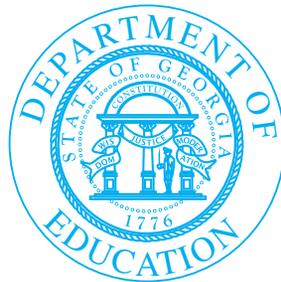




# Test Examiner's Manual

## Grades 3 through 8

Reading, English/Language Arts,  
Mathematics, Science, and Social Studies



Georgia Department of Education  
Dr. John D. Barge, State School Superintendent



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## ***Secure Test Materials—Do Not Copy***

All test booklets and supporting materials associated with the Criterion-Referenced Competency Tests (CRCTs) are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). CRCT materials must remain secure at all times and (excluding the *School and System Test Coordinator’s Manual* and the *Test Examiner’s Manual*) cannot be viewed by any individual or entity prior to or after testing. To do so is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and the State Board of Education (Rule 160-3-1-.07(2)(i)3) in addition to copyright laws and Georgia professional ethics for educators. CRCT materials may not be provided to any persons except those conducting the test administration and those being tested. **All** test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *School and System Test Coordinator’s Manual*.

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## INTRODUCTION

Georgia’s Criterion-Referenced Competency Tests (CRCTs) are designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the state-mandated content standards for Reading, English/Language Arts, Mathematics, Science, and Social Studies. Legislated by Georgia lawmakers, the assessments were developed to yield information at the student, class, school, system, and state levels. The primary purpose of the CRCTs is to provide a valid measure of the quality of educational services provided throughout the state.

The Georgia CRCTs are comprehensive tests made up of multiple-choice items that map to the state-mandated content standards. Each *Student Test Booklet* contains all five content areas. Each content area test is made up of two sections; each section is timed for up to 70 minutes.

Students will work through the CRCTs independently, using no resource materials during testing. **Students may write in their test booklets, but only answers marked on *Student Answer Sheets* will be scored.** Students should use only No. 2 pencils when taking the CRCTs; highlighters may not be used to mark words or passages in the *Student Test Booklet*. Calculators are not allowed during any part of the Mathematics test. Scratch paper, provided by the Test Examiner, can be used during the Mathematics test only.

### PURPOSE OF THIS MANUAL

This *Test Examiner’s Manual* provides procedural information as well as detailed instructions for administering the CRCTs. It is imperative that the CRCTs be administered according to the directions in this manual. If you have any questions, contact your School or System Test Coordinator.

Uniform test administration is needed to ensure high-quality assessment data. To ensure this uniformity, the Test Examiner’s responsibilities are clearly outlined and detailed in this manual. Step-by-step instructions for administering the test are designed to protect its integrity and security and must be followed exactly. It is required that Test Examiners read this manual and become thoroughly familiar with all CRCT administration procedures before administering the tests.

### TEST MATERIALS

In addition to this manual, Test Examiners will receive all test materials from the School Test Coordinator. The *Student Test Booklets* are presorted into class packs of 20 and 5 and must remain in their shrink-wrapped packs until they are distributed to Test Examiners. The *Student Answer Sheets* are also presorted and shrink-wrapped into class packs of 20 and 5. The *Student Answer Sheets* are machine-scannable; therefore, it is important that all pages remain free of loose eraser bits and that they are not folded, clipped, stapled, banded, taped, or torn. Each student will use one *Student Answer Sheet* to record his or her answers.

Each test consists of multiple-choice questions. Sample items are provided to acquaint students with the correct procedures for recording answers.

**NOTE:** Materials are shipped to arrive a few days before your school’s nine-day testing period. Contact your School or System Test Coordinator for your scheduled testing period.

## TEST SECURITY

The CRCTs are secure tests. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials must be kept in locked storage, except during actual test administration. Access to secure materials must be restricted to authorized individuals only (e.g., Test Examiners and the School Test Coordinator). It is the direct responsibility of all individuals who administer the test to follow security procedures.

*Student Test Booklets* and the items therein are to be used solely for test purposes and may not be disclosed or used for any other purpose. *Student Test Booklets* must remain in their shrink-wrapped packages until they are distributed to Test Examiners. Shrink-wrapped packages may be broken only for partial count needs or for distribution to examinees. *Student Test Booklets* from opened shrink-wrapped packages must remain individually sealed until test administration begins.

**The CRCTs must be administered by a certified educator.** Refer to the Roles and Responsibilities section of the *2013–2014 Student Assessment Handbook*, which can be downloaded at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>. During test sessions, Test Examiners are directly responsible for the security of the tests and must account for all test materials at all times. When the materials are not in use, they must be kept in locked storage. At the conclusion of each test session, Test Examiners must return all used and unused test materials to the School Test Coordinator.

**When it is necessary to transpose student responses and demographic information onto an answer document (due to a soiled answer document or required by an accommodation), this action must be completed by certified personnel in the presence of a witness who also holds a PSC-issued certificate.** An administrator should also be present and may transpose student responses or serve as the certificated witness. All transposition of student responses must be coordinated by the School Test Coordinator.

**NOTE:** The completion of the transposition must be documented in writing on the Validation Form for Transposing Answer Documents located on page 177 of the *Student Assessment Handbook*, and the documentation must be maintained by the School and System Test Coordinators. If transposition is not completed, students will not receive a score.

Students must be instructed to write their names on the cover and back of their *Student Test Booklets* on the first day of testing (and on their scratch paper for the Mathematics test) to help account for materials at the end of each test session. **Students may underline and**

**circle key words or work problems in their test booklets (using a No. 2 pencil), but only answers marked on *Student Answer Sheets* will be scored.**

Testing conditions, especially the supervision and seating arrangements of students, should be designed to minimize the potential for cheating. The Test Examiner must supervise the test administration at all times. Further, Test Examiners should review pages 29 and 30 of the *2013–2014 Student Assessment Handbook* regarding electronic devices. **All instances of test security breaches and testing irregularities must be reported to the School Test Coordinator immediately.** If questions arise, or if any situations occur that could cause any part of the test administration to be compromised, please have your System Test Coordinator contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

## PREPARING FOR THE TESTS

This *Test Examiner’s Manual* will be used to administer the CRCTs in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each content area test consists of multiple-choice items. All content area tests are included in the *Student Test Booklet*. Each student will use one *Student Answer Sheet* to record his or her answers.

One proctor for each test session is recommended. When 30 or more students are to be tested in one location, the assistance of a proctor is **required**. Proctors may help Test Examiners with room preparation and monitoring and assist students with the completion of student demographic information on the *Student Answer Sheets*.

Before administering the CRCTs, make sure that you have the following materials:

- A copy of this *Test Examiner’s Manual*
- One *Student Test Booklet* for each student
- One *Student Answer Sheet* for each student
- Pre-ID labels with precoded student information (See page 50 for a description of the information provided on the pre-ID labels.)
- Two No. 2 pencils with functional erasers for each student
- Blank scratch paper for the Mathematics test (at least two sheets for each student)
- A timing device, such as a clock or watch, to keep track of time during testing
- A “Testing—Do Not Disturb” sign to post on the classroom door

**NOTE:** The Test Examiner should also have a list of the student identification numbers for all students in the class or group, in case questions arise while filling in the student information on the *Student Answer Sheets*. This list should be considered secure personal information.

Arrange test materials so that they can be distributed in an organized and efficient manner.

Systems will receive pre-ID labels to pre-identify demographic information on *Student Answer Sheets*. There will be three pre-ID labels provided for each student. Prior to the first day of testing and following procedures outlined by the School Test Coordinator, one label should be applied to the *Student Answer Sheet*, and the second should be applied to the *Student Test Booklet* (in the space marked “PLACE STUDENT LABEL HERE”) to ease distribution in the classroom. The third label is extra and should be used only if a label is applied incorrectly. **Follow these instructions to provide complete and accurate student demographic information on each *Student Answer Sheet*:**

- For enrolled students, place pre-ID labels on the front covers of the *Student Answer Sheets* in the space marked “PLACE STUDENT LABEL HERE.”
- Verify that the information printed on the pre-ID labels is accurate (student name, system name, system ID, school name, school ID, GTID numbers, grade, date)

of birth, gender, ethnicity, and race). **If any errors are found, do NOT use the incorrect label.** Instead, notify the School Test Coordinator.

