

# *Test Administration and Coordination Manual*



*Maryland High School Assessment  
January 2002*

**MARYLAND STATE BOARD OF EDUCATION**  
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## Contents

<b>Section 1</b>	<b>General Information</b> . . . . .	1
	Introduction . . . . .	1
	Testing Information . . . . .	1
	General Information . . . . .	1
	Administration Schedule . . . . .	2
	Make-up Schedule . . . . .	2
	Administration Monitoring by MSDE . . . . .	3
	Student Participation . . . . .	3
	Testing Accommodations . . . . .	3
	Braille and Large Print Books . . . . .	4
	Test Security . . . . .	4
	Code of Ethics and State Board Security Regulations . . . . .	4
	Secure and Non-Secure Materials . . . . .	5
	Who May Have Access to Secure Materials/When May They Be Accessed? . . . . .	5
	Who May <u>Not</u> Have Access To Secure Materials? . . . . .	5
	Some Security Guidelines . . . . .	6
	Eligible and Non-Eligible Test Examiners and Proctors . . . . .	6
	Eligible Test Examiners . . . . .	6
	Non-Eligible Test Examiners . . . . .	6
	Proctors . . . . .	7
	Backup Test Examiners . . . . .	7
	Irregularities During Testing . . . . .	7
<b>Section 2</b>	<b>Overview of Examination Materials</b> . . . . .	1
	Testing Materials . . . . .	1
	School Test Coordinator . . . . .	1
	Receipt and Distribution of Materials . . . . .	3
	Local Accountability Coordinator. . . . .	3
	School Test Coordinator. . . . .	3
	Important!! . . . . .	3
<b>Section 3</b>	<b>Instructions for Local Accountability Coordinator Prior To and During Test Administration</b> . 1	
	Step One: Prior to Test Administration . . . . .	1
	Step Two: During Test Administration . . . . .	3
<b>Section 4</b>	<b>Instructions for School Test Coordinators Prior To and During Test Administration</b> . . . . . 1	
	Step One: Inventory Examination Materials . . . . .	1
	Step Two: Applying Student Loans . . . . .	1
	Step Three: Conduct Training Sessions . . . . .	3
	Training Test Examiners . . . . .	3
	Training Proctors . . . . .	3
	Step Four: Distribute Test Materials . . . . .	4
	Step Five: Follow Procedures During Test Administration . . . . .	6
	Step Six: After Testing . . . . .	6
	Step Seven: Ordering Make-up Books . . . . .	6
<b>Section 5</b>	<b>Instructions for School Test Coordinators After Test Administration</b> . . . . .	1
	Step One: Cover Information . . . . .	1
	Step Two: Invalidation . . . . .	1
	Step Three: Receive Materials from Test Examiners . . . . .	1
	Step Four: Packaging Materials . . . . .	2
<b>Section 6</b>	<b>Instructions for Local Accountability Coordinator After Test Administration</b> . . . . .	1
	Step One: Receive Materials From School Test Coordinators . . . . .	1
	Step Two: Packaging Materials . . . . .	1
	Step Three: Pickup of Materials . . . . .	1

## Appendixes

Redistribution of Materials Record .....	Appendix A
Pick-up Schedule .....	Appendix B
Packing List Discrepancies Log .....	Appendix C
Directions for Coding Accommodations .....	Appendix D
Tracking Record of Student Test Books and Answer Books .....	Appendix E
Box Content Checklist .....	Appendix F
Testing Irregularities Record .....	Appendix G
Materials Request Form .....	Appendix H
Student Answer Book Cover .....	Appendix I
Summary of On-Line Forms .....	Appendix J

## Icon Key



**Inventory/confirm**



**Complete an Appendix Form**



**Etc., major difference from last year**

*Please read the TACM carefully. There are many small but important changes from last year's administration. The icons are intended to draw attention to only the most major differences or to point out particular category of test.*

# Notes

## Section 1

## General Information

### Introduction

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 information and instructions for Local Accountability Coordinators and School Test Coordinators for the administration of the January 2002 tests.

Content area specific Test Examiner's Manuals are supplied. The Test Examiner's Manuals provide specific directions for administering the January 2002 tests. Each content area test will be administered on a single day throughout Maryland and takes approximately three hours to complete, including a short break.

The tests consist of both selected response and constructed response test items. There are two types of constructed response items: brief constructed response and extended constructed response. Both types 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 and the Test Examiner's Manuals, you can help ensure that the test will be valid and equitable for all students. Following test administration, comments regarding clarity of directions and information provided in this manual may be emailed to [hsa@msde.state.md.us](mailto:hsa@msde.state.md.us).

### Testing Information

#### *General Information*

Test Materials Delivered to Schools	December 10–19, 2001
Testing Days	January 14–18, 2002
Make Up Testing Days	January 22–February 4, 2002

Materials will be picked up from each school site by the scoring contractor.  
See Appendix B: Pick Up Schedule.

#### Material shortages or questions?

Test Examiners direct questions to the School Test Coordinator.  
School Test Coordinators direct questions to the LAC.  
LAC contacts CTB.

### Administration Schedule

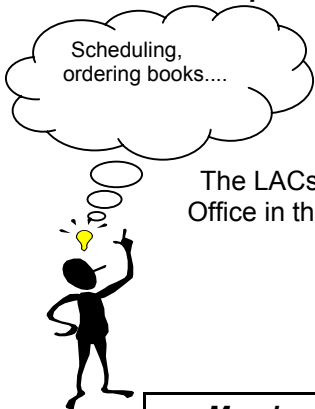
The tests will be administered the week of January 14–18, 2002. A single date has been designated for each content area test. Testing times must be scheduled to allow sufficient time for completion of the test.

**Table 1**

**Required Assessment Administration Schedule for January 2002 HSA**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1/14/02	1/15/02	1/16/02	1/17/02	1/18/02
Biology	Mathematics Goals 1 & 3	Government	Mathematics Goal 2	English 1

### Make-up Schedule



For the 2002 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 date above, the test(s) must then be administered according to the make-up dates shown in Table 2.

The LACs should address all questions regarding unscheduled closings to the Assessment Office in the Division of Planning, Results, and Information Management at (410) 767-0081.

**Table 2**

**Required Make-up Administration Schedule  
January 22-28, 2002**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Monday</b>
	1/22/02	1/23/02	1/24/02	1/25/02	1/28/02
<i>Holiday-Schools Closed</i>	Biology	Mathematics Goals 1 & 3	Government	Mathematics Goal 2	English 1

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 Administration Schedule  
January 29-February 4, 2002**

<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Monday</b>
1/29/02	1/30/02	1/31/02	2/1/02	2/4/02
Biology	Mathematics Goals 1 & 3	Government	Mathematics Goal 2	English 1

### Retrieval of Testing Materials

See Appendix B: Pick-Up Schedule. AM hours are 8:00-12:00. PM hours are 12:00-3:30.

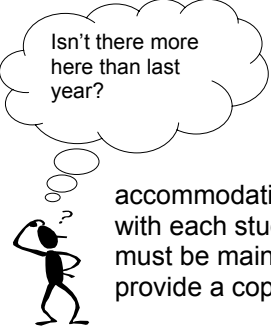
## Administration Monitoring by MSDE

During the administration of the Maryland High School Assessment test, the Maryland State Department of Education (MSDE) will have testing monitors in selected schools observing 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.

## Student Participation

### Testing Accommodations

Testing accommodations for Special Education students, ESL students, and students with disabilities covered under Section 504 must be approved and documented according to the procedures and requirements outlined in the 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 Local Accountability Coordinator and school-based staff involved with each student's instructional program. A master list of all students and their accommodation(s) must be maintained by the principal and submitted to the Local Accountability Coordinator, who will provide a copy to the Maryland State Department of Education upon request.



Isn't there more here than last year?

Refer to the most recent Accommodations Document. An excerpt appears in Appendix D. You may want to obtain a copy of the entire document, which is available at <http://www.mdk12.org>.

General principles stated in the document regarding accommodations for HSA are:

#### Accommodations:

- a. enable students to participate more fully in assessments and to better demonstrate their knowledge and skills. Accommodations should help students move from dependence to independence; they should not encourage dependency.
- b. must be based upon individual student needs and not upon a category of disability, level of instruction, time spent in general classroom, or program setting.
- c. must be justified and documented in the Individualized Education Program (IEP) for students with disabilities and in the students' records for §504 and Limited English Proficient (LEP) students.
- d. must be implemented as soon as possible after completion of the IEP, §504, or LEP plan and must be aligned with instruction. Accommodations must not be introduced for the first time in the testing of a student.
- e. must be approved as specified in this document.
- f. not explicitly mentioned in this document and/or multiple accommodations do not constitute reasons to exempt students from assessments. The School Test Coordinator should coordinate with the Local Accountability Coordinator (LAC) prior to testing to solve problems caused by the need to provide multiple accommodations.

June 11, 2001



### ***Braille and Large Print Test Books***

The Maryland High School Assessment will be administered to those requiring large print Student Test Books and Answer Books or Braille Student Test Books.

- 1) Large print and Braille Rubrics and Math Reference Sheet will be provided with the tests. Teacher notes will also accompany the Braille books.
- 2) Talking calculators are allowable.
- 3) For both large print and Braille, student responses will need to be transcribed into the regular test Answer Book following testing. The student ID label is attached to the Answer Book containing the transcribed responses, not the large print Answer Book or Braille book. Be sure the student's name is written on the large print Answer Book, however. The bubbles do not need to be completed if there is a preprinted student ID label for the student. If there is no preprinted student ID label, a "generic" ID label (one without a student name) will need to be applied to the Answer Book containing the transcribed responses and all the required sections on the cover must be completed. See Section 4.
- 4) An eligible test examiner must transcribe the student responses into a regular Answer Book.
- 5) Once tests are transcribed, they are to be returned for scoring with the regular materials. However, if transcription cannot be completed in time for inclusion with its own subject area, an exception may be made to the general packing instruction stating that subject areas are not to be mixed in the same box. The Answer Book and Student Test Book may be included in Box 1 of any return shipment, regardless of the subject area. The original student work must be maintained at the school for one year. The last pickup is February 4, 2002.
- 6) Before packing, confirm that the Accommodation Code on the cover of the transcribed Answer Book is completed. Large Print usage is coded III-A and Braille is coded III-B. See Appendix D.

### **Test Security**

#### ***Code of Ethics and State Board Security Regulations***

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education:

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 LEA OR MSDE DISCIPLINARY ACTION.

The Student Test Books, unused math Answer Books and all used Answer Books for all content areas of the Maryland High School Assessment Program are confidential and must be kept secure at all times. Unauthorized use, duplication, or reproduction of any or all portions of the assessment is prohibited.

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.

It is assumed that Test Examiners and anyone else who handles test materials are aware of the consequences of test security violations.

### **Secure and Non-Secure Materials**

Secure and non-secure materials are as follows:

Secure Materials—Student Test Books, unused Answer Books (math only), used Answer Books (all subject areas), used scratch paper, used Formula Reference Sheets/Rubric sheets/Cues for Students.

Non-Secure Materials—Test Administration and Coordination Manual, Test Examiner’s Manuals, unused Answer Books (except math), unused Formula Reference Sheets/Rubric sheets/Cues for Students, return address labels, bar-coded student ID labels, Instructions for Applying ID Labels.

### **Who May Have Access to Secure Materials and When May They Be Accessed?**

Non-secure materials may be used for training at any time. Secure and non-secure materials will be delivered to schools between December 10-19, 2001. The following is a list of when the secure materials can be viewed and who may view them. Persons not mentioned specifically are to be denied access to secure materials.

#### **BEFORE THE FIRST TEST ADMINISTRATION DATE**

- Local Accountability Coordinators (LACs) may have access to **secure** and **non-secure** materials as they are made available in order to plan training sessions for School Test Coordinators (STCs).
- STCs may have access to **secure** and **non-secure** materials in order to prepare materials and training sessions for Test Examiners. STCs may open packages of Student Test Books and Answer Books as necessary to inventory and prepare materials for distribution to Test Examiners.
- Test Examiners may have access to all **non-secure** materials prior to the test administration.

#### **DURING THE TEST ADMINISTRATION WEEK**

- Test Examiners may have access to non-secure materials at any time prior to testing. They may view the **secure** test materials 24 hours prior to the scheduled test date. Student Test Books and Math Answer Books must be viewed in a secure location under the supervision of the STC. Test Examiners will receive Student Test Books and Answer Books from the STC on the morning of the scheduled test date.
- Non-certified staff may have access to **secure** materials for clerical purposes as approved by the LAC and only if supervised by the STC. Non-certified staff may perform such activities as taking inventory of materials or applying ID or generic ID labels to Answer Books.
- Superintendents, Assistant Superintendents for Instruction, local school system content area Supervisors, Principals, and Assistant Principals may have access to secure materials no sooner than 24 hours prior to administration. These individuals must have a “need to know” status in order to view secure materials—that is, a reason to view secure materials relevant to their responsibilities in administering tests in their school or school system. They must arrange with the LAC to view secure materials, and the basis for the viewing must be documented in writing with the LAC.

