and information provided in this manual may be emailed to hsa@msde.state.md.us.

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Access released test forms, which include sample student responses to constructed response items, at <http://www.mdk12.org>.

Use the released test forms and scoring rubrics as part of your instruction to help prepare students for the test.

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TESTING INFORMATION

Test Examiner's Manuals, Student Test Books, and Answer Books arrive in the school building April 28–May 2, 2003

Testing Days May 19–23, 2003

Make-Up Testing Days May 27–June 9, 2003

Return materials by the date provided to you by your School Test Coordinator (STC).

For test material shortages or questions, contact your STC.

TEST SCHEDULE

The tests will be administered the week of May 19–23, 2003. A single date has been designated for each content area test. The table below shows the administration schedule for the May 2003 tests.

TABLE 1
Required Assessment Administration Schedule
for May 2003 Tests

Day	Date	Test
Monday	5/19/03	English 1
Tuesday	5/20/03	Biology
Wednesday	5/21/03	Mathematics Goals 1 and 3
Thursday	5/22/03	Government
Friday	5/23/03	Mathematics Goal 2

MAKE-UP SCHEDULE

For the 2003 administrations, if a student is absent or if a school has an unscheduled closing or delayed opening that prohibits the administrations from occurring on the scheduled dates above, the test(s) must be administered according to the dates shown in Table 2.

TABLE 2**Required Make-Up Assessment Administration Schedule,
May 27–June 2, 2003**

Day	Date	Test
Tuesday	5/27/03	English 1
Wednesday	5/28/03	Biology
Thursday	5/29/03	Mathematics Goals 1 and 3
Friday	5/30/03	Government
Monday	6/2/03	Mathematics Goal 2

If a student is absent during the first make-up week or if a school again has an unscheduled closing or delayed opening that prohibits testing on the dates in Table 2, the schedule shown in Table 3 must be followed.

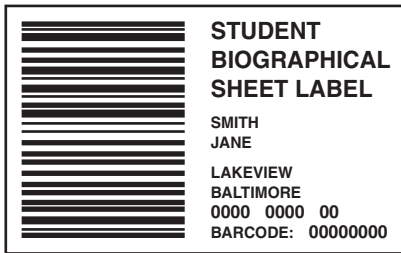
TABLE 3**Required Make-Up Assessment Administration Schedule,
June 3–9, 2003**

Day	Date	Test
Tuesday	6/3/03	English 1
Wednesday	6/4/03	Biology
Thursday	6/5/03	Mathematics Goals 1 and 3
Friday	6/6/03	Government
Monday	6/9/03	Mathematics Goal 2

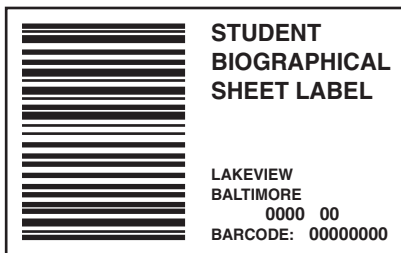
ADMINISTRATION MONITORING BY MSDE

During the administration of the Maryland High School Assessment, the Maryland State Department of Education (MSDE) will have testing monitors in selected schools to observe administration procedures and testing conditions. All monitors will have identification cards for security purposes. There may or may not be prior notification of which schools will be monitored, but monitors will follow local procedures for reporting to the school's main office and giving proper notification that an MSDE monitor is in the building.

Pre-Printed Student ID Label



Generic ID Label



TEST MATERIALS

You will receive your test materials from your STC. Please make sure you have the following materials. If any materials are missing, notify your STC.

For the Test Examiner

- Test Examiner's Manual
- Materials Return Form (This form is provided by your STC for students to sign at the end of testing. A sample Materials Return Form is shown in Appendix B.)
- pre-printed student ID labels (Any student not having a pre-printed student ID label—or having a label with incorrect information—must be given a generic ID label, which can be obtained from your STC.)

For each student

- Student Test Book
- Answer Book
- Rubric Sheet

In addition to the test materials provided, each student will need the materials listed below.

- two No. 2 pencils with erasers
- scratch paper

You will also need the following additional materials:

- a sign for the door that says "Testing: Do Not Disturb"
- a digital clock or a watch or clock with a second hand

Code of Ethics and State Board Security Regulations

It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers, teach items on the test, share writing prompts, coach, hint, or in any way influence a student's performance during the testing situation. A breach of ethics may result in invalidation of test results and Local Education Agency or MSDE disciplinary action.

VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

Which Test Materials Are Secure and Non-Secure?

Secure Materials—Student Test Books, used Answer Books, used scratch paper, used Rubric Sheets

Non-Secure Materials—Test Administration and Coordination Manuals (TACMs), Test Examiner’s Manuals, unused Answer Books, unused Rubric Sheets

Please see Step 12 on pages 32 and 33 of this manual for an optional discussion guide. If you choose to conduct the discussion, it is suggested that it be held as soon as possible after the administration of the assessment. The information would be solely for your instructional planning.