Schools will have the option to allow students who do not receive a correct pre-ID label to fill in their demographic information on the *Student Answer Sheet* by hand, following the directions in this manual (see pages 15–17). This can also be done prior to testing by school personnel who have been trained in a manner appropriate to their role and have been designated by the School Test Coordinator. This includes all staff involved in the handling of secure test materials (receipt, distribution, pre- and post-administration activities, etc.). Once a pre-ID label has been applied or demographic information has been bubbled, the *Student Answer Sheet* is considered secure and should then be handled only by certified personnel under the direct supervision of the School Test Coordinator or other designated certified administrator. Any incorrect information on pre-ID labels should be corrected in the system’s student records. **Do not change the label in any way.** Apply only correct pre-ID labels to the *Student Answer Sheets*.

- **Not all information included on the pre-ID label is visible (see page 50).** All student demographic information (including date of birth, gender, ethnicity, and race) is included on the pre-ID label and should **not** be filled in on the *Student Answer Sheet*. Student demographic information on the pre-ID label will override any hand-filled information for all students.
- Even with a pre-ID label, all students will still need to complete Sections 1 and 9 on the front cover, and complete the information box on the back of the answer document. If requested by and under the direct supervision of the School Test Coordinator or other designated certified administrator, the Test Examiner will need to complete the “FOR TEACHER USE ONLY” section on the inside front cover, if applicable.

**NOTE:** *Student Test Booklets* are designated by a Form number, which should be filled in by students in Section 9 of their *Student Answer Sheets*.

- If the student is new to the school/system, or for any other reason does **not** have a pre-ID label, follow the instructions in this manual to fill in the student demographic information on the *Student Answer Sheet* (see pages 15–17). All fields should be completed accurately (including the FTE Student ID and GTID numbers). Test Examiners should have a complete list of FTE Student ID and GTID numbers prior to testing. This list should be considered secure personal information.
- Become familiar with the sections on the *Student Answer Sheet*. You will want to have some of this information written on the board prior to the beginning of test administration.

Before beginning the test, make sure that each student has the following:

- One *Student Test Booklet*
- One *Student Answer Sheet*
- Two No. 2 pencils with functional erasers
- At least two sheets of blank scratch paper for the Mathematics test

Each student's workspace should be large enough to accommodate an open *Student Test Booklet* and a *Student Answer Sheet*. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. **Posters, charts, and other instructional materials related to the content being tested should not be displayed in the classroom or otherwise made available to students during test administration.** Take down or cover all such material.

You may want to plan an activity for students who finish early. Students may read a book or do other work after they have closed their *Student Test Booklet*, but this activity must be unrelated to the content being tested. Students who finish early should not be permitted to open their *Student Test Booklets* again after they have had access to non-test related material.

## SCHEDULING THE TESTS

The Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs will be administered to students within the state testing window of March 31 through May 2, 2014. **Systems will choose one nine-day testing period within this window.**

All students should be tested in surroundings that will provide them with the opportunity to do their best work on the test. In schools where students in several classes are being tested, each classroom of students must take the same test at the same time.

The CRCTs must be administered in the order prescribed: Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each section of each test must be administered in one block of time. Halfway through the administration of each content area test (between Sections 1 and 2), students should be given a 10-minute break. **Under no circumstances may a content area test be scheduled on multiple days—to do so is a direct violation of test security.**

The time allotted for administration of the CRCTs (indicated in the following table) should be sufficient for students to complete each test section. **All** students should be given at least 45 minutes to complete each test section. If all students finish the section before 70 minutes have passed, the Test Examiner may end the session early. However, if there are students who are still productively engaged in completing the section, testing should continue until all students have finished but should not exceed 70 minutes. Unless specified in an IEP, IAP, or EL/TPC Plan, students should have a minimum of 45 minutes and a maximum of 70 minutes to complete each section.

<b>CRCT ADMINISTRATION SCHEDULE</b>		
<b>CONTENT AREA</b>	<b>TASK</b>	<b>TIME ALLOTTED</b>
<b>Reading</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions  Complete the student demographic information (for students without a pre-ID label)	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>English/Language Arts</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>Mathematics</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>Science</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>Social Studies</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes

## ADMINISTERING THE TESTS

This *Test Examiner’s Manual* should be used to administer the Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs. Before you administer the CRCTs, make sure that you have extra No. 2 pencils available and that students’ desks are cleared of all other materials.

**On the first day of testing, it is very important that students complete the following steps:**

- **Write their names on the *Student Test Booklets*.**
- **Fill in Section 9 on their *Student Answer Sheets* with their particular test Form number.**
- **Complete the information box on the back of the answer document.**

Each student should use the same *Student Test Booklet* and *Student Answer Sheet* on all subsequent days of testing.

Some students may not be familiar with how to fill in answers. To familiarize students with the correct procedure, sample items are provided at the beginning of each content area test. During each test session, circulate around the room and check to see that students are recording their answers in the correct section of their *Student Answer Sheets*. This process will be referred to on subsequent pages as “circulate and check.”

**Students may underline and circle key words or work problems in their test booklets (using a No. 2 pencil), but only answers marked on *Student Answer Sheets* will be scored.**

It is **required** that Test Examiners adhere to the script provided in this manual for administering the Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs. You may repeat any part of these directions as many times as needed while you are delivering the script, but you should not modify the words used. Use your professional judgment in responding to student questions that arise during the testing session. **You may clarify directions; however, under no circumstances should you reword test items, suggest answers, or evaluate student work during the test session.** Read word for word all text that is boxed and printed in **bold type** and preceded by the word **Say**. Text that appears in regular type or *italics* should not be read aloud to the students.

For the Mathematics test, students should be given at least two sheets of blank scratch paper. Students must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for and returned to the School Test Coordinator with the other test materials. **Unless specified by a student’s IEP, calculators are not allowed on the Mathematics test.**

If testing is interrupted at any time during the test session (by a fire emergency or a student becoming ill, for example), note the time the interruption begins so that you can calculate the amount of reserved time the students will need to complete the test session. If students must leave the room during testing, be sure to lock the door to ensure the security of the test materials. If you have any questions about an individual situation, please contact your School or System Test Coordinator.

## ADMINISTERING THE BRAILLE VERSION

The directions in this manual also apply to the administration of the Braille version of the CRCTs. Additional Braille instructions are as follows:

- Disregard references to class packs. Braille test books will be individually packaged.
- References to specific page numbers in the standard Form 1 *Student Test Booklet* may be incorrect for the Braille version. To supply the correct page numbers and other references, Test Examiners should review—prior to testing—all test materials that accompany the Braille test book, including the supplemental instructions and the standard Form 1 *Student Test Booklet*.
- Follow the procedures in the Preparing for the Tests section on pages 4 and 5 of this manual regarding the application of pre-ID labels and the bubbling of demographic information and other coding. Additionally, the student’s name, teacher, school, and system must be printed on the front cover of each Braille test book.
- Indicate on the *Student Answer Sheet* that the student was administered the Braille version by filling in the circle next to “Braille” in Section 13.
- Because extra time may be needed for administering the Braille version, it is recommended that students be tested individually or in a small-group setting.
- Test Examiners who administer the Braille version will use the standard Form 1 *Student Test Booklet* shipped with the Braille forms throughout testing.
- Depending upon the manner in which responses are provided by the student, the student responses must be transposed onto the *Student Answer Sheet* exactly as provided by the student. When a Braille student responds by pointing to the answers or giving a verbal response in English only, the Test Examiner is permitted during the course of test administration to fill in student responses on the *Student Answer Sheet*. When a Braille student responds by using a Braille writer or marking answers in the test booklet, the procedures for transposing student responses located in the Test Security section on page 2 of this manual should be followed. In each instance, the Test Examiner must provide written affirmation to the School Test Coordinator that student responses have been completed on the *Student Answer Sheet* with fidelity. Under no circumstances should a student’s answer be altered or edited—**to do so is a direct violation of test security**.
- Keep the transposed *Student Answer Sheet* with the other used *Student Answer Sheets* from the student’s class. The School Test Coordinator should return the Braille test books with the nonscorable shipment.