### **Who May Not Have Access to Secure Materials?**

- Proctors and members of the general public are not allowed access to secure test materials. The legal authority for this denial is found in §10-618(c) of the State Government Article, Annotated Code of Maryland, which stipulates the following:

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.

Proctors and the general public may view public release forms. These forms are non-secure and are available on the MSDE website, <http://www.mdk12.org>.

### ***Some Security Guidelines***

- When not in use, all secure materials must be kept in a secure central location. Answer documents containing responses must be returned, along with all other secure materials, at the end of the testing session. All secure materials must be accounted for by the Test Examiner before returning them to the STC. The STC should be notified immediately of any discrepancies.
- Unless directed otherwise by the STC, any test books being checked out by a Test Examiner on the morning of the scheduled test and not distributed to students during test administration should be temporarily stored in a secure location inaccessible to students until the end of the testing session. This may occur if a student is absent. Remember to retrieve these books from their secure location when returning the materials.
- Do not hand score student responses.
- Breaches of security must be reported to the school principal, the LAC and MSDE immediately.

## **Eligible and Non-Eligible Test Examiners and Proctors**

### ***Eligible Test Examiners***

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 for which the teacher is serving as Test Examiner.)
- other state-certified teachers who teach in special education, gifted and talented, and ESL
- academic classroom, special education, gifted and talented, and ESL teachers with provisional certification
- state-certified teachers in physical education, art, home economics, industrial arts, etc.
- Guidance counselors, media specialists, school psychologists, and school administrators
- other state-certified teachers who may be working as instructional assistants, aides, or regular substitutes
- instructional assistants or aides who are regular employees of the school district for the purpose of providing instruction, even if they have no state certification, **for the purpose of providing an allowed accommodation** for an individual student (The assistants or aides must be under the supervision of a state-certified, eligible Test Examiner.).

### ***Non-Eligible Test Examiners***

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.

### **Proctors**

Non-eligible personnel may provide assistance during 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 testing materials
- walk around the room and observe students during the entire testing time
- 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 that 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. 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 prior to the scheduled testing date.

## **Irregularities During Testing**



Any test administration may be marred by unforeseen irregularities that, in some cases, can result in individual or group performance that is invalid. See Section 5, Step 2 for invalidation instructions. Test Examiners are required to complete a Testing Irregularities Record (Appendix G) noting any irregularities involving individual students, such as disruptive behavior, opening the test book before the test or working in the wrong section, experiencing sudden illness, having to leave the room, or becoming unduly disturbed by the testing situation. Test Examiners also are to note on this form any unusual interruptions or distractions that affect the entire group. If no irregularities occur, they are to check the appropriate box and submit the form to the School Test Coordinator whom

- 1) notifies the LAC of irregularities
- 2) submits the forms to CTB via envelope provided with testing materials

The LAC notifies MSDE Assessment Branch of irregularities. A copy should be maintained in the STC office for one year.

**Testing Materials*****School Test Coordinator***

The School Test Coordinator (STC) is to provide the test materials to the Test Examiners. The STC must provide each examiner with a Materials Return Form. The student roster provided with the test materials may be used for this purpose or another form may be created by the STC or LAC. The Materials Return Form should include space for the content area, and a space for each student in the test group to sign his or her name to verify the test materials have been returned. The Test Examiner must also sign the form verifying that all students have returned their test materials.

All students and examiners must have the following testing materials:

**A. Materials provided (by CTB):**

For the Test Examiner

- Test Examiner's Manual
- Testing Irregularities Record

Pre-printed student ID labels and generic ID labels for those students who do not have a pre-printed label or who have a damaged label or one with incorrect information ★ **Note: Never place one label over another!**

- Paper bands for used Answer Books
- Student roster

For each student

- Student Test Book
- Answer Book
- Rubric Sheet
- For Mathematics students only: Formula Reference Sheet/Rubric Sheet/Cues for Students consolidated onto one sheet

**B. Additional materials (provided by the school or student):**

For each student

- two No. 2 pencils with erasers
- scratch paper

For Mathematics—Goal 1: Functions and Algebra, Goal 3: Data Analysis and Probability students:

- straightedge (ruler or index card)
- graph paper,  $\frac{1}{4}$ " x  $\frac{1}{4}$ " grid or comparable size (one sheet per student plus extra to be available as needed)
- graphing calculator with the following minimum capabilities:(extra batteries available)
  - ☞ table functions
  - ☞ point plotting
  - ☞ intersection of two lines (using a graph, a table, or equations)
  - ☞ statistics: mean, median, maximum, minimum, quartiles, line of best fit
  - ☞ maxima and minima of a function

☞ matrices: addition, subtraction, and scalar multiplication

Calculators may not be shared by students. The following are graphing calculators that have the capabilities needed for the high school assessments in mathematics as of August 2001:

Casio:	FX-7700, CFX-9800, CFX-9850G, CFX-9850GB PLUS, CFX-9870G, Algebra FX 2.0, CFX-9970G
Hewlett-Packard:	HP-38G, HP-48G, HP-49G, HP-39G, HP-40G
Sharp:	EL-9300, EL-9600
Texas Instruments:	TI-82, TI-83, TI-83 Plus, TI-83 Plus Silver Edition, TI-86, TI-89, TI-92, TI-92 Plus

For security reasons, calculators with alphanumeric keyboards must have the memories cleared before the students begin the testing and at the completion of the test. (Currently, this is the TI-92 and TI-92 PLUS.) Directions for clearing memory are included in the beginning of Section 3 of the Test Examiner's Manual for Mathematics Goal 1: Functions and Algebra and Goal 3: Data Analysis and Probability.

For Mathematics—Goal 2: Geometry, Measurement, and Reasoning students:

- straightedge ruler with both metric and U.S. customary units
- protractor
- graph paper,  $\frac{1}{4}$ " x  $\frac{1}{4}$ " grid or comparable size (one sheet per student plus extra to be available as needed)
- tools for construction: straightedge, compass, patty paper, miras, and mirrors ONLY

*NOTE: The types of tools will vary by classroom. Students should have available the tools for construction they use during regular classroom instruction.*

- calculator

A scientific calculator with trigonometric functions is sufficient for the Mathematics—Goal 2: Geometry, Measurement, and Reasoning assessment. There is no other restriction on the calculator. Students should use the calculator they typically use during instruction. Extra batteries should be available.

The calculator must have the following minimum capabilities:

- ☞ four function operations
- ☞  $\pi$  key
- ☞ square and square root
- ☞ sine, cosine, tangent, and their inverses

Calculators may not be shared by students. For security reasons, calculators with alphanumeric keyboards must have the memories cleared before the students begin the testing and at completion of the test. (Currently, this is the TI-92 and TI-92 PLUS.) Directions for clearing memory are included in the beginning of Section 3, pages 19-20 of the Test Examiner's Manual for Mathematics Goal 2: Geometry, Measurement, and Reasoning.

For All content areas

Refer to the table of allowable and prohibited aids in TACM Section 4 Page 5, Step Four. This table also appears in the Test Examiner's Manual.

## Receipt and Distribution of Materials

### *Local Accountability Coordinator*

For the January 2002 administration, test materials will be delivered directly to the schools. They will be sent to the School Test Coordinator's attention. Please alert appropriate staff members to be expecting the delivery and to secure the delivery immediately. See Section 3 for specific instructions.

The LAC will receive a 10% overage of materials to accommodate small shortages. Box 1 is a white box and will contain a packing list for the LAC materials and copies of the schools' packing lists.

### *School Test Coordinator*

For the January administration, testing materials will be sent directly to the School Test Coordinator during the period of December 10-19, 2001.

Box 1 is a white box and contains the packing list. Inventory the materials immediately.

Retain the boxes. They will be reused to ship the materials to the scoring contractor.

See Section 4 for specific directions.

### **Important!!**

Students in each classroom are administered multiple forms of the test. Each test form is identified by a form letter and a specific color. Each has its unique Answer Book with a matching form letter and color. Students must receive the same color Student Test Book and Answer Book. The forms range from Q through U, dependent upon the content area. For this administration, all content areas have either 2 or 3 forms.

Each content will be packaged in sets of 12 books. There is a label on the front of the shrink-wrapped package with a 10-digit number. The last 2 digits indicate the number of books that are to be in that package. For instance, the shrink-wrapped package with the 10-digit label of 4069113012 is to have 12 books. The Student Test Book forms have been spiraled within each package. For example, Biology's package of three forms is stacked in the following order: Q, R, S, Q, R, S Q, R, S Q, R, S. Answer Books are packaged separately and are also spiraled in this same order. This identical spiraling occurs to simplify matching the correct form of the

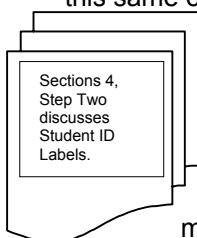
Answer Book with the Student Test Book during distribution to the student. Therefore, it is important to keep this spiraling order of the Answer Books and the twelve book stacks intact as Student ID Labels are applied..

Unlike previous administrations, this year a student label will need to be applied to each student's Answer Book prior to testing. The potential for the Answer Book spiraling to become disordered during this process exists. Thus, it will be even more important to be diligent in matching the color and form letter of the Student Test

Books to the Answer Books as the materials are distributed. See Section 4 for specific directions concerning the application of the student ID labels.

While the integrity of the spiraling order of the Answer books should be maintained as the labels are applied, if it is found that the Answer Books and Student Test Books are no longer spiraled in precisely the same order, first distribute the Answer Books in the order in which they are stacked. Next, pair the Student Test Books with the Answer Books by matching the color and form letter that appear on their front covers.

*Note:* When applying the pre-printed Student ID Label to Answer Books, some new students may not have a label or a student's label has been damaged or has incorrect information. In that case, use one of the ID labels that has no name pre-printed on it. These are referred to as generic ID labels. It will then be necessary for the student to write in their name and bubble in all the required information on the cover. See Section 5, Step 1 for more information on bubbling the information grids.



## Section 3      Instructions for Local Accountability Coordinator Prior To and During Test Administration

### Step One      Prior to Test Administration

- Conduct training for School Test Coordinators (STCs).
- Coordinate training for Test Examiners.
- Inform STCs of Code of Ethics and State Board Security Regulations.
- Work with the appropriate school personnel to verify and arrange test accommodations. Note that Braille, as well as large print student Test Books, is included in this administration. A regular Answer Book is packed with the Braille and large print materials for later transcription by proper school personnel of the student's answers.
- Receive testing materials, December 10-19, 2001.

You will receive approximately a 10% overage of testing materials for your LEA. The STCs will also receive a slight overage for their school.



Confirm that you have received all boxes listed on the courier's shipping invoice before signing for the delivery. If someone else in your school will be signing for the shipment, alert them to the shipping window and receiving procedures.

For ease of administration to students who require accommodations, each school shipment will contain a separate package consisting of one form only. The package will have a special label identifying it as the accommodations package. This package is not for the general population. However, any booklets not needed for the accommodated students can be used by other classes if additional books are required. Left over books from this package should be the last ones to be used to fulfill the need for additional materials.

- Confirm that all participating schools have received their testing materials.

If any school is missing their shipment, call CTB, 1-800-878-4671 immediately.

Box 1 of your shipment, which is white for easy identification, is the Local Accountability Coordinator's administrative box and will contain a copy of the shipping invoice. The white box will also contain copies of the schools' packing lists. The additional LAC boxes will contain overages of material for reconciling shortages. The boxes will be sequentially numbered (i.e., 1 of 20, 2 of 20,...). Inventory contents and store the material in a secure location.



- Reconcile school shortages.

In order to supply schools needing additional materials, the LAC will receive extra testing materials, approximately 10% of the total amount requested for the LEA. Use these LAC's materials as the first source for filling requests from the STC for additional materials.



STCs must open and inventory their shipment of materials immediately to allow time for the LAC to resolve any shortages. Using Appendix C: Packing List Discrepancy Log, the STC reports shortages to the LAC at once for resolution. If books are missing that are listed on the packing list, the STC should record the barcode numbers of the missing books in the comment section. If enrollment has increased and additional materials are needed the STC submits Appendix H: Materials Request Form to the LAC. The LAC fills these requests from the LAC materials. If this supply is insufficient to fill requests for additional material, the LAC calls 1-800-878-4671 followed immediately with an e-mail or fax of Appendix H: Materials Request Form. See Appendix J for e-mail address and fax number. Remember, when transferring secure materials, complete Appendix A: Redistribution of Materials Record. These forms are also available at [docushare.msde.state.md.us](http://docushare.msde.state.md.us).



# A

- Record distribution of additional materials.