Unused Answer Books are **secure** for Algebra and Geometry only. For English 1, Biology, and Government, unused Answer Books are **non-secure**. Used Answer Books are **secure** for all five content areas.

Test Examiners may have access to secure test materials one school day prior to the test administration.

Test Examiners may have access to secure test materials one school day prior to the test administration.

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- ### During the test administration week

- ## No access to secure materials

- Subject to paragraph (2) of this subsection, a custodian may deny inspection of test questions, scoring keys, and other examination information that relates to the administration of licenses, employment, or academic matters.

6 Maryland High School Assessment

Eligible and Non-Eligible Test Examiners and Proctors

Eligible Test Examiners for Maryland High School Assessment test administrations must be state-certified, professional school staff, and include the following:

- state-certified academic classroom teachers (Certification is not required in the content area in which the teacher is serving as Test Examiner.)
- other state-certified teachers who teach special education, gifted and talented, and Limited English Proficient (LEP) students
- academic classroom, special education, gifted and talented, and LEP teachers with conditional certification
- state-certified teachers in physical education, art, home economics, industrial arts, and so forth
- guidance counselors, media specialists, school psychologists, and school administrators
- other state-certified teachers who may be working as instructional assistants, aides, or regular substitutes

Regular and/or certified staff who are not eligible as Test Examiners include the following:

- non-certified instructional assistants and aides who are not regular employees of the school district (e.g., student teachers and parents who serve as regular volunteers)
- state-certified teachers who are not regular employees of the school system and who are not on a substitute list

Non-certified instructional assistants or aides who are regular employees of the school district for the purpose of providing instruction are not permitted to serve as Test Examiners. These individuals are permitted, however, to provide allowed accommodations to an individual student, as long as they are under the supervision of a state-certified, eligible Test Examiner.

Before the testing date, instruct proctors on their roles and responsibilities. See Step 4 on page 15 for details.

Proctors

Non-eligible personnel may provide assistance during test administration as proctors only. The decision to use proctors and to choose who may act as proctors is a local school system option. The proctors may assist in the following ways:

- help the Test Examiner distribute and collect test materials
- walk around the room and observe students during the entire testing period
- ensure that students are working on the correct test session and not on any other session
- remind students who finish early to check their work in that test session
- monitor students who finish early to ensure they are not reading other materials or disturbing students who are still working

Parents may serve as proctors only if they regularly serve as volunteers in the local school system. The use of non-certified instructional assistants, aides, and parents as proctors is a local school system option. The Test Examiners must understand that they, not the proctors, are solely responsible for a smooth and standardized test administration, as well as the protection of the security of the test materials. Proctors are also bound by the security/confidentiality regulations and must not be allowed to view secure materials. As a general rule, one proctor for every 25 students is recommended.

Backup Test Examiners

A local school system may train backup Test Examiners to serve as an examiner when a regular Test Examiner is ill. If these trained Test Examiners are not used, they may serve as proctors. If they serve as proctors, they must work under the direction of the Test Examiner and may **not** have access to the secure materials for the test to which they are assigned.

TESTING CAUTIONS

- 1 ***Coaching Prohibited.*** Make sure that all students understand the directions for taking the test. The Test Examiner or the proctors may assist the students with the mechanics of test taking, such as helping students find the correct place in the test book. However, no one should provide assistance that will inadvertently or otherwise indicate an answer; this is a test, not a learning activity. Do not indicate the correct response to any question with the exception of sample questions.

- 2 **Guessing.** Encourage students to attempt all questions, even those dealing with content that is unfamiliar. Students should be encouraged to make their most careful choice or write their best response for each question and then go on. A guess may receive credit, but a blank will not; however, avoid using the term “guessing,” as this may encourage random marking.
- 3 **Random Marking.** The students should not mark answers randomly. Random marking indicates that the student has no understanding of the question. If you determine that a student is marking answers randomly, encourage the student to make his or her best effort at answering the questions.
- 4 **Post-Test Discussions with Students.** Many teachers who administer the high school assessment have asked for feedback regarding the assessments. Test security requirements, of course, need to be in force before, during, and after test administration. However, it is legitimate to conduct a debriefing discussion with your students to explore instructional implications. Please refer to Step 12 on pages 32 and 33 for suggested guidelines for conducting an optional debriefing discussion.