## ADMINISTERING THE LARGE-PRINT VERSION

The directions in this manual also apply to the administration of the Large-Print version of the CRCTs. Additional Large-Print instructions are as follows:

- Disregard references to class packs. Large-Print test books will be individually packaged.

- Follow the procedures in the Preparing for the Tests section on pages 4 and 5 of this manual regarding the application of pre-ID labels and the bubbling of demographic information and other coding. Additionally, the student’s name, teacher, school, and system must be printed on the front cover of each Large-Print test book.
- Indicate on the *Student Answer Sheet* that the student was administered the Large-Print version by filling in the circle next to “Large-Print” in Section 13.
- Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.
- Students who use a Large-Print version are typically prescribed a testing accommodation to record their answers directly in the Large-Print test book by circling the letters for their selected answers, writing their responses, or using a similar marking system. If this is the case, follow the procedures for transposing student responses onto the *Student Answer Sheet* in the Test Security section on page 2 of this manual. Under no circumstances should a student’s answer be altered or edited—**to do so is a direct violation of test security.**
- Keep the transposed *Student Answer Sheet* with the other used *Student Answer Sheets* from the student’s class. The School Test Coordinator should return the Large-Print test books with the nonscorable shipment.

## ADMINISTERING TESTS TO STUDENTS WITH A READ-ALoud ACCOMMODATION

Test items may only be read aloud to students if this accommodation is clearly specified in their IEP, IAP, or EL/TPC Plan. Follow the guidelines below to administer tests to students with a read-aloud accommodation.

### General Guidelines

- Read all test items exactly as they are printed in the *Student Test Booklet*. **Test items may not be explained, translated, or interpreted.** The read-aloud accommodation is **not** a substitute for the student interacting with the text; rather, it is simply a means of facilitating the student’s access to the test. Therefore, the student should read along as the test items are being read.
- While oral reading of test items is a standard accommodation, **oral reading of reading passages is a conditional accommodation** and must be restricted to students who meet the specific guidelines outlined in the *2013–2014 Student Assessment Handbook*.
- All text must be read word for word exactly as written. The Test Examiner may not provide any assistance to the student regarding the meaning of words, the intent of test items, or the student’s responses to test items. The Test Examiner may not rearrange the order of text in any way (e.g., reading the questions or answer choices before reading the passage). The student must be instructed to follow along in his or her test booklet as the Test Examiner reads the text aloud.

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, and graphs. If necessary, orient the students to the table, chart, or graph before reading content. However, it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.
- **Each test item may be read twice** during a standard read-aloud accommodation. Test items may also be read twice during a conditional read-aloud accommodation, **but reading passages may only be read once.**
- Caution must be taken to minimize the impact of inflection, word emphasis, or reading style. Voice inflection can clue students in to the correct response or make answer choices more confusing. Read all test items at a normal pace and in a normal tone of voice. If necessary, take time before administration to practice reading appropriately.

### Specific Guidelines for the Reading CRCT

- For students with a standard read-aloud accommodation, read the test items **only**; do **not** read the reading passages or describe any pictures that accompany the passages. Test items may be read twice.
- For students with a conditional read-aloud accommodation, read the reading passage **first**, then read each of the test items. Test items may be read twice, **but the reading passage may only be read once.**
- For items that ask a question about a specific sentence or sentences, read the question first, then the sentence or sentences (presented inside a box), and then the four answer choices.

### Specific Guidelines for the English/Language Arts CRCT

- For items that ask a question about a specific sentence or short paragraph(s), read the question first, then the sentence or short paragraph(s) (presented inside a box), and then the four answer choices.
- For items that include a sentence with four underlined words or phrases (one of which is misspelled), read the sentence **only**; do **not** read the A/B/C/D letter designators. Take care to read the misspelled word as if it were spelled correctly.
- For items that present four different ways to punctuate a single sentence, **do not read the four answer choices.** Instead, read the question, and then ask, “Is it A, B, C, or D?”
- For items that present an incomplete sentence or paragraph and ask which of four answer choices best completes the sentence or paragraph, read “blank” for the underlined space. For example, “She \_\_\_\_\_ the door” should be read “She blank the door.”
- For items that present a short paragraph with four or more numbered sentences, do **not** read the number designators in the paragraph.
- For items that ask about end punctuation, take care to read all answer choices in an even tone of voice; do not clue students in to the correct answer by allowing your intonation to rise or fall at the end of each answer choice.

### Specific Guidelines for the Mathematics CRCT

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, and graphs. If necessary, orient the students to the table, chart, or graph before reading content. However, it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.
- Use the table below for examples of reading mathematical symbols, numbers, formulas, and abbreviations.

DESCRIPTION	EXAMPLE	READ AS:
<b>Symbols</b>	+	“plus”
	–	“minus”
	×	“times”
	•	“times”
	∠	“angle”
	π	“pi”
	÷	“divided by”
	>	“is greater than”
	<	“is less than”
	≤	“is less than or equal to”
	≥	“is greater than or equal to”
	≈	“is approximately equal to”
	≅	“is congruent to”
	5	“the absolute value of five”
	°F	“degrees Fahrenheit”
	°C	“degrees Celsius”
	\$1,800	“dollar sign, one thousand eight hundred”
\$13.50, \$45.00	“dollar sign, thirteen point fifty; dollar sign, forty-five point zero zero”	
–5	“negative five”	
<b>Large whole numbers</b>	453,562,908	“four five three comma five six two comma nine zero eight”
<b>Decimal numbers</b>	0.002, 0.30	“zero point zero zero two, zero point three zero”
<b>Fractions</b>	$\frac{3}{4}, \frac{45}{16}$	“three over four, forty-five over sixteen”
	$2\frac{3}{4} + 7\frac{8}{10}$	“two and three over four plus seven and eight over ten”
<b>Powers and roots</b>	$8^2, 4^3, 6^4, 3^{-4}$	“eight squared, four cubed, six to the fourth power, three to the negative fourth power”
	$\sqrt{8}$	“radical eight”
<b>Parentheses</b>	$4(x \div 8)$	“four open parenthesis ‘x’ divided by eight closed parenthesis”
	$(6^4 - 2^{12})$	“open parenthesis six to the fourth power minus two to the twelfth power closed parenthesis”
	$(x - 3)^2$	“open parenthesis ‘x’ minus three closed parenthesis squared”

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<b>Formulas</b>	$A = bh$	“capital $A$ equals $b h$ ”
<b>Abbreviations</b>	km, cm, ft	“kilometer, centimeter, feet (foot)”
<b>Operations with boxes or shapes</b>	$\square + \Delta = 26$	“box plus triangle equals twenty-six”

### Specific Guidelines for the Science CRCT

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, and graphs. If necessary, orient the students to the table, chart, or graph before reading content. However, it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.

### Specific Guidelines for the Social Studies CRCT

- For students with a read-aloud accommodation, it is permissible to read text in maps, tables, charts, and graphs. If necessary, orient the students to the map, table, chart, or graph before reading content. However, it is not permissible to describe or interpret information contained in the map, table, chart, or graph in any way.

Refer to the *2013–2014 Student Assessment Handbook* for additional information on standard and conditional read-aloud accommodations and testing students with IEP, IAP, or EL/TPC Plans.

## COMPLETING STUDENT DEMOGRAPHIC INFORMATION

Follow these directions to complete the student demographic information on the *Student Answer Sheets*. **Students should fill in this information on the first day of testing.** Alternatively, school personnel may fill in this information prior to testing. (See page 4 of this manual.)