There will be a minimum of one box for the Local Accountability Coordinator containing additional bar-coded generic ID labels, Rubric Sheets, Math Reference/Rubric Sheets/Cues for Students, Student Test Books and Answer Books. These additional packages of Student Test Books and Answer Books are to be opened for distribution only if requests are received from a school for additional materials due to shortages or increased population. If you must distribute secure materials (Student Test Books for all content areas and math Answer Books) from these materials, the LAC and STC must record the transaction to ensure proper tracking of these secure materials. Geometry and Algebra Answer Books are secure. The ink jet-printed barcode number found on the front of the Test Book and the geometry and algebra Answer Book will need to be recorded on the form. See Appendix A: Redistribution of Materials Record and Appendix I: Student Answer Book Cover. Non-secure materials do not need to be recorded, i.e., Rubric Sheets and Math Reference/Rubric Sheets/Cues for Students. Only the amount distributed of unused Answer Books for biology, English 1, and government needs to be indicated since they are not secure materials, i.e. 5 books. See Appendix A: Redistribution of Materials Record for an example of how to complete the form.

Overages from one school should not be used by the LAC to fill another school's shortage unless all the extra materials sent to the LAC have been depleted and there is insufficient time to receive materials from CTB. (CTB will overnight express missing materials. Verify with CTB that there is insufficient time at 1-800-878-4671.) If there must be a transfer of materials from one school to another, the transfer should take place through the LAC. The sending and receiving STCs and the LAC must record the transferred books using Appendix A. The barcode number for Student Test Books and Math Answer Books and the litho code number for biology, English and government Answer Book are used to identify the transferred books. (The litho code number is the unique eight-digit number which appears on various pages throughout each book. In most cases it begins with "0". The barcode is located on the bottom left of the front cover of the Student Test Book only. The number is printed directly to the right of the parallel bars. See Appendix I for a sample Answer Book Cover.) STCs at both schools need to include a copy of Appendix A with the used Answer Books in their Box 1 of the return shipment to Measurement, Inc. LACs also return their Appendix A in Box 1 of returned secure materials. The LAC retains a copy for reference. In case of missing materials, you may be asked to supply a copy of the form. Avoid this situation by first filling shortages from the extra packages sent to the LAC and by notifying CTB immediately of shortages beyond your ability to fill. If the option of completing and submitting this form electronically is selected, a hardcopy does not need to be included in the boxes.

- Pick up of materials will occur at the school level. See Appendix B: Pick-up Schedule. School Test Coordinators are to retain the original boxes for returning materials for handscoring.
- The LAC should receive various tracking forms from each STC. Tracking forms will be available at **docushare.msde.state.md.us** and may be completed electronically and e-mailed from the STC to the LAC or from the LAC to CTB at [rcllymer@ctb.com](mailto:rcllymer@ctb.com) and/or Measurement, Inc. at [MdHSA@measinc.com](mailto:MdHSA@measinc.com) as directed in Appendix J. Alternately, they may be completed as hardcopy and faxed to the LAC. Refer to Section 6 and Appendix J for additional information.

## Step Two During Test Administration

- Be available to respond to questions from STCs and school personnel. If answers are not available to you in this manual, call CTB at 1-800-878-4671. This is a dedicated line for Maryland High School Assessment. Do not call the general number or the MSPAP number. The message will be delayed.
- A** ▪ If any secure materials are reported missing to you by STCs notify CTB at [rclymer@ctb.com](mailto:rclymer@ctb.com), Measurement Inc. at [MdHSA@measinc.com](mailto:MdHSA@measinc.com) and MSDE's Office of Assessment in the Division of Planning, Results, and Information Management. Document the report using Appendix E: Tracking Record of Student Test Books and Answer Books. Document all attempts to resolve the missing materials situation.
- Monitor test administration to verify that prescribed procedures are followed.
- A** ▪ The LAC documents any testing disruptions affecting the LEA as a whole using Appendix G: Testing Irregularities Record. The STC of each school is to complete Appendix G to document disruptions within the school. If there are disruptions, check the appropriate box. **All schools must complete Appendix G: Testing Irregularities Record even if there are no disruptions.** Notify MSDE's Office of Assessment in the Division of Planning, Results, and Information Management of any Irregularities.

The LACs and the STCs are to send a copy of documentation to CTB in the envelope supplied with the testing materials. This envelope will be sent to CTB, not placed into the Measurement Inc. shipment.

## Section 4 Instructions for School Test Coordinators Prior To and During Test Administration

### Step One Inventory Examination Materials

- Before signing for the shipment, check the number of boxes received against the courier's shipping invoice.
- Check the materials received against the materials specified on the School Packing Lists found in Box 1 of your shipment. Box 1 should be white.
- A security barcode has been printed on the front cover of each Student Test Book for all subjects and on the Answer Books for Algebra and Geometry. The security barcode appears on the cover as a series of parallel lines with a number beside it. The books in each package are bar-coded sequentially. Compare the barcode numbers of the two visible student Test Books to verify that each package contains 12 sequential books. (The bottom book will be turned outward to allow you to read its barcode number.) If the package contains something other than 12 books or if the sequence is wrong, you will need to open the package in order to record the errant sequence number. If you receive a broken package of student Test Books or math Answer Books, verify that all 12 books are included by checking the number sequence. Each content area contains 12 books per package.
- Make note of any discrepancies directly on the School Packing List and initial, complete Appendix C: Packing List Discrepancies Log and notify the LAC immediately.

E-mail notification: Appendixes are also posted at [docushare.msde.state.md.us](http://docushare.msde.state.md.us) and may be completed electronically and e-mailed. E-mail Appendix C: Packing List Discrepancy Log to [rclymer@ctb.com](mailto:rclymer@ctb.com) with a copy to your LAC and to [MdHSA@measinc.com](mailto:MdHSA@measinc.com). Retain a copy of the original packing list. This may be requested if there is a problem while conducting the inventory of materials returned to the scoring contractor.

Hardcopy notification: If completing the form as hardcopy, fax or send a copy of the completed log and a copy of the page from the shipping list on which the discrepancy occurs to your LAC. The LAC will contact CTB by e-mail by using Appendix C or by phone and fax. Extra copies of the Appendixes will be provided with your shipment of materials.

- Check quantities of materials against current enrollment. Notify your LAC if you have fewer materials than needed for the current enrollment. Complete Appendix H: Materials Request Form. This form may be completed as hardcopy and/or faxed or e-mail to request additional materials. (You will frequently need to split a package between classes during the distribution stage. If so, make sure you distribute Answer Books and student Test Books with matching form letters.)
- Maintain test security procedures. Report violations to the principal and to the LAC.

### Step Two Applying Student Labels

There has been a change in procedures this year. There are now preprinted student I.D. labels. These labels are to be attached to the Answer Book before testing. Directions to the STC for applying the labels follow. If the STC has delegated this task to the Test Examiners, they will need to be given a set of these directions.

The student I.D. label is to be carefully applied to the area on the front cover of the Answer Book directly under the copyright line where the instruction "Place bar code label here" appears. See Appendix I for an illustration. Never place one label on top of another label.





**Note:** Each school will receive a large number of generic labels (labels which do not identify a specific student). These labels are not intended for use during the primary testing week unless a student does not have a preprinted label or the label is damaged or incorrect. You are being sent a large number just in case the entire testing population would have to take a make-up test and the pre-printed labels had already been applied to the books used in the primary testing week.

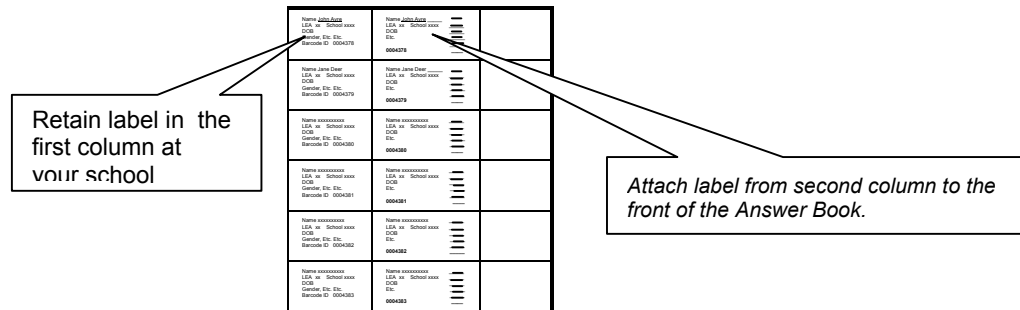
There are four purposes for these generic labels:

1. as the student ID label during the primary week of testing if a student does not have a preprinted ID label
2. as a replacement label if the preprinted label has been damaged
3. as a replacement label if the preprinted label contains incorrect information
4. as a replacement label if the student was absent and is taking a make-up test **and** the pre-printed label is no longer available

If it is known ahead of time that a student is going to be absent during the primary testing week and will be taking the make-up test, save the pre-printed label for use on the make-up form Answer Book.

The student I.D. labels will be printed on 8.5 x 11 sheets with labels for six students per sheet, one student in each row. You will see three columns of labels. Information about the student will be printed in the first column. The student I.D. label which is to be attached to the Answer Book will be in the second column. The third column is purposefully left blank. The only label you will attach to the Answer Book is the one in the second column. The labels in the left-hand column should be retained by your school. As an option, if you need to apply a generic label to an Answer Book, you may want to write the student's name on the label the school retains (the label in the first column). This will make it possible for you to track the book to the student in case the name is not bubbled in before reaching the scoring contractor.

Careful placement of the label in the designated spot is essential for proper scanning. Examine the illustration in Appendix I carefully.



Students who receive generic labels must have the information on the front cover bubbled. Students may complete portions of the required information, such as, last name, first name, Middle Initial, grade level, gender, racial, ethnic background. However, the Accommodations section, Free or Reduced Price lunch (F/RP Lunch), Special Ed, and 504 sections should be completed by the STC, Test Examiner or eligible designee. When completing the School number, Section Number, Teacher ID and LEA, use leading 0's. For instance, school number 17 becomes 0017, section 11 becomes 011, teacher ID number 2 becomes 0002, LEA 3 becomes 03. Failure to use the leading zeros may result in delay of score reports.

In order to complete the accommodations section for those students who do not have a preprinted student ID label, Test Examiners will need information supplied to them concerning students receiving accommodations for the testing. (For information regarding

appropriate accommodations, please refer to the student's IEP and see Appendix D: Directions for Completing Accommodation Codes. This section may be copied and distributed to the Test Examiners.) If a student does not have an accommodation, this area will have no circles darkened. Information will also need to be provided regarding provision of free and reduced price lunch (F/RP Lunch) and special education status. These fields on the front cover must be completed. See Appendix I for an illustration of the cover.

Instruct the Test Examiner to confirm as materials are received from the students that each used Answer Book has a student I.D. label affixed. This includes all content areas. (Math Answer Books have an additional barcode printed directly onto the cover. This is not a student I.D. barcode. The barcode which is ink-jet printed on the Math Answer Book serves a different purpose. It is imperative that this printed barcode is not covered with the student I.D. label. See the illustration in Appendix I)

Unused Answer Books are not to have a student I.D. label attached. If a student ID label has been attached to an Answer Book that is then not used, do not place another label over it and do not try to remove the label for reuse. Any unused book with ID labels attached must be invalidated by filling in all the bubbles of the first five selected response question. It will allow the scoring contractor to know the book is not to be scored. This invalidates the book, not the student. If the student then takes a make up test, he or she will receive scores from that testing. Failure to invalidate the unused books with labels attached may result in a delay in receiving score reports.

## **STEP THREE CONDUCT TRAINING SESSIONS**

### **Training Test Examiners**

- Conduct training sessions for anyone who will handle test materials. Test Examiner's Manuals will arrive with the testing materials. They will also be on line at **docushare.msde.state.md.us**.
- Inform Test Examiners and proctors of the Code of Ethics and State Board Security Regulations.
- When training employees as examiners, consider providing for possible absenteeism among the examiners on testing day. (See Section 1: Eligible And Non-Eligible Examiners and Proctors.)

### **Training Proctors**

STCs are responsible for informing proctors of their duties prior to testing week. (See Section 1: Eligible And Non-Eligible Examiners and Proctors.)

BEFORE TESTING, PROCTORS MAY ASSIST BY:

- affixing pre-printed student labels to the front cover of Answer Books or affixing a generic label to an Answer Book for each student who does not have a pre-printed label

Each content is packaged in sets of 12 books. Each content area has 2 or 3 forms. The forms have been spiraled within each package. For example, Biology's package of three forms is stacked in the following order: Q, R, S, Q, R, S Q, R, S Q, R, S. Answer Books are packaged separately and are also spiraled in the same order. Answer Book spiraling occurs in the same order used for student Test Books to simplify matching the correct form of the Answer Book with the Student Test Book during distribution to the student. Therefore, it is important to keep this spiraling order of the Answer Book intact as the student ID labels are being applied.

- removing or covering prohibited instructional aids from the testing area

- gathering and packaging additional math materials that students will need during testing

To facilitate distribution of the math testing material, the materials may be pre-packaged in an envelope or a sealable bag before the test administration date. Secure materials may not be included in the pre-packaged materials until the day of testing.



Refer to Section 2 for an overview of testing materials.

- checking Answer Books to ensure that pre-printed labels are affixed correctly, or if a generic label is affixed, that the gridded information is completed correctly.