TESTING ACCOMMODATIONS

Testing accommodations for Special Education students, LEP students, and students with disabilities covered under Section 504 must be approved and documented according to the procedures and requirements outlined in the document “Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs.” No accommodations may be made for students merely because they are members of an instructional group. Any accommodation must be based on individual needs and not on a category of disability area, level of instruction, environment, or other group characteristics. Responsibility for confirming the need and appropriateness of an accommodation rests with the LAC and school-based staff involved with each student’s instructional program. A master list of all students and their accommodations must be maintained by the principal and submitted to the LAC, who will provide a copy to the Maryland State Department of Education upon request. Please refer to Section 1 of the Test Administration and Coordination Manual for further information regarding testing accommodations.



Different forms of the test will be administered in each classroom. Each student **must** receive a Student Test Book and Answer Book that are the same color and have the same form letter on the cover.



DISTRIBUTION OF MATERIALS

Different forms of the test will be administered to students in each classroom participating in the test. Each form is identified by a cover of a different color and letter. The Student Test Books and Answer Books are spiraled within classrooms. Each student must receive a Student Test Book and Answer Book that are the same color and have the same form letter on the cover.

Section 2

Before Testing

Step 1 *Plan Your Testing Schedule*

- The testing week is May 19–23, 2003. Administer the test on the date assigned, according to the testing schedule in Table 1 on page 2. If students are absent or if the school has an unscheduled closing or delayed opening during the testing week, then the make-up testing schedule in Table 2 on page 3 must be followed. An additional make-up testing schedule is offered in Table 3 on page 3. Follow this schedule **only** if necessary.
- Schedule testing to allow sufficient time for instructions and preparations. Each test will require approximately three hours, including time for students to listen to the directions read to them by the Test Examiner and to take a 15-minute break between Session 1 and Session 2.
- One proctor for every 25 students is recommended. If proctors will be used, instruct them in their roles and responsibilities prior to the testing date.
- Avoid testing just after students have had strenuous physical activity or after lunch shifts.

Step 2 *Review Test Materials and Prepare Answer Books*

Before testing begins, make sure you have all the materials you will need for testing. For a list of the materials needed, refer to page 4 of this manual. Make sure all test materials are stored in a secure location prior to test administration.

If the pre-printed student ID labels have not been applied by your STC, allow sufficient time prior to testing to affix the pre-printed student ID labels to the front of the Answer Books. The labels are arranged on the label sheets in columns of three. **Please be sure to affix only the labels from the center column.** The labels in the left-hand column should be retained by your school. The labels in the right-hand column have been intentionally left blank.

Place student label here.

When affixing each label, be sure to place it exactly in the space as shown to the left.

For those students who do not have a pre-printed student ID label (or for whom the information on the label is incorrect), affix a generic ID label (provided by your STC). Do not place the generic ID label on top of a pre-printed student ID label. If a generic label is needed, it must be placed on a new Answer Book. Only students with generic ID labels must complete the biographical data grids. This should be done at the **end** of the testing period. The information grids for students with disabilities are also to be completed **after** the test is administered. Check with your STC to determine whether you are to fill in the information grids for accommodations and teacher ID.

Step 3

Prepare the Testing Location

Create an Effective Testing Environment

Provide a testing location that has comfortable seating, sufficient workspace, and good lighting. Make sure there is sufficient room for the Test Examiner and proctors to walk around desks while observing students. The room should be adequately ventilated and free from distracting noises. Post a "Testing: Do Not Disturb" sign on the door to prevent interruptions. Separate students so they cannot see other students' answers.

At the beginning of the test administration, students should be instructed to remove all materials from their desks and place them in a section of the room away from the immediate testing area. Only test books and items listed in the test materials list should be on the students' desks. At the end of the test administration, students should turn in all test materials, including scratch paper. Scratch paper must be destroyed after test administration. If students finish a session early, they may review any of their work in that session, but they may not go on or go back to another session.

Students who finish early should be encouraged to review their work in that session and to attempt to answer any questions left blank. Students who finish early may **not** have any reading or other materials on their desks, and they should not disturb those students still working.

Guidelines for the Use of Instructional Aids During the High School Assessment

The goal of these guidelines is to maintain a balance between regular instructional practice and the need for standardized and fair testing conditions around the state. LACs, STCs, principals, and Test Examiners are ultimately responsible for implementing standardized and appropriate test administrations. Therefore, it is essential to follow these guidelines and to ensure that only allowable instructional aids are available. Although STCs can answer questions that may arise about the appropriateness of a specific instructional aid, only the LACs can make final decisions. LACs may choose to implement requirements regarding instructional aids beyond, but not in conflict with, those described here.

The following list of allowable and prohibited instructional aids is meant to be instructive rather than exhaustive. The prohibited aids should not be displayed in the room or be available to students during the test administration. In general, and for all content areas, prohibited instructional aids are those that (a) define terms in the Maryland High School Core Learning Goals document, (b) give answers to test questions, or (c) direct student responses to test questions. The list is organized by content area to facilitate understanding.