1. Write your name, the name of the school, and the name of the system on the board.

2. **Say** **The testing period has begun. Please do not talk until after you have been dismissed. It is important that you understand that cell phones, smartphones, tablets, or other electronic devices are NOT allowed in the testing room at any time during testing. It is also important that I share with you that the use, or intended use, of an electronic device to look up correct answers, take pictures of test materials, or share information with others will result in an invalidation of your test and possible disciplinary action. Invalidation means that you would not receive a test score for this content area test. Before we move forward, are there any devices in the room that I need to collect? [If applicable, collect any devices and store them in a secure location in keeping with your school’s and/or system’s procedures.]**

3. **Say** **During the next few days, you will be taking tests in Reading, English/ Language Arts, Mathematics, Science, and Social Studies. Some of the questions may be easy, and some may be difficult. You are expected to answer each question as well as you can. You must fill in your answers on the *Student Answer Sheet* with a No. 2 pencil. If you do not have a sharpened No. 2 pencil, please raise your hand. [Supply sharpened No. 2 pencils to students who need them.]**  
**I am now going to give you your answer sheet. Please do not open or write on your answer sheet until I instruct you to do so.**

4. Distribute the appropriate grade-level *Student Answer Sheet* to each student. Monitor students to make sure they do not open or write on their *Student Answer Sheets*.

5. **Say** **Look at the front cover of your answer sheet. Look at Section 1. Using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check. If all of your students have a pre-ID label, skip ahead to #6.]**  
**For those students who have a pre-ID label, please put down your pencils. If you do NOT have a pre-ID label, look at Section 2, “LAST NAME” and “FIRST NAME.” In the boxes below “LAST NAME,” print the letters of your last name starting in the first box on the left. Do not leave any spaces between the letters in your last name. If your last name does not fit, write as many letters as you can. [Pause to allow students time to write their last names.]**

<b>Say</b>	<p><b>In the boxes below “FIRST NAME,” print the letters of your first name. This should be your full first name, not a nickname. Do not leave any spaces between the letters in your first name. If your first name does not fit, write as many letters as you can. [Pause to allow students time to write their first names.]</b></p> <p><b>In the box below “M,” print the initial letter of your middle name, if you have a middle name. [Pause to allow students time to write the initial letter of their middle names.]</b></p> <p><b>Now finish Section 2 by completely filling in the corresponding circles under the letters that you have printed. For example, if you wrote “r,” you should fill in the circle containing “R.” [Circulate and check.]</b></p> <p><b>Look at Section 3, “DATE OF BIRTH.” Fill in the circle beside the month in which you were born. Then, print the day and the last two numbers of the year in which you were born in the appropriate boxes. Fill in the circles under the appropriate day and year. Days under 10 should begin with a zero. For example, if your birthday is on the fifth day of the month, you should print and fill in “zero five.” [Circulate and check.]</b></p> <p><b>Look at Section 4, “GENDER.” Fill in the circle next to “Female” if you are a female or the circle next to “Male” if you are a male. [Circulate and check.]</b></p> <p><b>Look at Section 5, “ETHNICITY.” Fill in the circle next to the ethnic group that best describes you. You should fill in only one circle in Section 5. [Circulate and check.]</b></p> <p><b>Look at Section 6, “RACE.” Fill in the circle next to all racial categories that apply to you: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. You may fill in more than one circle in Section 6. If you have any questions about which circles you should fill in, please raise your hand. [Circulate and check.]</b></p> <p><b>Look at Section 7, “GTID.” Print your ten-digit GTID number starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your GTID number, please raise your hand. [Circulate and check, providing GTID numbers to students who have their hands raised.]</b></p> <p><b>Look at Section 8, “FTE STUDENT ID.” Print your nine-digit Student ID number starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your Student ID number, please raise your hand. [Circulate and check, providing Student ID numbers to students who have their hands raised.]</b></p>
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Read #6 only if some students have been filling in demographic information.

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| 6. | <b>Say</b> For those students who have a pre-ID label, please pick up your pencils and continue to follow along. |
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For all students, continue with #7.

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| 7. | <p><i>[When students are ready, distribute Student Test Booklets to students.]</i></p> <p><b>Say</b> On the cover of your <i>Student Test Booklet</i>, please locate your Form number. On the <i>Student Answer Sheet</i>, print the Form number that matches the test booklet you have received in the box for Section 9, “FORM.” Fill in the appropriate circle under the number. <i>[Circulate and check.]</i></p> <p><b>Leave Sections 10 through 17 blank. I will complete these sections for you.</b> <i>[Complete these sections after the testing of all content areas has been completed. Directions for completing these sections begin on page 40 of this manual.]</i></p> <p><b>Turn to the back page of your answer sheet and print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board.</b> <i>[Circulate and check.]</i></p> <p><b>Are there any questions before we continue?</b></p> |
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8. Answer all questions. Walk around the room to see if students have completed the identifying information correctly.

**NOTE for Sections 7 and 8:** A GTID is a Georgia Testing Identifier that is used to track and maintain a student’s data within the Georgia Department of Education’s data warehouse and the local Student Information System. All PK–12 students who attend a public school in Georgia must have a GTID. The GTID is the key identifier used in all state data collections.

For the FTE Student ID (Section 8), it is imperative that students use the same student ID number here that the school or system uses to report FTE-type information to the state. Locally assigned student ID numbers should **not** be used if they do not correspond with state-reported information.

# ADMINISTERING THE READING CRCT

## Reading—Section 1

Administration time: 45–70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*

**NOTE:** Follow the directions on pages 15–17 to complete the student demographic information on the *Student Answer Sheets* prior to the start of the Reading test.

- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared and that each student has his or her own answer sheet. Confirm that the Form number of the test booklet corresponds to the Form number that students have written down in Section 9 of their answer sheets.

2. **Say** **Now look at the test booklet. Print your name on the line provided on the front cover of your test booklet. Do not open your test booklet until you are instructed to do so.** [*Pause. Check to make sure that each student has written his or her name on the front cover of the test booklet.*]  
**When you have finished printing your name on the front cover, set your test booklet to the side.** [*Wait until all students have completed this task.*]  
**I will now read some opening instructions to you.**  
**The Reading Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.**  
**Now break the seal on your test booklet and open your test booklet to “Reading” on page 4.** [*Pause.*] **Read the General Instructions silently as I read them aloud.**  
**Today you will be taking the Reading Criterion-Referenced Competency Test. The Reading test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.**

3. **Say** **There are several important things to remember.**
- **Read each passage carefully.**
  - **Read each question carefully and think about the answer. You may look back to the reading passage as often as necessary.**
  - **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.**
  - **For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet.**
  - **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.**
  - **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.**
- Are there any questions?** [*Answer any questions the students may have.*]
- Pick up your answer sheet and find Section 1 for the Reading test. This is where you will fill in your responses to the questions. [Pause.] Look at the sample question on the next page of your test booklet and follow along as we review the sample question.**
- The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.**
- Read the sample passage and complete the sample test question now.**

4. Have students read the sample passage and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

<b>Pigs</b>	<b>Sample</b>
<p>When you think of pigs, you may think they are dirty. Pigs like to lie in the mud. But pigs are very clean animals. They stay in the mud only when it is hot. The mud keeps them cool.</p> <p>Some people say that pigs are lazy. But pigs can run quickly on their little feet.</p> <p>We use pigs for many things. They give us food. Their hair is used in brushes.</p>	<p>Why do people think pigs are dirty animals?</p> <p>A. because they live on farms</p> <p>B. because they lie in the mud</p> <p>C. because they play in the rain</p> <p>D. because they are lazy animals</p>

*Sample Passage and Question for Grades 3–5*

<p><b>Delivering the Mail</b></p> <p>Many people think that the pony express was the earliest mail delivery service, but stagecoaches carried the mail first. The pony express carried only light mail (short messages and letters). This delivery system lasted only two years because telegraph lines were built and short messages no longer had to be carried as mail. However, stagecoaches continued to carry heavier mail because they still had passengers to keep their business alive. Later, railroads were built and trains took over the job of carrying the mail. Even mail delivery by railroad was replaced in part by the airplane.</p>	<p><b>Sample</b></p> <p>Which of the following carried the mail FIRST?</p> <p>A. stagecoaches B. pony express C. trains D. airplanes</p>
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*Sample Passage and Question for Grades 6–8*

5. **Say** **You will have 70 minutes to answer the questions in Section 1 of the Reading test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 25 in your *Student Test Booklet*. This will match the line with the word “STOP” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers?** [*Answer any procedural questions the students may have.*]
- Now turn the page to Reading, Section 1. You may begin.**

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7 and read the script provided. Any student still productively engaged in completing Section 1 must not be asked to stop before 70 minutes have elapsed.