DURING TESTING, THE PROCTOR MAY ASSIST BY:

- distributing and collecting test materials
- checking to ensure the Answer Book form matches the Student Test Book form

Students in each classroom are administered different forms of the test. The form is identified by a form letter and a specific color. Each form has its unique Answer Book with a matching form letter and color. Students must receive the same color student Test Book and Answer Book. The forms range from Q through U, dependent upon the content area. For this administration all content areas have either 2 or 3 forms.

- checking to be sure that items are completed on the Answer book covers for students who do not have a preprinted student label (A generic pre-printed student label should also be affixed to the cover.)
- supplying additional sharpened pencils when needed during the test
- checking that students are working on the appropriate session in the student Test Books and the Answer Books
- monitoring use of proper manipulative
- roaming the room to observe testing behaviors of students
- 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 material or disturbing students who are still working.

## **Step Four    Distribute Test Materials**

- Check out materials to examiners on test day. Record distribution of student Test Books and Answer Books on Appendix E: Tracking Record of Student Test Books and Answer Books.
- See Section 2 for an overview of testing materials. This overview also describes allowable calculators for mathematics.

All content areas should refer to the following table of allowable and prohibited aids. This list is meant to be instructive rather than exhaustive. Instructional aids cannot be developed, displayed, or available solely for the administration of the High School assessment. Prohibited instructional aids must be removed or covered up in each testing room or area. In general, 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. If it is found that an instructional aid inadvertently provides a response to a test question, the aid should be removed or covered up immediately, and the LAC should be notified. This applies not only to the one week testing window, but also to the makeup testing windows that follow.

**ALLOWABLE AND PROHIBITED AIDS**

EXAMPLES OF ALLOWABLE AIDS	EXAMPLES OF PROHIBITED AIDS
<b>English Language Arts</b>	
MSDE English/Language Arts rubrics for BCRs and ECRs.	Personal writing journals
	Standard published English language dictionaries and thesauruses
	Word List (both displayed and personal)
<b>Mathematics</b>	
Graphing calculators	Computers, electronic spellers, textbooks, calculator manuals
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 testing materials	Mathematical formulas (e.g., $V=\pi^2 h$ 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	
<b>Science</b>	
Science rubric for constructed response items.	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
<b>Social Studies</b>	
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 rubrics	Standard published English language dictionaries and thesauruses

## STEP FIVE FOLLOW PROCEDURES DURING TEST ADMINISTRATION

- Be available to answer questions that may arise.
- Monitor the test administration. Make sure that materials for each test are available and all administration procedures are being followed.
- Make sure that unspecified manipulatives are not being used.
- Ensure all school personnel adhere to security guidelines.
- Document any significant disruptions in normal testing. Notify the principal and LAC immediately. Appendix G: Testing Irregularities Record, must be completed and submitted to the LAC even if there were no disruptions.

## STEP SIX AFTER TESTING

- Retrieve testing materials at the end of the testing period.
  - Verify receipt of materials from the Test Examiners and complete Appendix E: Tracking Record of Student Test Books and Answer Books.
  - Verify that students and Examiners have signed a Materials Return Form. This form must be retained at the school for six months.
- Remember to include the used Formula Reference Sheets/Rubric Sheets/Cues for students as secure materials.
- Alert the LAC immediately if any materials are missing. Make a thorough attempt to locate the materials. All secure materials must be returned.
- Refer to Appendix B: Pick Up Schedule for day and time to have materials ready for pick-up by the scoring contractor.

## STEP SEVEN ORDERING MAKE-UP BOOKS



In the event that your school is closed or a student(s) is absent, make-up tests will be provided. **You must request make-up Test Books and Answer Books immediately to assure prompt delivery.** Do not wait until the end of the primary testing week. Requests must be made no later than the morning following the primary test administration for each subject or the first day school is again in session. For example, if ten students were absent for the Government test on January 16<sup>th</sup>, you must request the make-up booklets on January 17<sup>th</sup>. The make-up session will be January 24<sup>th</sup>. The ancillary materials, i.e. rubrics and Formula Reference Sheet/Rubric/Cues for Students will not be replaced. You must retain these from the original shipment. Requests for make-up books (student Test Books and Answer Books) should be made by e-mailing Appendix H: Materials Request Form to [rclymer@ctb.com](mailto:rclymer@ctb.com). The form may also be faxed to the attention of Rhonda Clymer to 888-282-0526. You will receive an e-mail verification of your order the next day. If you do not receive the verification, call Rhonda Clymer at 1-800-538-9547 X 7347.



## Section 5

# Instructions for School Test Coordinators After Test Administration

### Step One Cover Information

All used Answer Books should have a printed barcode label affixed on the front, even if the test is incomplete. This was done prior to testing. (See Section 4: Instructions to School Test Coordinators Prior to and During Test Administration.)

Verify that all used Answer Books have the pre-printed student ID label or generic ID label affixed. The information grids on the front cover of each used Answer Book with a generic ID label must be completed. The Teacher ID is optional. Check with your LAC to ascertain if this area is to be completed for your school. Notice the additions to the front cover from previous administrations. There are now bubbles to complete for Section 504, Title I and Free and Reduced-Price Lunch (F/RP Lunch). There is a bubble for "Yes" only for each of these services; therefore, these areas will have no bubbles darkened if the student does not participate in the service.



More  
Bubbles  
!!!!

The Accommodation section will also need to be completed for those students with generic ID labels who received accommodations for the examination. (Refer to the Student's IEP and Appendix D: Directions for Completing Accommodation Codes. Appendix D may be copied for distribution to examiners.) If a student does not have an accommodation, this area will have no circles darkened. Instruct Test Examiners to verify that the Answer Book cover grids are filled in correctly before returning them to you.



Unused Answer Books should not have an ID label attached.

### Step Two Invalidation

The Test Examiner should bring to the attention of the STC situations or conduct during testing that may have caused an invalid administration for a student or group. The STC and the Test Examiner should then together determine whether each of those student's test scores will be invalidated. If it is decided that the situation or student's conduct was such as to invalidate the test scores, blacken in all the answer choices on the first five selected response questions.



Decisions!  
Decisions!

Document these situations or conduct causing invalidation by using Appendix G: Testing Irregularities Record. Notify the principal and LAC.

**Note:** Appendix G must be completed and submitted to CTB even if there were no disruptions.

### Step Three Receive Materials From Test Examiners

Inventory materials as they are received from each examiner, and document receipt of materials from the test examiners on the bottom half of Appendix E: Tracking Record of Student Books and Answer Books. Verify that all materials have been received from the Test Examiners. Document and resolve any discrepancies.

It is a requirement for Examiners to account for all distributed secure materials. They must verify that all students have signed the Materials Return Form. A copy of this documentation should be retained by the STC for a minimum of six months.

Materials received from Test Examiners are:

- Student Test Books
- Used Answer Books
- Unused Answer Books
- Unused barcode labels
- Used scratch paper
- Used Math Formula Reference Sheet/Rubric Sheet/Cues for Students
- Used Rubric Sheets
- Testing Irregularities Form
- Materials Return Form

## Step Four Packaging Materials

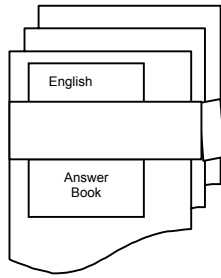
- Materials will be picked up from each school site by the scoring contractor. See Appendix B: Pick-up Schedule. If pick-up is not needed on January 30 and/or February 4, notify Measurement, Incorporated [MdHSA@measinc.com](mailto:MdHSA@measinc.com) or call 919-683-2413 and ask for the Shipping Department.
- Examiners should return materials to you sorted by type and by content (i.e., used English Answer Books together, unused English Answer Books together, all English Student Test Books together, English Examiner's Manuals, etc.). Boxes will be color coded by content area.
- Paper bands are provided in the original shipment for banding stacks of the used Student Answer Books together from side to side. (For ease in handling, banded stacks should be no thicker than 3.5 inches. To aid in the inventory process, you may wish to have the number of books within the set recorded on the band.)
- Using the original boxes, pack the materials in the following manner. Remember to check the box label: English 1 is packed in English 1 boxes, Geometry in Geometry boxes, etc. Do not mix content areas.
  1. Start with Box 1. Use as many boxes in numerical order as needed to accommodate all banded used Answer Documents. Complete a Box Content Checklist, Appendix F, for each box as you pack. Keep a copy of Appendix F for your files.
  2. Leave enough room on the top of Box 1 to place Appendix F: Box Content Checklist, and a copy of Appendixes E: Tracking Record and A: Redistribution of Materials, if applicable. In lieu of including Appendixes E & A in the boxes, they may be e-mailed to [MdHSA@measinc.com](mailto:MdHSA@measinc.com) and copied to [rclymer@ctb.com](mailto:rclymer@ctb.com).
  3. If it appears that the last box of used Answer Books will not be full or nearly full, unused Answer Books which are still in shrink wrap may be placed on the bottom of the box. Unused Answer Books should not be paper banded.
  4. Do not mix other types of materials in the last used Answer Book box in order to fill it. If there is empty space in the box and no remaining shrink-wrapped unused Answer Books, add enough packing filler to hold the materials securely in place during shipment and to prevent the box from being crushed. Do not use newspaper with ink.
  5. In the next boxes, continue by packing any remaining unused Answer Books until all Answer Books are packed. Next start a new box and pack Student Test Books. Again, fill any empty space in the boxes with packing filler. Content areas boxes are labeled and color coded. The used Answer Books appear in the first boxes of each content/color. For example, biology is coded green. If boxes 1-6 were used to pack **used** biology Answer Books, boxes 7-15 may contain the remaining biology materials. Algebra is coded blue. Box 16 then would have a blue tag and, as the first blue box,

contain used algebra Answer Books, etc. Thus, the first boxes of each new color will contain the used Answer Books.

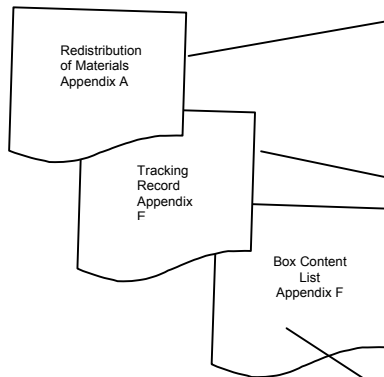
6. Labels for shipment to Measurement Incorporated were included in your shipment. Place these shipping labels on your boxes. For each return shipment number the boxes sequentially in the spaces provided on the label, i.e. 1 of 24, 2 of 24, 3 of 24, etc. Be sure your LEA number appears on the box. Thoroughly cross out or cover any incorrect numbers on the box.
7. Seal the boxes securely with packing tape. Place the boxes in a secure location until pick-up time. Refer to Appendix B: Pick-up Schedule.

**NOTE:** If necessary in order to have enough time for school personnel to transcribe student responses, Answer Books with transcribed student responses by may be returned in the first box of the final shipment to the scoring contractor on February 4, 2002.

# Packing Directions

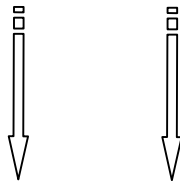


Used Answer Books should be banded with the provided paper band. These go into the box first. Use as many boxes as needed for the used Answer books. Boxes are color coded by content area. Do not mix content areas in one box.

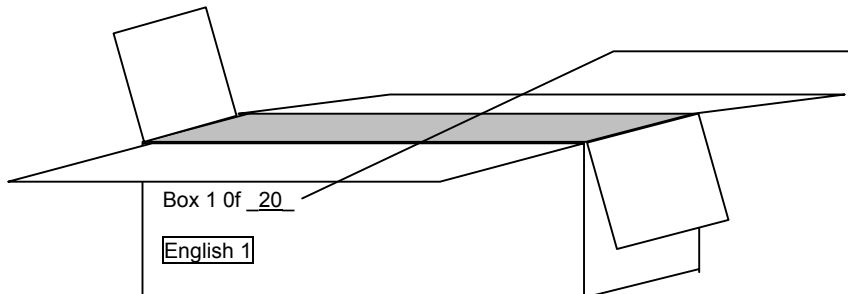


Unless a great change has occurred in your enrollment, most of you will not have a need for Appendix A. This provides a trail of possession and may be sent via e-mail rather than inserting a hardcopy. Retain a copy for your records.

Appendix E, Tracking Record of Student Test Books and Answer Books, provides a trail of possession to follow if a book is missing. This may be completed on-line and sent to CTB and Measurement Incorporated via e-mail rather than included in the box. Retain either an electronic copy or paper copy for your records.

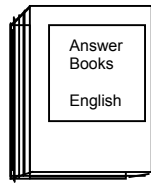


Place a copy of Appendix F, Box Content List in each box. Keep a copy for your files. This should be the first thing seen when the box is opened. **Every box should have it's own Box Content List.**

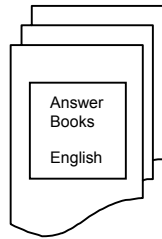


Use as many boxes as needed for the used Answer Books.