TABLE 4

Examples of Allowable and Prohibited Aids

Examples of Allowable Aids	Examples of Prohibited Aids
Science	
Science rubric for constructed response items and constructed response checklist	Displayed or personal instructional aids that provide definitions or examples of concepts and terms provided in the expectations and indicators in the Maryland High School Core Learning Goals document
	Standard published English language dictionaries and thesauruses
	Published scientific/technical dictionaries that define terminology or concepts
	A completed graph or a completed model of a graph with labels or annotations indicating required components
	Calculators

Table 4 continued on next page.

Examples of Allowable Aids	Examples of Prohibited Aids
English Language Arts	
MSDE English language arts rubrics for BCRs and ECRs	Personal writing journals
	Standard published English language dictionaries and thesauruses
	Word lists (both displayed and personal)
Mathematics	
Graphing calculators	Computers, electronic spellers, textbooks, calculator manuals, attachable QWERTY keyboards for TI-82 and TI-89 calculators
Generic steps for problem solving	Steps for solving specific mathematical problems (e.g., how to find percentages, how to use a protractor, how to do specific geometric constructions)
Examples of geometric figures (if unnamed)	Labeled or named geometric figures
	Templates for geometric figures
	Published mathematical dictionaries that define terminology or concepts
	A completed graph or a completed model of a graph with labels or annotations indicating required components
Formula Reference Sheet provided with the test materials	Mathematical formulas (e.g., $V=\pi r^2 h$) and conversion tables (e.g., in. to cm)
	Standard published English language dictionaries and thesauruses
Mathematics rubric for constructed response items and student cues for addressing the rubric criteria	Definitions of mathematical terms, mathematical symbols, and labeled models (e.g., of measuring tools) that appear or are referred to in the Maryland High School Core Learning Goals document
Poster of a calculator face	Posters or visual aids identifying calculator keys or functions
Trigonometry table	
Algebra blocks/tiles	
Social Studies	
Published wall maps, globes, and wall charts if they are not labeled to identify or define required components of the Maryland High School Core Learning Goals document	Graphs and/or charts that identify or define components contained in the assessment limits of the Maryland High School Core Learning Goals document
Scoring rubric	Standard published English language dictionaries and thesauruses

Other Considerations Regarding Allowable Instructional Aids

- Instructional aids cannot be developed, displayed, or available solely for the administration of the High School Assessment.
- **Allowable** instructional aids can be moved from one room to another or placed in a specific room during the administration of the assessment.
- Prohibited instructional aids must be removed or covered up in each testing room or area.
- If it is discovered that an instructional aid inadvertently provides a response to a test question, the aid should be removed or covered up immediately, and the STC and LAC should be contacted. This applies to the one-week test administration window and to the make-up test administration windows.

Step 4 *Train Proctors*

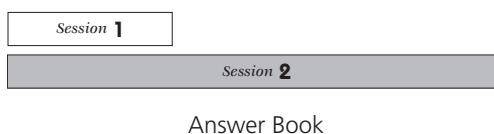
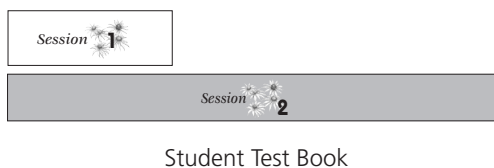
Prior to the test administration, inform proctors of their roles and responsibilities during testing.

Before testing, proctors may assist the Test Examiner by

- affixing pre-printed student ID labels to the front cover of Answer Books or affixing a generic ID label to an Answer Book for each student who does not have a pre-printed label or for whom the information on the pre-printed student ID label is incorrect
- removing or covering prohibited instructional aids (see Table 4 on page 13)

During testing, proctors may assist by

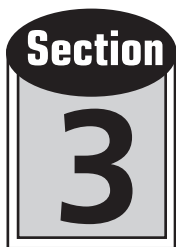
- helping to distribute and collect test materials
- walking around the room and observing the testing behaviors of students
- encouraging students to answer constructed response questions in the order in which they appear
- encouraging students to write well-organized, complete answers to constructed response questions, using complete sentences
- encouraging students to refer to the Rubric Sheet to help them plan their responses
- ensuring that students are working only in the correct test session in both the Student Test Book and Answer Book by noting that the correct session tab at the top of the page is visible



- reminding students who finish early to check their work in that session for completeness and accuracy and to attempt to answer every question
- ensuring that students who finish early are not reading other materials or disturbing students who are still working

After testing, proctors may assist the Test Examiner by

- checking Answer Books to ensure that pre-printed student ID labels are affixed correctly, or if a generic ID label is affixed, that the gridded information is completed correctly
- erasing stray marks in Answer Books or darkening answer marks that are too light



Section 3

During Testing

In order to ensure accurate results, it is essential that all Test Examiners follow the same procedures when administering the tests.

This section provides specific directions for each test. Please read these directions carefully before administering the test.