7. **Say** **Please stop working.**
- Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** **Please sit down again.**
- Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

<b>Reading—Section 2</b>
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Administration time: 45–70 minutes

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| 1. | <p><b>Say</b> Now you will take Section 2 of the Reading Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 50 in your <i>Student Test Booklet</i>. This will match the line with the word “STOP” beside it on your <i>Student Answer Sheet</i>. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.</p> |
|----|--|

Now take out your answer sheet and find Section 2 for the Reading test. Open your test booklet to Reading Section 2. *[Pause while students are opening their test booklets; make sure all students are on the correct page.]*

**You may begin.** *[Make sure students begin filling in their answers in the correct place on the answer sheet.]*

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3 and read the script provided. Any student still productively engaged in completing Section 2 must not be asked to stop before 70 minutes have elapsed.

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| 3. | <p><b>Say</b> Please stop working.</p> <p><b>Insert your answer sheet into your test booklet and close your test booklet.</b></p> |
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4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student’s name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 9 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of testing each day.

# ADMINISTERING THE ENGLISH/LANGUAGE ARTS CRCT

## English/Language Arts—Section 1

Administration time: 45–70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** **The testing period has begun. Please do not talk until after you have been dismissed. It is important that you understand that cell phones, smartphones, tablets, or other electronic devices are NOT allowed in the testing room at any time during testing. It is also important that I share with you that the use, or intended use, of an electronic device to look up correct answers, take pictures of test materials, or share information with others will result in an invalidation of your test, and possible disciplinary action. Invalidation means that you would not receive a test score for this content area test. Before we move forward, are there any devices in the room that I need to collect? [If applicable, collect any devices and store them in a secure location in keeping with your school’s and/or system’s procedures.] I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student’s. If this is your first time receiving a test booklet, print your name on the line provided on the front cover of your test booklet. Do not open your test booklet or mark on your answer sheet until I tell you to. [Distribute Student Test Booklets and Student Answer Sheets.] Set your test booklet to the side. [Pause.]**
- Look at the front cover of your answer sheet. Look at Section 1. If this section is not completed, using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]**
- On the *Student Answer Sheet*, look at the box for Section 9, “FORM.” If this has not been completed, write in the Form number from the front cover of your test book in the space provided and fill in the circle that matches the Form number. [Circulate and check.]**
- Turn to the back page of your answer sheet. If it is not already completed, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]**

<b>Say</b>	<p><b>I will now read some opening instructions to you.</b></p> <p><b>The English/Language Arts Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer, and fill in the circle for the answer you have chosen. Do your best to answer each question.</b></p> <p><b>Break the seal on your test booklet if it is still intact. Open your test booklet to English/Language Arts. Read the General Instructions silently as I read them aloud.</b></p> <p><b>Today you will be taking the English/Language Arts Criterion-Referenced Competency Test. The English/Language Arts test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.</b></p>
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3. <b>Say</b>	<p><b>There are several important things to remember.</b></p> <ul style="list-style-type: none"><li>• <b>Read each question carefully and think about the answer.</b></li><li>• <b>Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.</b></li><li>• <b>For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet.</b></li><li>• <b>If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.</b></li><li>• <b>If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.</b></li></ul> <p><b>Are there any questions?</b> [<i>Answer any questions the students may have.</i>]</p> <p><b>Pick up your answer sheet and find Section 1 for the English/Language Arts test. This is where you will fill in your responses to the questions. [Pause.] Look at the sample question on the next page of your test booklet and follow along as we review the sample question.</b></p> <p><b>The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.</b></p> <p><b>Complete the sample test question now.</b></p>
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4. Have students read and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

**Sample**

Which word is the verb in the sentence?

The pink flower smells good.

A. pink  
B. flower  
C. smells  
D. good

*Sample Question for Grades 3–4*

**Sample**

In the sentence below, which pronoun would BEST replace the underlined words?

Jamie and Robin went to the park to have a picnic.

A. They  
B. Their  
C. Them  
D. Themselves

*Sample Question for Grades 5–8*

5. **Say** You will have 70 minutes to answer the questions in Section 1 of the English/Language Arts test. Read each question carefully, and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 30 in your *Student Test Booklet*. This will match the line with the word “STOP” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [Answer any procedural questions the students may have.]
- Now turn the page to English/Language Arts, Section 1. You may begin.**

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7 and read the script provided. Any student still productively engaged in completing Section 1 must not be asked to stop before 70 minutes have elapsed.

7. **Say** Please stop working.
- Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** Please sit down again.
- Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

**English/Language Arts—Section 2**

Administration time: 45–70 minutes

1. 

<b>Say</b>	<p><b>Now you will take Section 2 of the English/Language Arts Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 60 in your <i>Student Test Booklet</i>. This will match the line with the word “STOP” beside it on your <i>Student Answer Sheet</i>. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.</b></p> <p><b>Now take out your answer sheet and find Section 2 for the English/Language Arts test. Open your test booklet to English/Language Arts Section 2, question 31. [Pause while students are opening their test booklets; make sure all students are on the correct page.]</b></p> <p><b>You may begin. [Make sure students begin filling in their answers in the correct place on the answer sheet.]</b></p>
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2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3 and read the script provided. Any student still productively engaged in completing Section 2 must not be asked to stop before 70 minutes have elapsed.
3. 

<b>Say</b>	<p><b>Please stop working.</b></p> <p><b>Insert your answer sheet into your test booklet and close your test booklet.</b></p>
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4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student’s name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 9 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of testing each day.

# ADMINISTERING THE MATHEMATICS CRCT

## Mathematics—Section 1

Administration time: 45–70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets and Student Answer Sheets*
- Sharpened No. 2 pencils with erasers
- Two sheets of blank scratch paper per student

**NOTE:** Calculators are **not** allowed during any portion of this test.

1. Make sure that all desks are cleared.

2. **Say** **The testing period has begun. Please do not talk until after you have been dismissed. It is important that you understand that cell phones, smartphones, tablets, or other electronic devices are NOT allowed in the testing room at any time during testing. It is also important that I share with you that the use, or intended use, of an electronic device to look up correct answers, take pictures of test materials, or share information with others will result in an invalidation of your test, and possible disciplinary action. Invalidation means that you would not receive a test score for this content area test. Before we move forward, are there any devices in the room that I need to collect? [If applicable, collect any devices and store them in a secure location in keeping with your school’s and/or system’s procedures.]**
- I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student’s. If this is your first time receiving a test booklet, print your name on the line provided on the front cover of your test booklet. Do not open your test booklet or mark on your answer sheet until I tell you to. [Distribute Student Test Booklets and Student Answer Sheets.]**
- I am providing you with two clean sheets of scratch paper to use during the Mathematics Criterion-Referenced Competency Test. You can use the scratch paper to help you solve the math problems, but be sure to record all your answers on your answer sheet. [Distribute two sheets of blank scratch paper to each student.]**
- If you need more scratch paper during the test administration, please raise your hand. Now write your name in the upper right-hand corner of each sheet of scratch paper. I will collect the scratch paper at the end of testing, whether you use it or not. [Allow students time to write their names on the scratch paper.]**