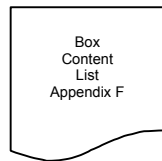
# Packing Directions



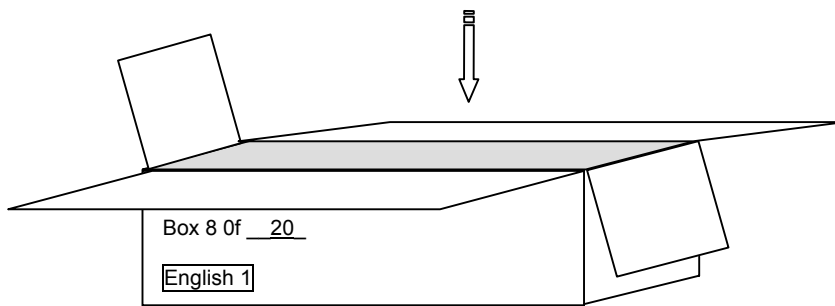
Continue to fill boxes with the remaining shrink-wrapped packages of unused Answer Books. Remember, use only Biology boxes for Biology and English boxes for English, etc. until all answer books are packed.



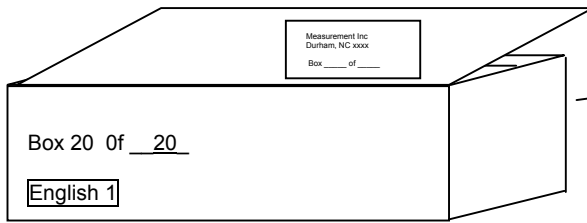
Place loose unused answer books on the top of the first box of unused books.



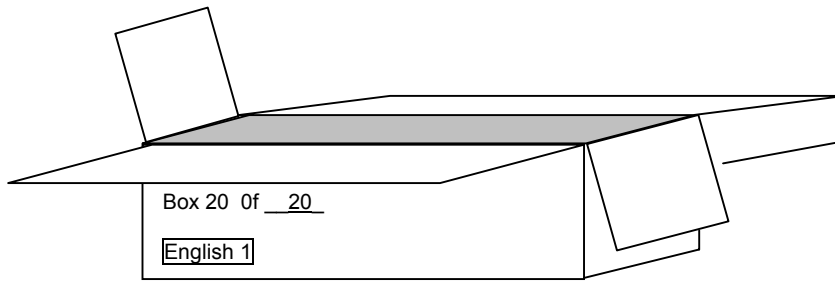
Place a copy of Appendix F: Box Content List, into each box. Keep a copy for your files. This should be the first thing seen when the box is opened. Every box should have its own Box Content List.



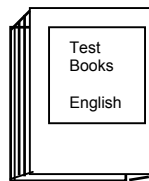
# Packing Directions



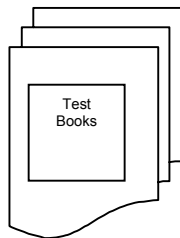
Number and seal the boxes and place the shipping label on the top.



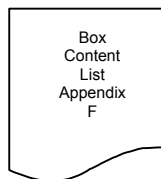
Place any other material being returned into the last box. This would include used scratch paper, used rubrics, extra barcode labels, etc.



Place shrink-wrapped packages of test books on the bottom of the box. Continue filling boxes until all shrink-wrapped packages of Test Books are placed in boxes. Loose Test Books may be placed on the top of the last these box.



Place all used and opened shrink wrapped packages of Test Books in boxes. The final box of loose Test Books may also include shrink-wrapped Student Test Books on the bottom of the box. Do not cover the loose books with the shrink-wrapped books.



Next pack Student Test Booklets. Place a copy of Appendix F, Box Content List in each box. Keep a copy for your files. This should be the first thing seen when the box is opened. Every box should have it's own Box Content List.

<b>Section 6      Instructions for Local Accountability Coordinators After Test Administration</b>
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### **Step One    Receive Tracking Information Materials From School Test Coordinators**

Materials will be picked up from each school according to the schedule in Appendix B. The LAC should receive tracking forms from each STC. Tracking Forms will be available at [docushare.msde.state.md.us](http://docushare.msde.state.md.us) and may be completed electronically and e-mailed from the STC to the LAC, or they may be completed as hardcopy. Confirm that you have received each school's tracking forms. See Appendix J: Summary of On-line Forms for a list of forms to expect. Forms which may be sent to the LAC are Appendix A: Redistribution of Materials Record, Appendix C: Packing List Discrepancies Log, Appendix G: Testing Irregularities Record and/or Appendix H: Materials Request Form. Retain these for your records.

### **Step Two    Packaging Materials**

- Place any excess LAC materials in as many of the original boxes as needed. (This is the additional material sent to the LAC for accommodating shortages.) Do not mix subjects in one box. Place a completed Appendix F: Box Content Checklist in each box. Keep a copy for your records.
- Pack a copy of Appendix A: Redistribution of Materials Record if additional materials were distributed (See TACM Section 3) or e-mail copies to [MdHSA@measinc.com](mailto:MdHSA@measinc.com) and [rcllymer@ctb.com](mailto:rcllymer@ctb.com).
- Seal the boxes.
- Labels for shipment to Measurement Incorporated were included in your original shipment. Place these shipping labels on your boxes. Print your LEA number on each box, and number the boxes sequentially in the spaces provided on the label, i.e. 1 of 24, 2 of 24, etc.

### **Step Three    Pickup of Materials**

- You are not required to call for pickup. See Appendix B for the pickup schedule. LAC materials are picked up on February 4<sup>th</sup> only.
- A courier will come to your office to pick up the materials. The courier will provide a receipt for your records.
- Call Measurement, Inc. at 919-683-2413 if materials have not been picked up by the end of your LEA's scheduled pickup time. Ask for Anthony Horton in the Shipping Department.

# Appendix



**MARYLAND HIGH SCHOOL ASSESSMENT**

**REDISTRIBUTION OF MATERIALS RECORD**

The Local Accountability Coordinator and the School Test Coordinator use this form to record:

1. (LAC use)The **distribution** of additional Student Test Books and additional Answer Books from the LAC to the STC.
2. (STC use)The **receipt** of additional Student Test Books and additional Answer Books by the STC from the LAC.
3. The authorized **transfer** of additional Student Test Books and/or Answer Books from one school to another. This is to occur only if the LAC has exhausted the additional materials received in the initial shipment and there is insufficient time for delivery from CTB. This transfer is completed by the LAC and must be recorded by all parties.

**MOVING MATERIALS BETWEEN SCHOOLS MUST NOT OCCUR WITHOUT LAC AUTHORIZATION.**

Sending person \_\_\_\_\_ Receiving Person \_\_\_\_\_  
 Title \_\_\_\_\_ Title \_\_\_\_\_  
 LEA Number \_\_\_\_\_ School Number \_\_\_\_\_ LEA Number \_\_\_\_\_ School Number \_\_\_\_\_

The person completing this form is the (check one) **Sender** \_\_\_\_\_ **Receiver** \_\_\_\_\_ Date \_\_\_\_\_

Answer Book(s) The total number of Answer Books may be recorded for all contents except Math. Math <u>must</u> record the barcode number found on the left side of the front cover.	Student Test Book(s) Barcode Number(s) (Can be recorded as a range) (The security barcode is on the left side of the front cover)	Content Area: Biology, Government, English 1, Algebra, Geometry

**When returning materials, place a copy of this completed form on top of the used Answer Books in Box 1. Retain a copy for your files. This form will be used to track materials in case any materials appear to be missing.**  
**If using e-mail, send to [MdHSA@measuringinc.com](mailto:MdHSA@measuringinc.com) and copy [rclymer@ctb.com](mailto:rclymer@ctb.com) . Including a hardcopy in the box will not be necessary.** Sheet 1 of \_\_\_\_\_

## MARYLAND HIGH SCHOOL ASSESSMENT

## SAMPLE

## REDISTRIBUTION OF MATERIALS RECORD

The Local Accountability Coordinator and the School Test Coordinator use this form to record:

1. (LAC use) The **distribution** of additional Student Test Books and additional Answer Books from the LAC to the STC.
  2. (STC use) The **receipt** of additional Student Test Books and additional Answer Books by the STC from the LAC.
- The authorized **transfer** of additional Student Test Books and/or Answer Books from one school to another. This is to occur only if the LAC has exhausted the additional materials received in the initial shipment and there is insufficient time for delivery from CTB. This transfer is completed by the LAC and must be recorded by all parties.

**MOVING MATERIALS BETWEEN SCHOOLS MUST NOT OCCUR WITHOUT LAC AUTHORIZATION.**

Sending Person Rebecca Thrap Receiving Person Helen Pine

Title LAC Title STC

LEA Number 20 School Number LEA Number 20 School Number XX

The person completing this form is the (check one) **Sender**  **Receiver**

Answer Book(s) recorded for all contents except Math. Math must record the Barcode number found on the bottom of the front cover.	Student Test Book(s) Barcode Number(s) (Can be recorded as a range) (The barcode is found on the bottom of the front cover)	Content Area: Biology, Government, English 1, Algebra, Geometry
5 books	458932-458936	Biology
1 book	378293	Government
#586749	564827	Geometry

When returning materials, place a copy of this completed form on top of the used Answer Books in Box 1. Retain a copy for your files. This form will be used to track materials in case any materials are believed to be missing.

If using e-mail, send to [MdHSA@measinc.com](mailto:MdHSA@measinc.com) and copy [rclymer@ctb.com](mailto:rclymer@ctb.com). Including a hardcopy in the box will not be necessary. Sheet 1 of 1

**\*\*\*This form is needed only if the LAC has to distribute additional materials to schools.\*\*\***

# Appendix B

## Maryland High School Assessment

### MD HSA January 2002 Pick-up Schedule

The following schedule will be used for the first three pick-ups:

Pick up 1.....January 17      Pick-up 2.....January 22      Pick up 3.....January 30

A **fourth pick-up** will be made as a provisional pick-up on **February 4, 2002**. Any materials not retrieved in the first three scheduled pick-ups will be collected at this time. If your materials are all retrieved in the first three pick-ups and you find this fourth pick-up unnecessary, please call Measurement Incorporated (919) 683-2413 x 1267 to advise personnel of your situation. The fourth pick-up will also include stops at each LEA's Central Office. Please note that the time frame for an A.M. pick-up is from 8:00 A.M. through 12:00 P.M., and the P.M. time frame is from 12:00 P.M. through 3:30 P.M.

School #	School Name	17-Jan	22-Jan	30-Jan	04-Feb
<b>0001</b>	<b>Allegany County Public Schools</b>	N/A	N/A	N/A	A.M.
<b>0002</b>	<b>Anne Arundel Co. Public Schools</b>	N/A	N/A	N/A	A.M.
1033	Glen Burnie Senior High	P.M.	P.M.	P.M.	P.M.
1313	Glen Burnie Eve. High	P.M.	P.M.	P.M.	P.M.
2023	Northeast Senior High	P.M.	P.M.	P.M.	P.M.
2233	Severna Park Eve. High	P.M.	P.M.	P.M.	P.M.
2273	Chesapeake Senior High	P.M.	P.M.	P.M.	P.M.
4094	Mary E Moss Academy	P.M.	P.M.	P.M.	P.M.
4313	South River Eve. High	P.M.	P.M.	P.M.	P.M.
<b>0030</b>	<b>Baltimore City Public Schools</b>	N/A	N/A	N/A	A.M.
0040	Lake Clifton Eastern HS	A.M.	A.M.	A.M.	A.M.
0070	Southern High School	A.M.	A.M.	A.M.	A.M.
0181	South Academy	A.M.	A.M.	A.M.	A.M.
0239	Benjamin Franklin MS	A.M.	A.M.	A.M.	A.M.
0400	Edmondson Westside High	P.M.	P.M.	P.M.	P.M.
0401	Northwestern HS	P.M.	P.M.	P.M.	P.M.
0402	Northern HS	A.M.	A.M.	A.M.	A.M.
0405	Patterson HS	A.M.	A.M.	A.M.	A.M.
0406	Forest Park HS	P.M.	P.M.	P.M.	P.M.
0410	Mergenthaler Voc. Tech	A.M.	A.M.	A.M.	A.M.
0411	Walbrook High Uniform Services Acd	P.M.	P.M.	P.M.	P.M.
0412	Southwestern HS	P.M.	P.M.	P.M.	P.M.
0450	Frederick Douglass HS	P.M.	P.M.	P.M.	P.M.
0451	Central Career Academy at Briscoe	P.M.	P.M.	P.M.	P.M.
0454	Carver Voc Tech HS	P.M.	P.M.	P.M.	P.M.
0456	Fairmont Harford Institute	P.M.	P.M.	P.M.	P.M.