The directions you are to read aloud to the students are printed in bold type and are preceded by **SAY**.

*Information that is only for you and is **not** to be read aloud is indented and printed in italic type.*

Read the directions to students **exactly as they are written**, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.” Then read the direction again.

Please observe timing limits.

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

Inform students that they may write in the Student Test Books and may make notes, mark, underline, or highlight information to help them answer questions.

Encourage students to think about and plan their responses to constructed response questions and to refer to the Rubric Sheet to understand how their responses will be scored.

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

Remind students to handle all materials with care; to record their answers with heavy, dark pencil marks; and to avoid making extra marks. The Answer Book pages should never be folded, clipped, or torn.

Begin the test session on time. Be sure that all desks are cleared, and see that each student has scratch paper and two sharpened soft-lead (No. 2) pencils with erasers.

Step 5 *Distribute the Test Materials*

Before distributing the Answer Books, make sure the pre-printed student ID labels (and generic ID labels, if necessary) have been affixed to the front of the Answer Books for every student taking the test. (See Step 2 on pages 11 and 12 of this manual.)

SAY

I am going to give you your Answer Book, Student Test Book, Rubric Sheet, and scratch paper. Please do not open your books or fill in any information on the cover of your Answer Book until I tell you what to do.

Distribute the Answer Books, Student Test Books, Rubric Sheets, and scratch paper. Each student must receive the Answer Book with his or her name on the pre-printed student ID label (or with a generic label, if necessary). Make sure each student receives a Student Test Book that is the same color and has the same form letter as his or her Answer Book.

SAY

Look at the label on the front cover of your Answer Book. If the label has a name on it, make sure it is your name.

Pause while students check to make sure they have the correct Answer Book. Read the next paragraph only if there are students with generic ID labels.

SAY

If your label does not have your name printed on it or you do not have a label, you will be given further directions at the end of testing.

Pause.

SAY

Your Student Test Book and Answer Book should be the same color and should have the same form letter on the cover. If they are not the same color and form letter, please raise your hand.

As necessary, provide students with different Student Test Books so that their Answer Books and Student Test Books match in color and form letter.

Step 6

Administer the Test

SAY

Please do not fill in any of the circles on your Answer Book cover at this time.

On your Answer Book cover in the spaces under LAST NAME, print one letter of your *last* name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. In the spaces under FIRST NAME, print one letter of your *first* name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space under MI, print your *middle initial*. If you do not have a middle name, do not print anything in this space.

Pause for students to write their names.

SAY

You have been given a Rubric Sheet.

Hold up a copy of the Rubric Sheet.

SAY

The Rubric Sheet provides information about how brief constructed response questions will be scored.

Point to the Science Rubric.

SAY

Look at page 1 in your Student Test Book. Now we are going to look at the sample questions together. Look at Sample A.

Pause while students open their Student Test Books to page 1 and locate Sample A.

SAY

Read the sample to yourself as I read it aloud.

Which of these instruments should a student use to measure the length of a housefly? The answer choices are A, microscope; B, metric ruler; C, funnel; D, graduated cylinder.

Now open your Answer Book to page 2 and look at the sample box. Sample A is a selected response question, so it is answered by filling in a circle. Mark the correct answer for Sample A.

Pause while students mark the answer to Sample A in their Answer Books.

SAY

You should have marked the circle for “B” because “metric ruler” is the correct answer. Now go back to page 1 in your Student Test Book and look at Sample B. Sample B is another example of a selected response question. Read the sample to yourself as I read it aloud.

Which of these systems in the human body is directly involved in movement? The answer choices are F, skeletal system; G, excretory system; H, endocrine system; J, reproductive system.

Mark your answer to Sample B in your Answer Book.

Pause while students mark the answer to Sample B in their Answer Books.

Sample A

Which of these instruments should a student use to measure the length of a housefly?

- A microscope
- B metric ruler
- C funnel
- D graduated cylinder

Sample B

Which of these systems in the human body is directly involved in movement?

- F skeletal system
- G excretory system
- H endocrine system
- J reproductive system

SAY

You should have marked the circle for “F” because the correct answer is “skeletal system.”

Now look at the directions under the sample box in your Answer Book. Follow along as I read the directions aloud.

- Selected response answer choices alternate between ABCD and FGHIJ. Be sure that the circle you mark in your Answer Book matches the letter you choose in your Student Test Book.
- Make your mark heavy and dark, completely filling in a circle. If you make a mistake, erase your first mark completely before marking another answer.
- In addition to selected response questions, there will be brief constructed response questions that require a written answer. Brief constructed response questions are labeled “BCR” below the question number in the Student Test Book and Answer Book.
- Brief constructed response questions are a very important part of the test. Answer the questions in the order in which they appear. Write your best response for each one.
- Use the Student’s Constructed Response Checklist and the reminder at the top of each response page to help you in planning and revising your responses.
- In your constructed response be sure to:
 - include appropriate details to completely support your answer
 - use accurate scientific terminology
 - synthesize or tie together all relevant information
 - when asked for, apply the concepts to a practical problem or real-world situation

SAY

- You may underline, mark, or make notes in your Student Test Book, or you may use scratch paper.
- Write your final answer in the Answer Book.