<b>Say</b>	<p><b>Set your test booklet to the side. [Pause.]</b></p> <p><b>Look at the front cover of your answer sheet. Look at Section 1. If this section is not completed, using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]</b></p> <p><b>On the <i>Student Answer Sheet</i>, look at the box for Section 9, “FORM.” If this has not been completed, write in the Form number from the front cover of your test book in the space provided and fill in the circle that matches the Form number. [Circulate and check.]</b></p> <p><b>Turn to the back page of your answer sheet. If it is not already completed, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]</b></p> <p><b>I will now read some opening instructions to you.</b></p> <p><b>The Mathematics Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer, and fill in the circle for the answer you have chosen. Do your best to answer each question.</b></p> <p><b>Break the seal on your test booklet if it is still intact. Open your test booklet to Mathematics. Read the General Instructions silently as I read them aloud.</b></p>
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3. <b>Say</b>	<p><b>Today you will be taking the Mathematics Criterion-Referenced Competency Test. The Mathematics test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.</b></p> <p><b>There are several important things to remember.</b></p> <ul style="list-style-type: none"> <li>• <b>Read each question carefully and think about the answer.</b></li> <li>• <b>Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.</b></li> <li>• <b>For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet.</b></li> <li>• <b>If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.</b></li> <li>• <b>If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.</b></li> </ul> <p><b>Are there any questions? [Answer any questions the students may have.]</b></p>
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<b>Say</b>	<p><b>Pick up your answer sheet and find Section 1 for the Mathematics test. This is where you will fill in your responses to the questions. [Pause.] Look at the sample question on the next page of your test booklet and follow along as we review the sample question.</b></p> <p><b>The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.</b></p> <p><b>Complete the sample test question now.</b></p>
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4. Have students read and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

<b>Sample</b>	<p>Look at the number sentence. <math>125 \square 5 = 130</math> Which symbol belongs in the box to make the number sentence true?</p> <p>A. + B. – C. × D. ÷</p>
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*Sample Question for Grades 3–4*

<b>Sample</b>	<p>13 boys and 14 girls are in Mr. Brown’s class. All of them went on a field trip. Which number sentence shows how many students went on the trip?</p> <p>A. <math>14 + 13</math> B. <math>14 - 13</math> C. <math>27 - 14</math> D. <math>27 - 13</math></p>
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*Sample Question for Grades 5–8*

5. If you are administering the grade 3, 4, or 5 CRCT, skip ahead to #7. If you are administering the grade 6, 7, or 8 CRCT, continue with #6.

6. <b>Say</b>	<p><b>Look at the bottom of the page, under the heading “Formulas.” Below are formulas you may find useful as you work the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.</b></p>
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7. <b>Say</b>	<p><b>You will have 70 minutes to answer the questions in Section 1 of the Mathematics test. Read each question carefully, and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your <i>Student Test Booklet</i>. This will match the line with the word “STOP” beside it on your <i>Student Answer Sheet</i>. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [Answer any procedural questions the students may have.]</b></p> <p><b>Now turn the page to Mathematics, Section 1. You may begin.</b></p>
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8. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #9 and read the script provided. Any student still productively engaged in completing Section 1 must not be asked to stop before 70 minutes have elapsed.

9. **Say** **Please stop working.**  
**Insert your answer sheet and scratch paper into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

10. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets and scratch paper are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #11.

11. **Say** **Please sit down again.**  
**Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

<b>Mathematics—Section 2</b>
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Administration time: 45–70 minutes

1. 

<b>Say</b>	<p><b>Now you will take Section 2 of the Mathematics Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your <i>Student Test Booklet</i>. This will match the line with the word “STOP” beside it on your <i>Student Answer Sheet</i>. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet and scratch paper into your test booklet, close your test booklet, and sit quietly or read a book.</b></p> <p><b>Now take out your answer sheet and find Section 2 for the Mathematics test. Open your test booklet to Mathematics Section 2, question 36.</b>  <i>[Pause while students are opening their test booklets; make sure all students are on the correct page.]</i></p>
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2. If you are administering the grade 3, 4, or 5 CRCT, skip ahead to #4. If you are administering the grade 6, 7, or 8 CRCT, continue with #3.
  
3. 

<b>Say</b>	<p><b>When you find Section 2 in your test booklet, go to the previous page and look under the heading “Formulas.” Below are formulas you may find useful as you work the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.</b></p>
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4. 

<b>Say</b>	<p><b>You may begin.</b> <i>[Make sure students begin filling in their answers in the correct place on the answer sheet.]</i></p>
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5. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #6 and read the script provided. Any student still productively engaged in completing Section 2 must not be asked to stop before 70 minutes have elapsed.
  
6. 

<b>Say</b>	<p><b>Please stop working.</b></p> <p><b>Insert your answer sheet and scratch paper into your test booklet and close your test booklet.</b></p>
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7. Collect the test booklets and answer sheets and the two sheets (minimum) of scratch paper. As you collect them, check each test booklet to make sure the student’s name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 9 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of testing each day.

# ADMINISTERING THE SCIENCE CRCT

## Science—Section 1

Administration time: 45–70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** **The testing period has begun. Please do not talk until after you have been dismissed. It is important that you understand that cell phones, smartphones, tablets, or other electronic devices are NOT allowed in the testing room at any time during testing. It is also important that I share with you that the use, or intended use, of an electronic device to look up correct answers, take pictures of test materials, or share information with others will result in an invalidation of your test, and possible disciplinary action. Invalidation means that you would not receive a test score for this content area test. Before we move forward, are there any devices in the room that I need to collect? [If applicable, collect any devices and store them in a secure location in keeping with your school’s and/or system’s procedures.]**
- I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student’s. If this is your first time receiving a test booklet, print your name on the line provided on the front cover of your test booklet. Do not open your test booklet or mark on your answer sheet until I tell you to. [Distribute Student Test Booklets and Student Answer Sheets.]**
- Set your test booklet to the side. [Pause.]**
- Look at the front cover of your answer sheet. Look at Section 1. If this section is not completed, using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]**
- On the *Student Answer Sheet*, look at the box for Section 9, “FORM.” If this has not been completed, write in the Form number from the front cover of your test book in the space provided and fill in the circle that matches the Form number. [Circulate and check.]**
- Turn to the back page of your answer sheet. If it is not already completed, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]**

<b>Say</b>	<p><b>I will now read some opening instructions to you.</b></p> <p><b>The Science Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer, and fill in the circle for the answer you have chosen. Do your best to answer each question.</b></p> <p><b>Break the seal on your test booklet if it is still intact. Open your test booklet to Science. Read the General Instructions silently as I read them aloud.</b></p> <p><b>Today you will be taking the Science Criterion-Referenced Competency Test. The Science test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.</b></p>
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3. <b>Say</b>	<p><b>There are several important things to remember.</b></p> <ul style="list-style-type: none"><li>• <b>Read each question carefully and think about the answer.</b></li><li>• <b>Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.</b></li><li>• <b>For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet.</b></li><li>• <b>If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.</b></li><li>• <b>If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.</b></li></ul> <p><b>Are there any questions?</b> [<i>Answer any questions the students may have.</i>]</p> <p><b>Pick up your answer sheet and find Section 1 for the Science test. This is where you will fill in your responses to the questions. [Pause.] Look at the sample question on the next page of your test booklet and follow along as we review the sample question.</b></p> <p><b>The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.</b></p> <p><b>Complete the sample test question now.</b></p>
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4. Have students read and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

**Sample**

How does heat affect an ice cube?

- A. turns it to snow
- B. freezes it
- C. melts it
- D. does not change it

*Sample Question for Grades 3–5*

**Sample**

Where is food digested?

- A. heart
- B. lung
- C. stomach
- D. brain

*Sample Question for Grades 6–8*

5. **Say** **You will have 70 minutes to answer the questions in Section 1 of the Science test. Read each question carefully, and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word “STOP” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [Answer any procedural questions the students may have.]**  
**Now turn the page to Science, Section 1. You may begin.**

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7 and read the script provided. Any student still productively engaged in completing Section 1 must not be asked to stop before 70 minutes have elapsed.

7. **Say** **Please stop working.**  
**Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** **Please sit down again.**  
**Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

**Science—Section 2**

Administration time: 45–70 minutes

- |            |   |
|------------|---|
| <b>Say</b> | <p><b>Now you will take Section 2 of the Science Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your <i>Student Test Booklet</i>. This will match the line with the word “STOP” beside it on your <i>Student Answer Sheet</i>. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.</b></p> <p><b>Now take out your answer sheet and find Section 2 for the Science test. Open your test booklet to Science Section 2, question 36. [Pause while students are opening their test booklets; make sure all students are on the correct page.]</b></p> <p><b>You may begin. [Make sure students begin filling in their answers in the correct place on the answer sheet.]</b></p> |
|------------|---|
- Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3 and read the script provided. Any student still productively engaged in completing Section 2 must not be asked to stop before 70 minutes have elapsed.
- |            |   |
|------------|---|
| <b>Say</b> | <p><b>Please stop working.</b></p> <p><b>Insert your answer sheet into your test booklet and close your test booklet.</b></p> |
|------------|---|
- Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student’s name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 9 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of testing each day.