Appendix B

Maryland High School Assessment

School #	School Name	17-Jan	22-Jan	30-Jan	04-Feb
0457	Laurence G. Paquin Middle/High	A.M.	A.M.	A.M.	A.M.
0480	Baltimore City College HS	A.M.	A.M.	A.M.	A.M.
<b>0003</b>	<b>Baltimore County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
0174	Catonsville HS	A.M.	A.M.	A.M.	A.M.
0272	Randallstown HS	P.M.	P.M.	P.M.	P.M.
0772	Hereford HS	P.M.	P.M.	P.M.	P.M.
1272	Patapsco HS	A.M.	A.M.	A.M.	A.M.
1273	Dundalk HS	A.M.	A.M.	A.M.	A.M.
1371	Lansdowne HS	P.M.	P.M.	P.M.	P.M.
1574	Chesapeake HS	A.M.	A.M.	A.M.	A.M.
<b>0004</b>	<b>Calvert Co. Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
<b>0005</b>	<b>Caroline Co Pub. Sch</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
<b>0703</b>	North Caroline High	P.M.	P.M.	P.M.	P.M.
<b>0801</b>	Colonel Richardson High	P.M.	P.M.	P.M.	P.M.
<b>0006</b>	<b>Carroll County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
0202	Francis Scott Key High School	P.M.	P.M.	P.M.	P.M.
0507	Liberty High	P.M.	P.M.	P.M.	P.M.
0510	Century High	P.M.	P.M.	P.M.	P.M.
0707	Westminster High School	P.M.	P.M.	P.M.	P.M.
0805	North Carroll High School	P.M.	P.M.	P.M.	P.M.
0902	Gateway School	P.M.	P.M.	P.M.	P.M.
1306	Mount Airy Middle	P.M.	P.M.	P.M.	P.M.
1401	South Carroll High School	P.M.	P.M.	P.M.	P.M.
<b>0007</b>	<b>Cecil County Pub. Sch</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
0204	Bohemia Manor High School	P.M.	P.M.	P.M.	P.M.
0302	Elkton High School	P.M.	P.M.	P.M.	P.M.
0514	North East High School	P.M.	P.M.	P.M.	P.M.
0705	Perryville High School	P.M.	P.M.	P.M.	P.M.
0905	Rising Sun High	P.M.	P.M.	P.M.	P.M.
<b>0008</b>	<b>Charles County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
<b>0009</b>	<b>Dorchester County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
0207	North Dorchester H. S.	P.M.	P.M.	P.M.	P.M.
0713	Cambridge-South Dorchester H.S.	P.M.	P.M.	P.M.	P.M.
<b>0010</b>	<b>Frederick Co. Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
2503	Brunswick High	A.M.	A.M.	A.M.	A.M.
1509	Catoctin High	A.M.	A.M.	A.M.	A.M.
0100	Evening High	A.M.	A.M.	A.M.	A.M.
0209	Frederick High	A.M.	A.M.	A.M.	A.M.

# Appendix B

## Maryland High School Assessment

School #	School Name	17-Jan	22-Jan	30-Jan	04-Feb
0213	Gov. Thomas Johnson High	A.M.	A.M.	A.M.	A.M.
0208	Heather Ridge High	A.M.	A.M.	A.M.	A.M.
0912	Linganore High	A.M.	A.M.	A.M.	A.M.
0313	Middletown High	A.M.	A.M.	A.M.	A.M.
0713	Urbana High	A.M.	A.M.	A.M.	A.M.
2610	Walkersville High	A.M.	A.M.	A.M.	A.M.
24-1000	MD School For the Deaf	A.M.	A.M.	A.M.	A.M.
<b>0011</b>	<b>Garrett Co. Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0512	Northern Garrett	A.M.	A.M.	A.M.	A.M.
0709	Southern Garrett High School	A.M.	A.M.	A.M.	A.M.
<b>0012</b>	<b>Harford County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0181	Joppatowne High School	A.M.	A.M.	A.M.	A.M.
<b>0013</b>	<b>Howard County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
0203	Howard High	P.M.	P.M.	P.M.	P.M.
0623	Long Reach High	P.M.	P.M.	P.M.	P.M.
0524	River Hill High	P.M.	P.M.	P.M.	P.M.
<b>0014</b>	<b>Kent County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0301	Kent County High School	A.M.	A.M.	A.M.	A.M.
0402	Chestertown Middle	A.M.	A.M.	A.M.	A.M.
<b>0015</b>	<b>Montgomery County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
0315	Paint Branch High	P.M.	P.M.	P.M.	P.M.
<b>0016</b>	<b>Prince George's County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0303	Croom Vocational School	A.M.	A.M.	A.M.	A.M.
0511	Friendly High	A.M.	A.M.	A.M.	A.M.
0603	Suitland High	P.M.	P.M.	P.M.	P.M.
0631	Forestville High	A.M.	A.M.	A.M.	A.M.
0705	Tall Oaks Vocational	P.M.	P.M.	P.M.	P.M.
1008	Laurel High School	P.M.	P.M.	P.M.	P.M.
1217	Crossland High School	A.M.	A.M.	A.M.	A.M.
1502	Frederick Douglass HS	A.M.	A.M.	A.M.	A.M.
1708	Northwestern High School	A.M.	A.M.	A.M.	A.M.
1909	Parkdale High School	A.M.	A.M.	A.M.	A.M.
2114	Eleanor Roosevelt High School	P.M.	P.M.	P.M.	P.M.
<b>0017</b>	<b>Queen Anne's CO Pub Schls</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0301	Queen Anne's County High	A.M.	A.M.	A.M.	A.M.
0405	Kent Island High	A.M.	A.M.	A.M.	A.M.

## Appendix B

## Maryland High School Assessment

School #	School Name	17-Jan	22-Jan	30-Jan	04-Feb
<b>0018</b>	<b>St. Mary's County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0801	Great Mills High	A.M.	A.M.	A.M.	A.M.
<b>0019</b>	<b>Somerset Co. Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0102	Washington High School	A.M.	A.M.	A.M.	A.M.
0702	Crisfield High School	A.M.	A.M.	A.M.	A.M.
<b>0020</b>	<b>Talbot County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>P.M.</b>
0101	Easton High Schools	P.M.	P.M.	P.M.	P.M.
0202	St. Michaels Middle/High School	P.M.	P.M.	P.M.	P.M.
<b>0021</b>	<b>Washington County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
2101	North Hagerstown High	A.M.	A.M.	A.M.	A.M.
0403	Clear Spring High	A.M.	A.M.	A.M.	A.M.
0501	Hancock Middle Senior	A.M.	A.M.	A.M.	A.M.
0601	Boonsboro Sr High	A.M.	A.M.	A.M.	A.M.
2202	Washington Co. Alt	A.M.	A.M.	A.M.	A.M.
0701	Smithsburg High	A.M.	A.M.	A.M.	A.M.
0301	South Hagerstown High	A.M.	A.M.	A.M.	A.M.
0204	Williamsport High	A.M.	A.M.	A.M.	A.M.
<b>0022</b>	<b>Wicomico Co Pub Schls</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
<b>0023</b>	<b>Worcester County Public Schools</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>A.M.</b>
0107	Pocomoke High School	A.M.	A.M.	A.M.	A.M.
0207	Snow Hill High School	A.M.	A.M.	A.M.	A.M.
0310	Stephen Decatur High School	A.M.	A.M.	A.M.	A.M.

# Appendix C

## Maryland High School Assessment

### PACKING LIST DISCREPANCIES LOG

Date \_\_\_\_\_ LEA \_\_\_\_\_  
 STC \_\_\_\_\_ LAC \_\_\_\_\_

Check one  
 Primary testing week \_\_\_\_\_ 1<sup>st</sup> Make-up Week \_\_\_\_\_ 2<sup>nd</sup> Make-up week \_\_\_\_\_

This form is to be used by the STC to report discrepancies in the receipt of materials. Check the materials against the packing list found in Box 1. If the number received differs from the packing list, note on the packing list the number actually received and initial. Photocopy the packing list page(s) showing the discrepancy. Report the discrepancy to your LAC. The LAC will call CTB with the information, followed by faxing the form and the copy of the packing list. This form must be completed in a timely manner to allow for reconciliation prior to testing date.

Item	Number expected (on packing list)	Number received	Comment
<b>Student Test Book:</b>			The packing list has the barcode ranges of the books in your delivery. If test books or math answer books are missing from your shipment, record the barcode numbers of those missing books.
English 1			
Math Goal 1/3			
Math Goal 2			
Biology			
Government			
<b>Answer Book:</b>			
English 1			
Math Goal 1/3			
Math Goal 2			
Biology			
Government			
<b>Rubric</b>			
English 1			
Biology			
Government			
<b>Math Reference Sheet/Rubric /Cues combo sheet</b>			
<b>Test Examiner Manual</b>			

If a discrepancy occurred, include a copy of this report in Box 1 on top of the used Answer Books when returning materials. Retain a copy for your files. If using e-mail, no hardcopy is required. Retain electronic copy of this form and the copy of the packing list in your files for reference. E-mail to [MdHSA@measinc.com](mailto:MdHSA@measinc.com) and copy to [rclymer@ctb.com](mailto:rclymer@ctb.com).

# Appendix C

## Maryland High School Assessment

### SAMPLE PACKING LIST DISCREPANCIES LOG

Date May 9 LEA 26

STC Jamie Johnson LAC Whit Franklin

Check one  
 Primary testing week \_\_\_\_\_ 1<sup>st</sup> Make-up Week \_\_\_\_\_ 2<sup>nd</sup> Make-up week \_\_\_\_\_

This form is to be used by the STC to report discrepancies in the receipt of materials. Check the materials against the packing list found in Box 1. If the number received differs from the packing list, note on the packing list the number actually received and initial. Photocopy the packing list page(s) showing the discrepancy should. Report the discrepancy to your LAC. The LAC will call CTB with the information, followed by faxing the form and the copy of the packing list. This form must be completed in a timely manner to allow for reconciliation prior to testing date.

Item	Number expected (on packing list)	Number received	Comment
<b>Student Test Book:</b>			The packing list has the barcode ranges of the books in your delivery. If test books or math answer books are missing from your shipment, record the barcode numbers of those missing books.
English 1		Ok	
Math Goal 1/3		Ok	
Math Goal 2		Ok	
Biology		Ok	
Government	96	84	One shrink-wrap package of 12 missing (Range 897074-897085)
<b>Answer Book:</b>			
English 1		Ok	
Math Goal 1/3		Ok	On pkg. missing. #. 897564-897575
Math Goal 2		Ok	
Biology		Ok	
Government		12	Short one package of 12 Answer Books
<b>Rubric</b>			
English 1		Ok	
Biology	84	72	One package missing.
Government		Ok	
<b>Math Reference Sheet/Rubric /cues combo sheet</b>	84	0	Not included in shipment
Test Examiner Manuals	15	14	Short 1 English Manual (but 14 is enough. Do not need another one sent)

If a discrepancy occurred, include a copy of this report in Box 1 on top of the used Answer Books when returning materials. Retain a copy for your files. If using e-mail, no hardcopy is required. Retain electronic copy of this form and the copy of the packing list in your files for reference. E-mail to [MdHSA@measinc.com](mailto:MdHSA@measinc.com) and copy to [rclymer@ctb.com](mailto:rclymer@ctb.com).



**MARYLAND HIGH SCHOOL ASSESSMENT**

**Directions for Coding Accommodations**

***Who should receive an accommodation?***

See the attached excerpt from ***Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs***, Maryland State Department of Education, June 11, 2001 revision.

***How is the Answer Book accommodations grid completed?***

From the section **Accommodations Permitted for Statewide Assessment Programs** in the attached excerpt, identify the general category of the accommodation (i.e., Setting Accommodation). Setting Accommodation is Category II. Within Category II, find the particular accommodation given this student (i.e., small group setting). Small group setting is identified by letter E. Fill in the E under column II in the grid to indicate the accommodation.

For the above example, the **ACCOMMODATIONS** box on the front cover of the Answer Sheet would be marked like this:

I	II	III	IV	V
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	<b>E</b>	E	E	E
	F	F	F	F
	G	G	G	G
	H	H	H	
	I	I	I	

Setting Accommodation (II)

Small group setting (E)

## Appendix D

### Maryland High School Assessment

#### **MARYLAND HIGH SCHOOL ASSESSMENTS (HSA) Accommodated, Excused, and Exempted Students**

##### **Summary of Program**

The High School Assessments (HSA) are a series of end-of-course tests that will extend the expectations of the MSPAP into high school and will cover core academic areas in English, mathematics, social studies, and science. The tests will be phased in over a period of years. At its May 2000 meeting, the Maryland State Board of Education decided that the high school assessments will first be tied to graduation for ninth graders entering high school in the fall of 2003. However, during the initial two years of the testing (starting with ninth graders entering high school in the fall of 2001), assessment scores will become a part of students' records, although passing the assessments will not be a graduation requirement.

**Accommodated Students.** (Permitted accommodations are listed on pages [3-5 of appendix D].)

1. Students with Disabilities. The student's IEP Committee will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP.
2. Students with Temporary or Long Term Disabilities or §504 Students. Regular education and §504 students who have a temporary or long term disability that interferes with test performance should be offered appropriate accommodations to compensate for their disability. Accommodations must be justified and documented in the students' records.
1. Limited English Proficient (LEP) Students. Appropriate accommodations identified by the LEP Committee are permitted for students who meet the criteria for a LEP program. Accommodations must be justified and documented in the students' records.

##### **Excused and Exempted Students**

Decisions regarding excused and exempted students will be made by the Maryland State Board of Education at a later date.