Are there any questions?

Pause for questions.

SAY

Please remember that, during the testing session, you may not talk to other students, and you may not share materials or use unauthorized materials. If you engage in any misconduct, your score will be invalidated.

Remember, read all directions and questions very 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.

Many questions refer to a reading selection. Be sure to look back at the text to help you choose the correct answer. It will be helpful to keep your Student Test Book open so that both pages show.

Answer all the questions in order until you come to the end of Session 1, where you will see a stop sign. If you finish early, you may check your answers in Session 1, but do not go on to Session 2. When you have finished, sit quietly until I announce the end of testing.

Are there any questions?

Pause for questions.

SAY

You have 80 minutes to complete Session 1.

I will help you keep track of the time by recording the remaining testing time on the board.

Now turn to page 2 in your Student Test Book.
You may begin.

Give the students 80 minutes to complete this test session. Record the starting amount of time for the session on the board. When 30 minutes have passed, record the remaining testing time on the board. Continue to record at 30-minute intervals until the session is completed.



Record the

starting time:

Add 80 minutes:

+ 80

Record the

stopping time:

Session 1

Session 1 Tab

While students are working, the Test Examiner and proctors should circulate to see that students are following directions, that they are attempting to answer each question, that they are marking their answers in the appropriate places in their Answer Books, and that they are not going on to Session 2. Be sure that the Session 1 tabs in the Student Test Books and Answer Books are visible. Do not offer any help on specific test questions.

At the stopping time, read the next direction.

SAY

Stop. Put down your pencil. This is the end of Session 1. Put your Answer Book in your Student Test Book and close your Student Test Book. We will have a 15-minute break now.

Allow students to take a 15-minute break.

SAY

Now you will complete Session 2. Open your Student Test Book and find the page labeled Session 2. Now open your Answer Book and find the page labeled Session 2.

Remember to keep your Student Test Book open so that both pages show. Also, remember to refer back to the texts to help you choose the correct answer, and refer to the checklist and the reminder at the top of each response page to help you plan your answers to the brief constructed response questions.

Answer all the questions until you come to the end of Session 2, where you will see a stop sign. If you finish early, you may check your answers in Session 2, but do not go back to Session 1. When you have finished, sit quietly until I announce the end of testing. Remember, you are not allowed to read any other materials.

You have 70 minutes to complete Session 2. I will help you keep track of the time by recording the remaining time on the board.

Are there any questions?

Pause for questions.

SAY

Now turn the page. You may begin.

Give the students 70 minutes to complete this test session. Record the starting amount of time for the session on the board. When 30 minutes have passed, record the remaining testing time on the board. Continue to record at 30-minute intervals until the session is completed.



Record the
starting time: _____

Add 70 minutes: + 70

Record the
stopping time: _____

While students are working, the Test Examiner and proctors should circulate to see that students are following the directions, that they are attempting to answer each question, that they are marking their answers in the appropriate places in their Answer Books, and that they are not looking back at Session 1. Be sure that only the Session 2 tabs in the Student Test Books and Answer Books are visible. Do not offer any help on specific test questions.

At the stopping time, read the next direction.

SAY

Stop. This is the end of the test. Close your Answer Book and Student Test Book.

Pause while students close their Answer Books and Student Test Books.

SAY

I will now collect your Student Test Book, Answer Book, Rubric Sheet, and scratch paper. You will need to sign a form indicating that you have returned all test materials.

If there are students who do not have a label or who have a generic ID label on the front of their Answer Books, instruct them to hold on to their Answer Books so they can complete additional information on the front cover. After all other test materials have been collected, proceed to Step 7 for directions on completing the additional information.

As you collect the materials, have the students sign a materials return form to indicate they have returned all test materials. After all materials have been collected, check to make sure each student has signed a materials return form. Return the materials return form, all used scratch paper, and used Rubric Sheets to the STC.

NOTE: If you will be administering make-up tests, be sure to keep the Test Examiner's Manual and an adequate number of Rubric Sheets for use during the make-up administration.

• • • • •
See Appendix B for a sample Materials Return Form.
• • • • •

Step 7 Complete the Answer Book Information

The following instructions are only for students who do not have labels or who have generic ID labels on the front of their Answer Books.

SAY

You are now going to fill in some information on the front of your Answer Book. Look at the boxes in which you have printed the letters of your name. Each box has a column of circles below it. In the first column, fill in the circle that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one circle in each column. For each empty space in the name section, fill in the blank circle in the top row.