# ADMINISTERING THE SOCIAL STUDIES CRCT

## Social Studies—Section 1

Administration time: 45–70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** **The testing period has begun. Please do not talk until after you have been dismissed. It is important that you understand that cell phones, smartphones, tablets, or other electronic devices are NOT allowed in the testing room at any time during testing. It is also important that I share with you that the use, or intended use, of an electronic device to look up correct answers, take pictures of test materials, or share information with others will result in an invalidation of your test, and possible disciplinary action. Invalidation means that you would not receive a test score for this content area test. Before we move forward, are there any devices in the room that I need to collect? [If applicable, collect any devices and store them in a secure location in keeping with your school’s and/or system’s procedures.] I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student’s. If this is your first time receiving a test booklet, print your name on the line provided on the front cover of your test booklet. Do not open your test booklet or mark on your answer sheet until I tell you to. [Distribute Student Test Booklets and Student Answer Sheets.] Set your test booklet to the side. [Pause.]**
- Look at the front cover of your answer sheet. Look at Section 1. If this section is not completed, using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]**
- On the *Student Answer Sheet*, look at the box for Section 9, “FORM.” If this has not been completed, write in the Form number from the front cover of your test book in the space provided and fill in the circle that matches the Form number. [Circulate and check.]**
- Turn to the back page of your answer sheet. If it is not already completed, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. [Circulate and check.]**

<b>Say</b>	<p><b>I will now read some opening instructions to you.</b></p> <p><b>The Social Studies Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer, and fill in the circle for the answer you have chosen. Do your best to answer each question.</b></p> <p><b>Break the seal on your test booklet if it is still intact. Open your test booklet to Social Studies. Read the General Instructions silently as I read them aloud.</b></p> <p><b>Today you will be taking the Social Studies Criterion-Referenced Competency Test. The Social Studies test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.</b></p>
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3. <b>Say</b>	<p><b>There are several important things to remember.</b></p> <ul style="list-style-type: none"><li>• <b>Read each question carefully and think about the answer.</b></li><li>• <b>Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.</b></li><li>• <b>For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet.</b></li><li>• <b>If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.</b></li><li>• <b>If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.</b></li></ul> <p><b>Are there any questions?</b> [<i>Answer any questions the students may have.</i>]</p> <p><b>Pick up your answer sheet and find Section 1 for the Social Studies test. This is where you will fill in your responses to the questions. [Pause.] Look at the sample question on the next page of your test booklet and follow along as we review the sample question.</b></p> <p><b>The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.</b></p> <p><b>Complete the sample test question now.</b></p>
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4. Have students read and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

### Sample

Tomatoes are usually ripe (ready to pick) in the summer. During which season will tomatoes MOST LIKELY be cheapest at the grocery store?

- A. fall
- B. winter
- C. spring
- D. summer

*Sample Question for Grades 3–5*

### Sample

Who elects the governor of Georgia?

- A. the president
- B. the chief justices
- C. the people of the state
- D. the Speaker of the House

*Sample Question for Grades 6–8*

5. **Say** **You will have 70 minutes to answer the questions in Section 1 of the Social Studies test. Read each question carefully, and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word “STOP” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers?** [*Answer any procedural questions the students may have.*]  
**Now turn the page to Social Studies, Section 1. You may begin.**

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7 and read the script provided. Any student still productively engaged in completing Section 1 must not be asked to stop before 70 minutes have elapsed.

7. **Say** **Please stop working.**  
**Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** **Please sit down again.**  
**Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.**

**Social Studies—Section 2**

Administration time: 45–70 minutes

- |            |  |
|------------|--|
| <b>Say</b> | <p><b>Now you will take Section 2 of the Social Studies Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your <i>Student Test Booklet</i>. This will match the line with the word “STOP” beside it on your <i>Student Answer Sheet</i>. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.</b></p> <p><b>Now take out your answer sheet and find Section 2 for the Social Studies test. Open your test booklet to Social Studies Section 2, question 36.</b><br/>[Pause while students are opening their test booklets; make sure all students are on the correct page.]</p> <p><b>You may begin.</b> [Make sure students begin filling in their answers in the correct place on the answer sheet.]</p> |
|------------|--|
- Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3 and read the script provided. Any student still productively engaged in completing Section 2 must not be asked to stop before 70 minutes have elapsed.
- |            |   |
|------------|---|
| <b>Say</b> | <p><b>Please stop working.</b></p> <p><b>Insert your answer sheet into your test booklet and close your test booklet.</b></p> |
|------------|---|
- Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student’s name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 9 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of testing each day.

## RETURNING MATERIALS TO THE SCHOOL TEST COORDINATOR

The Test Examiner must return all used and unused *Student Answer Sheets*, *Student Test Booklets*, scratch paper, the completed Group Information Sheet, and the *Test Examiner's Manual* to the School Test Coordinator.

For soiled documents, please notify the School Test Coordinator if answers and demographic information need to be transposed onto a new *Student Answer Sheet*. Likewise, notify the School Test Coordinator if answers marked in *Student Test Booklets* need to be transposed onto *Student Answer Sheets*. Procedures for transposing student answers can be found on page 2 of this manual.

**NOTE: Once the transposition is complete, the School Test Coordinator should mark the soiled document on the School Security Checklist as "SOILED and VOID," and seek guidance from the System Test Coordinator about how to handle the soiled document. Soiled documents should NOT be shipped back with scorable or nonscorable materials.**

It is imperative that materials be organized and returned to the School Test Coordinator in the following order (top to bottom):

TOP OF STACK
Completed Group Information Sheet
Used <i>Student Answer Sheets</i>
Scratch paper for Mathematics test
All <i>Student Test Booklets</i> (including Braille, Large-Print, and VOID <i>Student Test Booklets</i> , but not including SOILED <i>Student Test Booklets</i> )
All unused and VOID <i>Student Answer Sheets</i> (but not SOILED <i>Student Answer Sheets</i> )
<i>Test Examiner's Manual</i>
BOTTOM OF STACK

**NOTE:** The Group Information Sheet must be completed in its entirety. It is critical that it be placed on top of the used *Student Answer Sheets* it represents. See guidance on page 44 of this manual.

### Reminder

**All CRCT items and responses to those items are secure material and may not be copied, duplicated, or retained in the school after testing is completed.**

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE  
WITH THE ADMINISTRATION OF THE CRCTs.**

## AFTER TESTING

These activities should be coordinated by the School Test Coordinator. Test Examiners may assist with this process, but only under the direct supervision of the School Test Coordinator or other designated certified administrator.

### ENCODING STUDENT INFORMATION

Federal and state regulations require accurate coding of student demographic information. Follow these steps to verify the coding of this information:

1. For *Student Answer Sheets* **without** a pre-ID label, verify that Sections 1 through 9 have been completed with the correct information and the appropriate circles have been filled in for each section.

Ensure that each student's *Student Answer Sheet* is correctly identified with both his or her nine-digit state FTE Student ID number and his or her ten-digit GTID number. No other student identification numbers may be used.

2. For *Student Answer Sheets* **with** a pre-ID label, verify that Sections 1 and 9 have been completed with the correct information.
3. Use the following directions to complete the "FOR TEACHER USE ONLY" section on the inside front cover of the *Student Answer Sheets*. Fill in the appropriate circles in Sections 10 through 15 as applicable for each student.

### COMPLETING SECTIONS 10–15: "FOR TEACHER USE ONLY"

It is imperative that information be filled in correctly for each student taking the CRCTs. Federal and state regulations require complete and accurate coding of student information for reporting purposes. Sections 10 through 15 should be left blank if they are not applicable to the student.