# Appendix D

## Maryland High School Assessment

### SUMMARY OF ACCOMMODATING, EXCUSING, AND EXEMPTING STUDENTS

#### PROGRAM: HSA

1. Who may be accommodated?	How?
Students with disabilities who receive instructional accommodations.	IEP Committee decision documented in student's record.
Regular education students with temporary or long-term disabilities or §504 students.	Principal/staff decision documented in student's record.
Limited English Proficient (LEP) students.	LEP Committee decision documented in student's record.
2. Who may be excused?	How?
[Decisions regarding excused students will be made by the Maryland State Board of Education at a later date.]	
3. Who may be exempted?	How?
Second-semester senior-year transfer students (into Maryland for the first time).	Documentation in student's record.
Non-diploma-seeking students with disabilities.	IEP Committee decision documented in student's record.
Limited English Proficient (LEP) students from one administration.	Language proficiency assessment and LEP Committee decision documented in student's record.

### Accommodations Permitted for Statewide Assessment Programs

Accommodations listed [below and] on [the following] pages are permitted for students with disabilities, students with temporary or long-term disabilities, §504 students and LEP students. All accommodations must be justified in the student's record.

#### I. SCHEDULING ACCOMMODATIONS

Is the accommodation permitted [for HSA]? **Yes** or **NA** (not applicable or not necessary because allowed under test administration procedures).

- Yes** A. Supervised breaks during test session.
- Yes** B. Tests given regularly within a single day/session may be administered over multiple days without exceeding total time allowances. Tests must be given within the constraints of test administration procedures.
- Yes** C. Extra response and processing time.
- Yes** D. Tests are administered at best time of day for student.
- Yes** E. Other-proposed by Local Accountability Coordinator and Special Education or LEP staff and approved by MSDE Assessment Office and MSDE Special Education or LEP staff.

## Appendix D

# Maryland High School Assessment

### II. Setting Accommodations

- Yes** A. General education classroom, with special seating (front of room, carrel, etc.).
- Yes** B. General education classroom, with adjusted grouping.
- Yes** C. General education classroom, with additional school support (instructional assistant, guidance, etc.). Support person is not to help student read or respond to items.
- Yes** D. General education classroom, with special education or LEP staff as support. Support person is not to help student read or respond to items.
- Yes** E. Small group setting.
- Yes** F. Small group setting with special education or LEP teacher as examiner.
- Yes** G. Individual administration within the school building.
- Yes** H. Individual administration outside school (home, hospital, etc.).
- Yes** I. Other, proposed by Local Accountability Coordinator and Special Education or LEP staff and approved by MSDE Assessment Office and MSDE Special Education or LEP staff.

### III. Equipment/Technology Accommodations

- Yes** A. Large print test materials.
- Yes** B. Braille test materials.
- Yes** C. Calculator for mathematics testing for special education or 504 students only.
- Yes** D. Use of electronic devices (e.g., mechanical speller, computer, augmented communication device, etc.).  
**(For HSA English 1 test, grammar and spell check functions are not permitted.)**
- Yes** E. Use of computer with spell and grammar checkers blocked as certified by LAC.
- Yes** F. Published or electronic bilingual dictionary (a synonym dictionary, without definitions, in the student's native language).
- Yes** G. Other, proposed by Local Accountability Coordinator and Special Education or LEP staff and approved by MSDE Assessment Office and MSDE Special Education or LEP staff.

## Maryland High School Assessment

**IV. Presentation Accommodations**

- Yes** A. Verbatim reading of scripted directions, as needed.
- Yes** B. Written copies of orally presented materials that are found only in Examiner's Manual.
- NA** C. **Not applicable to HSA. Do not code C.** Accessibility to close-caption or video materials.
- Yes** D. Sign language interpreter, amplification, or visual display required for test directions/examiner-led activities.
- Yes** E. Verbatim audiotape of directions.
- Yes** F. Verbatim audiotape of entire test. **NOT PERMITTED FOR HSA ENGLISH TEST.**
- Yes** G. Verbatim reading of selected sections of test or vocabulary. **NOT PERMITTED FOR HSA ENGLISH TEST.**
- Yes** H. Verbatim reading of entire test. **NOT PERMITTED FOR HSA ENGLISH TEST.**
- Yes** I. Other, proposed by Local Accountability Coordinator and Special Education or LEP staff and approved by MSDE Assessment Office and MSDE Special Education or LEP staff.

**V. Response Accommodations**

- Yes** A. For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel.)
- Yes** B. For selected response items, student indicates answers by pointing or other method.
- Yes** C. For constructed response (brief or extended) items, student tapes response for later verbatim transcription by school personnel
- Yes** D. School personnel may check student's transferred responses (alignment and completeness of hand-filled bubbles).
- Yes** E. For constructed responses (brief or extended) items, student dictates response to examiner for verbatim transcription by school personnel.
- Yes** F. For constructed response (brief or extended) items or oral presentation, student signs response to interpreter of the deaf/hearing impaired for transcription.
- Yes** G. Other, proposed by Local Accountability Coordinator and Special Education or LEP staff and approved by MSDE Assessment Office and MSDE Special Education or LEP staff.

Excerpted from July 2000 Revision of REQUIREMENTS for ACCOMMODATING, EXCUSING, and EXEMPTING STUDENTS in MARYLAND ASSESSMENT PROGRAMS .

# Appendix E

## Maryland High School Assessment

### TRACKING RECORD OF STUDENT TEST BOOKS AND ANSWER BOOKS

The School Test Coordinator uses this sheet to record distribution and receipt of materials to and from the Test Examiners. Use a separate sheet(s) for each subject. When packing materials for return, place one copy on top of the used Answer Books in first box of each subject. Retain a copy for your files. Hardcopy is not needed if you select to submit the form via e-mail. You may e-mail copies to [MdHSA@measinc.com](mailto:MdHSA@measinc.com) with a copy to [rclymer@ctfb.com](mailto:rclymer@ctfb.com) and to your LAC. Retain an electronic copy for your files.

STC \_\_\_\_\_ School \_\_\_\_\_ Subject \_\_\_\_\_ Jan. \_\_\_\_\_ May \_\_\_\_\_

Check one  
**Primary testing week** \_\_\_\_\_ **1<sup>st</sup> Make-up Week** \_\_\_\_\_ **2<sup>nd</sup> Make-up week** \_\_\_\_\_

Distribution from STC:

Test Examiner	Student Test Books (Barcode Numbers *)	Answer Books **

Receipt from Test Examiners:

Test Examiner	Student Test Books (Barcode Numbers)	Answer Books**	Missing	Found

\*The barcode number is printed on the left side of the Student Test Book cover along with the scannable bars. The bottom book in the package will be turned over, so you can confirm the range within the package. When splitting a package between classes, be sure to record the correct barcode numbers for the examiner receiving books from that split package. \*\* Math must record barcode numbers for Answer Books. Other content areas record how many Answer Books are distributed. Sheet \_\_\_\_\_ of \_\_\_\_\_  
 Maryland High School Assessment January 2002

# Appendix E

## Maryland High School Assessment

### SAMPLE TRACKING RECORD OF STUDENT TEST BOOKS AND ANSWER BOOKS

The School Test Coordinator uses this sheet to record distribution and receipt of materials to and from the Test Examiners. Use a separate sheet(s) for each subject. When packing materials for return, place one copy on top of the used Answer Books in first box of each subject. Retain a copy for your files. Hardcopy is not needed if you select to submit the form via e-mail. You may e-mail copies to MdHSA@measinc.com with a copy to rclymet@ctb.com and to your LAC. Retain an electronic copy for your files.

STC Dowell School World's Greatest High Subject English Jan X May \_\_\_\_\_

Check one  
 Primary testing week \_\_\_\_\_ 1<sup>st</sup> Make-up Week X \_\_\_\_\_ 2<sup>nd</sup> Make-up week \_\_\_\_\_

**Distribution:**

Test Examiner	Student Test Books (Barcode Numbers)	Student Test Books (Barcode Numbers *)	Answer Books
Schmidt	108727—108738; 104598—104609;	102456—102461	30
Garcia	102462—102467; 108757—108768;	106879—106890	30
Bradshaw	107856—107880		24

**Receipt:**

Test Examiner	Student Test Books (Barcode Numbers)	Answer Books**	Missing	Found
Schmidt	108727—108738; 104598—104609;	30	STB [Student Test Book] #102461	✓ Inside another test book.
"	102456—102460		AB—None	
Garcia	102462—102467; 108757—108768;	29	1 AB [Answer Book]	✓ Mixed with STBs [Student Test Books]
"	106879—106890		STB—None	
Bradshaw	107856—107880	24	None	

\*The barcode number is printed on the left side of the Student Test Book cover along with the scannable bars. The bottom book in the package will be turned over, so you can confirm the range within the package. When splitting a package between classes, be sure to record the correct barcode numbers for the examiner receiving books from that split package. \*\* Math must record barcode numbers for Answer Books. Other content areas record how many Answer Books are distributed.

**Box Content Checklist**

Jan 2002

From:

LEA

School

Subject

---

This box contains: Check (✓) or place quantity on appropriate line(s).\*

Used Answer Books

Unused Answer Books

Student Test Books

\_\_\_\_\_  
Examiner's Manuals

This box contains: Check (✓) appropriate line(s).\*

Unused Barcode Labels

\_\_\_\_\_  
Other

**Box #**

---

**School Test Coordinators —make 2 copies. Keep one for your files. Place a completed copy of this sheet inside each box prior to sealing. It should be the last item to be placed in the box making it immediately visible to the person opening the box. Or, if filling out the form on-line, retain an electronic copy in your file and insert a hardcopy into each box.**

\_\_\_\_\_  
\*To aid in their inventory, some schools elect to put totals on the line rather than a check mark.



# Maryland High School Assessment

## Testing Irregularities Record

Person completing form: \_\_\_\_\_ Name \_\_\_\_\_ (Check position below.)

\_\_\_\_\_ Test Examiner (Irregularity affected single testing area, a small group within the testing area, or a single student.)

\_\_\_\_\_ School Test Coordinator (More than one area was used for testing and the irregularity affected all testing areas and possibly all students.)

\_\_\_\_\_ LAC (Irregularity affected the entire district.)

<b>Name</b>	<b>NUMBER</b>
<b>School</b>	
<b>LEA</b>	

Subject \_\_\_\_\_  
Test Date \_\_\_\_\_

**There were no testing irregularities.** (PLACE AN X IN THE BOX IF NO TESTING IRREGULARITIES OCCURRED. TEST EXAMINERS RETURN THE FORM TO STC.)

### Group Irregularities

TYPE OF IRREGULARITY	DURATION	POINT IN TESTING SEQUENCE	RESOLUTION	COMMENTS (IMPACT)

### INDIVIDUAL STUDENT IRREGULARITIES

ANSWER BOOK LITHO #	TYPE OF IRREGULARITY	POINT IN TESTING SEQUENCE	COMMENTS (IMPACT)

Test Examiners return their forms to STC. STCs must return forms to CTB in envelope provided with testing materials and send a copy to LAC for retention. LACs must return the completed forms to CTB in envelope provided with testing materials. LACs should retain a copy of their own forms and the copies sent to them by the STCs

# Maryland High School Assessment

## SAMPLE

### TESTING IRREGULARITIES RECORD

Person Completing form: Name Jane Lombardi (Check position below)

Test Examiner (Irregularity effected single testing area, a small group within the area or a single student)  
 \_\_\_\_\_ School Test Coordinator (More than one area was used for testing and the irregularity effected all testing areas and possibly all students.)  
 \_\_\_\_\_ LAC (Irregularity effected the entire district)

Name	NUMBER
School Anycounty HS	13
LEA Anycounty	26

Subject : Algebra

Test Date: Jan 15, 2002

**There were no testing irregularities** (PLACE AN X IN BOX IF NO TESTING IRREGULARITIES OCCURRED. TEST EXAMINERS RETURN FORM TO STC.)

#### GROUP IRREGULARITIES

TYPE OF IRREGULARITY	DURATION	POINT IN TESTING SEQUENCE	RESOLUTION	COMMENTS (IMPACT)
Student became ill	20 min.	10 min. into 2 <sup>nd</sup> session	Stopped testing. Moved other students and their materials to cafeteria to finish.	Added 20 min. to the testing time in cafeteria. Students restless-next 10-15 min. of Session 2.
Loud student refusal	3 minutes	5 minutes after start of S-1	Proctor informed office.	Minimal. Students glanced up at the commotion and continued working. May have lost 1-2 minutes of test time.
Construction accident outside window.	5 minutes	30 minutes into session 1	Quieted room. Got students settled back into test.	Many students stood up to look toward window. But did not leave seat. Murrmur continued for about 5 minutes.
Fire Alarm	25 minutes	2 hours into test	Returned to room. Closed books. Took about 5-8 minutes to calm down and continued testing. Added the lost time to the end time for the test.	Sure messed up the lunch schedule. Students restless.