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

SAY

Find the space labeled **Date of Birth**. Below the word **Month**, fill in the circle next to the month in which you were born.

Pause.

SAY

Below the word **Day**, fill in the circles for the numeral or numerals of the day on which you were born. Fill in the zero in the first column if there is only one numeral in your day of birth.

Pause.

SAY

Below the word **Year**, fill in the circles for the last two numerals of the year in which you were born.

Pause.

SAY

Fill in the circle for your grade level. Fill in the circle for female or male. Fill in the circle for your racial/ethnic background.

Circulate to verify that students are correctly marking the circles. If a student indicates that none of the racial/ethnic background options are applicable to him/her, instruct the student to leave the racial/ethnic field blank.

Collect the Answer Books. As the Answer Books are being collected, make sure each student signs the materials return form that was provided by your STC.

Section 4

After Testing

Step 8

Complete the Special Codes and Check Answer Books

Before returning test materials to your STC, please check the Answer Books to verify that the pre-printed student ID labels are correctly affixed to the Answer Books. If an Answer Book does not have a pre-printed student ID label, verify that a generic ID label is affixed and that the student's name and biographical information grid are filled in correctly. Be sure to complete the special codes for Date of Birth, Student ID Number, Gender, Racial/Ethnic Background, Grade Level, Special Ed, ESL Services, Title 1, Section 504, Free/Reduced-Price Lunch, Accommodations, School Number, LEA, Section Number, and Home LEA (for LEA 24 schools only).

Numbers 2 through 12 in the chart below should be completed on the front of the Answer Books **only** for those students with generic ID labels; for students with pre-printed student ID labels, this information should be left blank.

Completion of number 13 is optional for students with either generic or pre-printed labels. Please check with your STC to determine whether number 13 should be completed.

When you check this . . . look for this:

1 Pre-printed Student ID Label	The information on the label is correct and the label is placed precisely in the space provided.
2 Student's Name	The student's first and last names must be written in the appropriate place. The corresponding circles must be filled in.
3 Date of Birth	The circles indicating the student's month, day, and year of birth must be filled in.

Table continued on next page.

.....
Numbers 2 through 12 in the chart should be completed on the front of the Answer Books **only** for those students with generic ID labels; for students with pre-printed student ID labels, this information should be left blank.
.....

.....

When filling in the circles for School Number, LEA, Section Number, Teacher ID, and Home LEA, use leading zeroes if necessary.

.....

.....

Completion of number 13 is optional for students with either generic or pre-printed labels. Please check with your STC to determine if number 13 should be completed.

.....

4 Student ID Number	Write the Student ID Number in the appropriate boxes. Fill in the corresponding circles under each digit of the Student ID Number.
5 Gender	The circle indicating the student's gender must be filled in.
6 Racial/Ethnic Background	It is not mandatory for a student to have filled in a circle indicating racial/ethnic background.
7 Grade Level	The circle indicating the student's grade level must be filled in.
8 Special Ed; ESL; Title 1; F/RP Lunch; Section 504	Fill in the appropriate circles for students who receive special education, ESL, Title 1 services, a free or reduced-price lunch, and students who have a Section 504 plan.
9 Accommodations	Fill in the appropriate circles to indicate the accommodations, if any, the student received when taking the test.
10 School Number	Write the four-digit school number in the appropriate boxes. Fill in the corresponding circles under each digit of the school number.
11 LEA	Write the LEA number in the appropriate boxes. Fill in the corresponding circles under each digit of the LEA number.
12 Section Number	Write the section number in the appropriate boxes. Fill in the corresponding circles under each digit of the section number.
13 Teacher ID	Write the teacher ID number in the appropriate boxes. Fill in the corresponding circles under each digit of the teacher ID number.

Table continued on next page.

14 Home LEA	Only LEA 24 schools (private/nonpublic schools) are required to complete this space. Write the student's home LEA number in the appropriate boxes. Fill in the corresponding circles under each digit of the home LEA number.
15 M	Fill in the A, B, C circles ONLY if the Answer Book is to be invalidated.

There are some conditions that interfere with the scoring process. Please check each Answer Book for the following:

- answer marks that are too light
- incomplete erasures
- stray marks

Erase marks or make them heavier, as needed.

Step 9 *Invalidate Student Answer Books*

The Test Examiner should bring to the attention of the STC those students whose conduct during testing might have caused an invalid administration. The Test Examiner and the STC should follow local school system policy to determine whether each of those students' test scores should be invalidated. Instructions on how to invalidate a student's test book are given in the Test Administration and Coordination Manual.

Step 10 *Complete the Documentation Forms and Return Test Materials*

Follow the directions and schedule provided to you by your STC for packaging and returning all materials. Be sure to return the Materials Return Form to your STC.