#### INDIVIDUAL STUDENT IRREGULARITIES

ANSWER BOOK LITHO #	TYPE OF IRREGULARITY	POINT IN TESTING SEQUENCE	RESOLUTION	COMMENTS (IMPACT)
56849324	Became ill. Soiled book.	10 min. into 2 <sup>nd</sup> session	Student went home.	Did not finish. Returned book in zip-lock plastic bag. Will take make-up next week.
49089454	Student loudly refused to take test	5 minutes after start of S-1	Student sent home. Scheduled for make-up following parent conference.	Student stormed out of room.
23847391	Found working in wrong session	5 minutes before ending S-2	Reminded student to keep book closed. Watched to be sure it didn't happen again.	Student stopped and closed book. Said she was proof reading & hadn't changed anything.
41008791	Wrote first part of answer to #67 (ECR) in # 78 answer space (BCR). Finished #67 on second page of #67.	About 35 minutes before end of session 2.	Student labeled the top of the pages with correct item numbers in hopes that it would be scored properly.	There was no time to redo the work.

Test Examiners return their forms to STC. STC returns forms to CTB in envelope provided in testing materials. Send copy to LAC for retention. LACs return their completed forms to CTB in provided envelope. LACs retain a copy of their own form and the copies sent to them by the STCs..

# Appendix H

## Maryland High School Assessment

### MATERIALS REQUEST FORM

Date \_\_\_\_\_ LEA # \_\_\_\_\_ LAC # \_\_\_\_\_  
 STC \_\_\_\_\_ LAC \_\_\_\_\_ LAC Phone \_\_\_\_\_

Indications for use: 1) STC – Increase in enrollments or materials missing from original shipment. 2) LAC – Overage of materials has been exhausted.  
 Form use: 1) STC requests additional materials from the LAC. 2) If unable to fill STC request, LAC requests materials from CTB. Delivery method: e-mail or fax

Check one: Primary Testing Week \_\_\_\_\_ 1<sup>st</sup> Make Up (MU02-1) \_\_\_\_\_ 2<sup>nd</sup> Make Up (MU02-2) \_\_\_\_\_

Item	Quantity Requested	Comment
<b>Student Test Book:</b>		
English 1		
Math Goal1/3		
Math Goal 2		
Biology		
Government		
<b>Answer Book:</b>		
English 1		
Math Goal1/3		
Math Goal 2		
Biology		
Government		
<b>Rubric</b>		
English 1		
Math		
Biology		
Government		
<b>Math Reference Sheet/Rubric /Cues sheet</b>		
<b>Examiners Manuals</b>		

**Ship to: School Name** \_\_\_\_\_ **Attention** \_\_\_\_\_ **Phone** \_\_\_\_\_  
**Address** \_\_\_\_\_

STC notifies LAC to request materials. If unable to accommodate STC request, the LAC notifies CTB for materials at [rlvmer@ctb.com](mailto:rlvmer@ctb.com) or fax number 888-282-0526.  
 The STC makes requests for Make-up books directly to CTB.

Appendix H

Maryland High School Assessment

**SAMPLE 1 MATERIALS REQUEST FORM**

Date Dec. 19 LEA 20  
 STC Jamie Ross LAC Whit McConnell

Indications for use: 1) STC – Increase in enrollments or materials missing from original shipment. 2) LAC – Overage of materials has been exhausted.  
 Form use: 1) STC requests additional materials from the LAC. 2) If unable to fill STC request, LAC requests materials from CTB. Delivery method: e-mail or fax

Check one: **Primary Testing Week** X **1<sup>st</sup> Make Up** MU02-1 **2<sup>nd</sup> Make Up** MU02-2

Item	Quantity Request	Comment
<b>Student Test Book:</b>		
English 1		
Math Goal1/3	5 books	Increased enrollment
Math Goal 2		
Biology		
Government		
<b>Answer Book:</b>		
English 1		
Math Goal1/3	5 books	Increased enrollment
Math Goal 2		
Biology		
Government		
<b>Rubric</b>		
English 1		
Math	5	Increased enrollment
Biology		
Government		
<b>Math Reference Sheet/Rubric /Cues sheet</b>	84	Reference Sheet not included in shipment
<b>Examiners Manuals</b>	1	Need one <b>English 1</b> Manual

**Ship to : School Name** Tingley High School **Attention** James Dukes  
**Address** 506 Daily Road Tingley, MD XXXXX Phone 410-378-9867

STC notifies LAC to request materials. If unable to accommodate STC request, the LAC notifies CTB for materials at [rlvmer@ctb.com](mailto:rlvmer@ctb.com) or fax number 888-282-0526.  
 The STC makes requests for Make-up books directly to CTB

Appendix H

Maryland High School Assessment

**SAMPLE 2 MATERIALS REQUEST FORM**

Date Jan. 15, 2002

LEA 20

STC Jamie Ross

LAC Whit McConnell

Indications for use: 1) STC – Increase in enrollments or materials missing from original shipment. 2) LAC – Overage of materials has been exhausted.  
 Form use: 1) STC requests additional materials from the LAC. 2) If unable to fill STC request, LAC requests materials from CTB. Delivery method: e-mail or fax

Check one: Primary Testing Week 1<sup>st</sup> Make Up MU02-1 X 2<sup>nd</sup> Make Up MU02-2

Item	Quantity Request	Comment
<b>Student Test Book:</b>		
English 1		
Math Goal1/3		
Math Goal 2		
Biology	10 books	10 Students were absent during primary testing week
Government		
<b>Answer Book:</b>		
English 1		
Math Goal1/3		
Math Goal 2		
Biology	10 books	10 Students were absent during primary testing week
Government		
<b>Rubric</b>		
English 1		[These materials were delivered for the primary testing week and should be used during make up testing.]
Math		→
Biology		→
Government		→
<b>Math Reference Sheet/Rubric /Cues sheet</b>		→
<b>Examiners Manuals</b>		↑

**Ship to :** School Name Tingley High School Attention James Dukes  
 Address 506 Daily Road Tingley, MD XXXXX Phone 410-378-9867

STC notifies LAC to request materials. If unable to accommodate STC request, the LAC notifies CTB for materials at [rclymer@ctb.com](mailto:rclymer@ctb.com) or fax number 888-282-0526. The STC makes requests for Make-up books directly to CTB.

Maryland High School Assessment

STUDENT ANSWER BOOK COVER

**STUDENT ID LABEL**

Each school receives Student ID labels. This is where this bar-coded ID label is to be placed on the used Answer Book.

Align the label very carefully within the brackets.

Do not affix a barcode label on unused Answer Books.

**BARCODE NUMBER**

This is ink jet printed onto Math Answer Books. Each has a unique barcode number. This is used for tracking the book and inventory. Do not cover it.

The diagram shows the layout of the Student Answer Book Cover. Key sections include:

- Top Left:** A pink label with text: "Maryland High School Assessment", "Maryland High School", "January 2002", "Assessment Answer Book", "January 2001 Field Test", "Biology", "FORM Q", "Answer Book", "English 1". Below the text are horizontal bars.
- Top Right:** A grid for student information with columns for "Last Name", "First Name", and "MI".
- Center:** A large grid of bubbles for answers.
- Bottom Left:** A box labeled "Do not use this space" containing the number "342657".
- Bottom Center:** Fields for "School No.", "Section No.", "Teacher ID", and "LEA", each with a grid of bubbles.
- Bottom Right:** Fields for "Grade Level" (7, 8, 9, 10, 11, 12), "GENDER" (Female, Male), "RACIAL/ETHNIC BACKGROUND" (American Indian, Aleutian Islander, Asian American, African American, White, Hispanic), and "ACCOMMODATIONS" (I, II, III, IV, V).
- Bottom:** Numbers "01051368" and "41820-01" are printed. Below them is "10020756" and "Litho Code".

All sections should be checked for completeness.

All sections should be checked for completeness

**ACCOMMODATION CODE BOX**  
See Appendix D for instruction on completion.

**COMMODITY CODE**  
This is the smaller of the two numbers that appear on the bottom of the book. You will not use this. It is a manufacturing number. Each form is assigned a commodity code.

Use leading 0's. For instance, Section 1 becomes 001, school number 17 becomes 0017, Lea 2 becomes 02, etc.

## MARYLAND HIGH SCHOOL ASSESSMENT

## SUMMARY OF ON-LINE FORMS

The following forms are available online at [docushare.msde.state.md.us](http://docushare.msde.state.md.us) and may be downloaded and completed electronically. They may then be e-mailed to the recipient(s).

Appendix	Title	Indication	User	Recipient	Follow-up
A	Redistribution of Materials Record	School enrollment has increased and more Student Test Books and/or Answer Books are needed or a discrepancy in the packing list resulted in a shortage.	LAC & STC	<ol style="list-style-type: none"> <li>1) <a href="mailto:MdHSA@measinc.com">MdHSA@measinc.com</a></li> <li>2) <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a></li> </ol>	<ol style="list-style-type: none"> <li>1) The <u>LAC</u> uses this form to record the distribution of additional Student Test Books and/or Answer Books to the STC.</li> <li>2) The <u>STC</u> uses this form to record the receipt of additional Student Test Books and/or Answer Books from the LAC.</li> <li>3) On rare occasions this form may be used to record transfer of Student Test Books and/or Answer Books from one school to another.</li> <li>4) Also see directions on the form.</li> <li>5) No hardcopy needed in returned materials if submitted electronically.</li> </ol>
C	Packing List Discrepancies Log	An inventory of the materials reveals that materials on the packing list are missing or there are materials included that are not on the packing list.	<p>STC →</p> <p>-----</p> <p>LAC →</p>	<ol style="list-style-type: none"> <li>1) LAC</li> <li>2) <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a></li> </ol>	<ol style="list-style-type: none"> <li>1) The <u>STC</u> notifies the LAC of the shortage. If the discrepancy results in insufficient materials based on present enrollment, a Request For Additional Materials form will also need to be completed and sent to the LAC. (Appendix H)</li> <li>2) The <u>LAC</u> notifies CTB and Measurement Inc. This may be done by forwarding the form to <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a> after confirming that the information on the form is complete. Copy to <a href="mailto:MdHSA@measinc.com">MdHSA@measinc.com</a>.</li> </ol>
E	Tracking Record of Student Test Books and Answer Books	<ol style="list-style-type: none"> <li>1) STC distributes secure materials to Examiners.</li> <li>2) STC receives secure materials from Examiners.</li> </ol>	STC	<ol style="list-style-type: none"> <li>1) <a href="mailto:MdHSA@measinc.com">MdHSA@measinc.com</a></li> <li>2) <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a></li> </ol>	<ol style="list-style-type: none"> <li>1) <u>STC</u> completes upper portion when distributing secure materials to test examiners. Use a new form for each subject.</li> <li>2) When testing is complete, <u>STC</u> records the receipt of secure materials on the bottom portion. Compare the distribution to the receipt to verify the return of all materials.</li> </ol>

**MARYLAND HIGH SCHOOL ASSESSMENT**

Appendix	Title	Indication	User	Recipient	Follow-up
F	Box Content Checklist	STC uses this when returning materials. LAC uses this when packing remaining coverage for return.	STC LAC	1) Include in each box	<ol style="list-style-type: none"> <li>1) After packing each box, check the appropriate choice(s). Enter the number of the box. Put a hardcopy into the box. Keep your e-copy for your records. (The total number of boxes will be recorded on the outside shipping label and does not need to appear here.) This will allow you to seal the box as soon as you are finished packing.</li> <li>2) Be sure the first boxes of each content area contain the used Answer Books.</li> <li>3) This is one form which may actually prove to be easier to use simply as hardcopy.</li> </ol>
G	Testing Irregularities	An irregularity occurred during testing which may have effected the testing for a group or individual.  Or  Documents that no discrepancies occurred.	STC... /Test Examiner	<ol style="list-style-type: none"> <li>1) LAC</li> <li>2) <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a></li> <li>3) <a href="mailto:hsa@msde.state.md.us">hsa@msde.state.md.us</a></li> </ol>	<ol style="list-style-type: none"> <li>1) The STC may want the Test Examiner to have a copy of this form to record instances of irregularities which may have effected the testing for a group or individual. However, the STC should be notified of such an irregularity immediately.</li> <li>2) Once an irregularity has been identified, the STC should immediately notify the principal and the LAC and follow up with a copy of this form. The LAC notifies MSDE's Office of Assessment and follows up with an e-mail of the form. Copy CTB at <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a>.</li> </ol>
H	Request For Additional Material	The STC does not have sufficient materials for the school.  <u>and</u>  The LAC has exhausted the supply of additional materials.  Materials are needed for Make up testing.	STC →  ----- LAC → (Use only if coverage has been depleted.) ----- STC	<p>LAC</p> <p>-----</p> <ol style="list-style-type: none"> <li>1) <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a></li> </ol> <p>-----</p> <p><a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a></p>	<ol style="list-style-type: none"> <li>1) LAC supplies material from coverage and records distribution on Appendix A. Supply only the amount requested.</li> <li>2) STC requests materials needed. Receipt of materials is recorded on Appendix A. Request only the number of books needed. Do not request coverage.</li> <li>3) LAC requests materials from CTB at <a href="mailto:rclymer@ctb.com">rclymer@ctb.com</a> only if LAC coverage is depleted. Most of the additional materials has been sent to the LEA.</li> <li>4) Students were absent during the primary testing week.</li> </ol>



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