NOTE: If you will be administering make-up tests, be sure to keep the Test Examiner's Manual and an adequate number of Rubric Sheets for use during the make-up administration.

• • • • •

The Test Examiner should bring to the attention of the STC those students whose conduct during testing might have caused an invalid administration. The Test Examiner and the STC should follow local school system policy to determine whether each of those students' test scores should be invalidated. Instructions on how to invalidate a student's test book are given in the Test Administration and Coordination Manual.

• • • • •

Step 11 *Administrative Procedures for Students with IEPs Permitting a Dictated Response or Use of a Word Processor*

A student whose IEP permits a dictated response must have that response audiotaped in the presence of an approved Test Examiner for later transcription into the student's Answer Book. The student's response must be transcribed at the school level BY AN APPROVED Test Examiner into the student's Answer Book with a pre-printed or generic ID label attached. The student's school must retain any audiotape for one year for review by MSDE upon request.

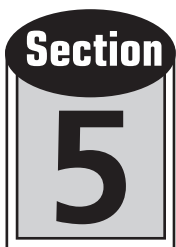
A student whose IEP permits the use of a word processor must have that response transcribed by hand exactly as the student entered the response on the word processor. The student's response must always be transcribed at the school level BY AN APPROVED Test Examiner into the student's Answer Book with the pre-printed or generic ID label attached. After the student's response has been transcribed, the memory of the word processor must be cleared. Any computer printout of the student's response must be retained by the school for one year for review by MSDE upon request.

Step 12 *Optional Discussion Guide for Teachers Following the High School Assessment Administration*

The following are suggested guidelines for conducting an **optional** debriefing discussion. If you choose to conduct this discussion, it is suggested that it be held as soon as possible after the administration of the assessment. This information is solely for your instructional planning. It is not expected that responses be returned to the Maryland State Department of Education.

To ensure that test security is not violated, discourage sharing information regarding individual test items when you conduct the debriefing discussion with your students. Rather, focus on instructional implications for future classes. You should limit your discussion to the following questions:

1. What advice would you give to other students who are just beginning the course to help them be successful on the assessment?
2. What would you recommend receive **more** emphasis the next time this class is taught?
3. What would you recommend receive **less** emphasis the next time this class is taught?
4. Did you have enough classroom preparation to feel confident when composing the written responses on the assessment?
5. Did you have enough classroom preparation to feel confident in answering the selected response questions?
6. What else could teachers and students do to prepare for this assessment?



Appendices

APPENDIX A

SCIENCE RUBRIC

Level 4

There is evidence in this response that the student has a *full and complete understanding* of the question or problem.

- Pertinent and complete supporting details demonstrate an integration of ideas.
- The use of accurate scientific terminology enhances the response.
- The effective application of the concept to a practical problem or real-world situation reveals an insight into scientific principles.*
- The response reflects a complete synthesis of information.

Level 3

There is evidence in this response that the student has a *good understanding* of the question or problem.

- The supporting details are generally complete.
- The use of accurate scientific terminology strengthens the response.
- The concept has been applied to a practical problem or real-world situation.*
- The response reflects some synthesis of information.

Level 2

There is evidence in this response that the student has a *basic understanding* of the question or problem.

- The supporting details are adequate.
- The use of accurate scientific terminology may be present in the response.
- The application of the concept to a practical problem or real-world situation is inadequate.*
- The response provides little or no synthesis of information.

Level 1

There is evidence in this response that the student has *some understanding* of the question or problem.

- The supporting details are only minimally effective.
- The use of accurate scientific terminology is not present in the response.
- The application, if attempted, is irrelevant.*
- The response addresses the question.

Level 0

There is evidence that the student has *no understanding* of the question or problem.

- The response is completely incorrect or irrelevant.

* On the High School Assessment, the application of a concept to a practical problem or real-world situation will be scored when it is required in the response and requested in the item stem.

Student's Constructed Response Checklist

Biology

- ✓ 1. Read the question to determine its general topic.
- ✓ 2. Read the question again so that you clearly understand each part of the question you must answer.
- ✓ 3. Outline the different elements of the correct response. On a piece of scrap paper, write down
 - the main idea or concept behind the question
 - scientific terms that are appropriate to the question
 - data and other information from activities you completed in the classroom or laboratory that are related to the question
- ✓ 4. Write your response, using all the appropriate information required to answer the question thoroughly.
- ✓ 5. Read your response to make sure that it is clear and understandable.
- ✓ 6. Revise your response, if necessary.

MARYLAND HIGH SCHOOL ASSESSMENT

MATERIALS RETURN FORM

MAY 2003 ADMINISTRATION

School: _____

School Number: _____

LEA: _____

LEA number: _____

Content Area: _____

[illegible]

Test Examiner: Please verify that all students have returned their materials.

Test Examiner (Please Print) _____ **Date:** _____

Signature: _____

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Monterey, California 93940-5703