#### Section 10: SRC

The following information will help you assign the correct State-Required Codes (SRCs) for students who receive special education services:

- If the student receives special education services, fill in the appropriate circle(s) next to the student's classification(s). Please refer to the student's Individualized Education Program (IEP) for the appropriate classification(s).

**NOTE:** For the student's primary classification, only one circle should be filled in for SRCs 1–12, 14, or 15 (grades K–5 only). Additional circles for SRCs 13 and 16–19 may be filled in as applicable. SRCs are listed in the following table:

SRCs	
01 Visual Impairment or Blind	11 Emotional and Behavioral Disorders
02 Deaf or Hard of Hearing	12 Other Health Impairments
03 Deaf and Blind	13 English Learner (EL)
04 Specific Learning Disabilities	14 Section 504
05 Mild Intellectual Disabilities	15 Significant Development Delay (K–5 only)
06 Traumatic Brain Injury	16 Title I Reading
07 Moderate/Severe/Profound Intellectual Disabilities	17 Title I Math
08 Autism	18 Migrant Certified
09 Orthopedic Impairments	19 English Learner—Monitored
10 Speech-Language Impairments	

- If a Georgia Migrant Education Agency has identified the student as Migrant Certified, fill in the appropriate circle (18). The four regional Georgia Migrant Education Agencies have provided each system with a listing of students who are Migrant Certified. Only certified students should be coded.
- If the student is classified under Section 504, fill in the appropriate circle (14). A student is eligible to be coded as Section 504 if he or she has a current Individual Accommodation Plan (IAP) on file.
- If the student is identified as an English Learner (EL) according to Board of Education Rule 160-4-5-.02, fill in the appropriate circle (13). A student is eligible to be coded as EL if the student’s native language is not English and he or she is eligible for English to Speakers of Other Languages (ESOL) services in accordance with Rule 160-4-5-.02, regardless of whether or not the student receives ESOL services. Students who are not eligible for ESOL services (as specified in Rule 160-4-5-.02) may not be coded as EL. Fill in circle (19) for those students who have exited the ESOL program but who are still being monitored.

### ***Accommodations (Requires at least one SRC)***

If the student was given a test administration accommodation based on his or her Individualized Education Program (IEP), Individual Accommodation Plan (IAP), or English Learner/Testing Participation Committee (EL/TPC) Plan, fill in the appropriate circle in the Accommodations section. A current IEP, IAP, or EL/TPC Plan must be on file for each student who receives an accommodation. Only state-approved accommodations may be used, following the guidance issued by GaDOE. If an accommodation is included in a student’s plan that is not on the approved list, it must be reported as an irregularity. Students who are served by Student Support Teams (SSTs) but do not qualify for services under IDEA or Section 504 status may not be granted accommodations. **Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of state regulations and must be reported.**

### ***Accommodation Type***

If the student was given a test administration accommodation based on his or her IEP, IAP, or EL/TPC Plan, fill in the appropriate circle(s) under Accommodation Type to identify it as a Setting, Presentation, Response, or Scheduling accommodation.

### ***Conditional Administration***

Conditional administrations result from the use of conditional accommodations. Conditional accommodations are more expansive than standard accommodations, and are intended to provide access to students with more severe disabilities or very limited English proficiency who would not be able to access the tests without such assistance. Only students meeting strict criteria (outlined in the *2013–2014 Student Assessment Handbook*) are eligible for conditional accommodations. Any use of conditional accommodations must be coded. Per State Board rule, only a small number of students should participate in conditional administrations. **EL-M students are NOT eligible for conditional accommodations.**

**Definitions of Setting, Presentation, Response, and Scheduling accommodations (both standard and conditional) are provided on pages 46 and 47 of this manual.**

### **Section 11: First Year EL Deferred**

EL students enrolled for the first time in a school in the United States may receive a one-time deferment from assessments in content areas other than Mathematics and Science. If the student was deferred from any CRCT content areas, fill in the appropriate circles in this section.

### **Section 12: PTNA**

If a student was present for the test administration but did not attempt any items **in one or more content areas**, this must be coded in the appropriate circle under “PTNA.”

### **Section 13: BRAILLE/LARGE-PRINT**

If a student was tested with a Braille or Large-Print version of the CRCTs, this must be coded in the appropriate circle under “BRAILLE/LARGE-PRINT.”

### **Section 14: EIP SERVED**

If a student has received services from the state’s Early Intervention Program (EIP) at any time during the current school year, this must be coded in the circle under “EIP SERVED” (relevant to grades 3 through 5 only).

### **Section 15: LOCAL OPTIONAL CODING**

Systems may choose to use this section to code special program students to gauge their performance on the CRCTs. System Test Coordinators will designate a code to be filled in for this section; fill in the code number starting with the first box on the left. **Note that systems will not receive any special reports based on this coding.** The coding will generate information on each system’s data file for the system to extract and disaggregate based on their requirements.

## COMPLETING SECTIONS 16 AND 17: “STATE-DIRECTED USE ONLY”

Sections 16 and 17 should generally be filled in by the School Test Coordinator only. Directions for filling in these sections are as follows.

### Section 16: GNETS

This section should be used by Georgia Network for Educational and Therapeutic Support (GNETS) programs to report their assigned facilities code. The two-digit code should be filled in under Section 16 for all students who are served at a GNETS facility. This information is being collected in order to provide reports to each center.

**A list of all GNETS facility codes is provided on page 48 of this manual.**

### Section 17: IR/IV/PIV

School Test Coordinators should complete this section **only as directed by GaDOE**. The procedure for reporting testing irregularities to Assessment and Accountability is described in the *School and System Test Coordinator’s Manual*. If GaDOE determines that an Irregularity (IR), Invalidation (IV), or Participation Invalidation (PIV) has occurred and should be coded in Section 17, the GaDOE Program Manager will provide the proper codes and instructions for completing this section.

For each affected content area, fill in **only one** bubble on the top line: IR, IV, or PIV. Then, write in the five-digit code number provided by GaDOE and fill in the corresponding circles.

# COMPLETING THE GROUP INFORMATION SHEET

If requested by the School Test Coordinator, the Test Examiner should complete a Group Information Sheet for each classroom or group of students.

### Group Information Sheet

TEACHER NAME										SCHOOL NAME										Number Students Testing		GRADE	
A A A A A A A A A A A A A A A A										A A A A A A A A A A A A A A A A										0 0 0		K 9	
B B B B B B B B B B B B B B B B										B B B B B B B B B B B B B B B B										1 1 1		1 9	
C C C C C C C C C C C C C C C C										C C C C C C C C C C C C C C C C										2 2 2		2 10	
D D D D D D D D D D D D D D D D										D D D D D D D D D D D D D D D D										3 3 3		3 11	
E E E E E E E E E E E E E E E E										E E E E E E E E E E E E E E E E										4 4 4		4 12	
F F F F F F F F F F F F F F F F										F F F F F F F F F F F F F F F F										5 5 5		5 12+	
G G G G G G G G G G G G G G G G										G G G G G G G G G G G G G G G G										6 6 6		6 Ungraded	
H H H H H H H H H H H H H H H H										H H H H H H H H H H H H H H H H										7 7 7		7	
I I I I I I I I I I I I I I I I										I I I I I I I I I I I I I I I I										8 8 8			
J J J J J J J J J J J J J J J J										J J J J J J J J J J J J J J J J										9 9 9			
K K K K K K K K K K K K K K K K										K K K K K K K K K K K K K K K K													
L L L L L L L L L L L L L L L L										L L L L L L L L L L L L L L L L													
M M M M M M M M M M M M M M M M										M M M M M M M M M M M M M M M M													
N N N N N N N N N N N N N N N N										N N N N N N N N N N N N N N N N													
O O O O O O O O O O O O O O O O										O O O O O O O O O O O O O O O O													
P P P P P P P P P P P P P P P P										P P P P P P P P P P P P P P P P													
Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q										Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q													
R R R R R R R R R R R R R R R R										R R R R R R R R R R R R R R R R													
S S S S S S S S S S S S S S S S										S S S S S S S S S S S S S S S S													
T T T T T T T T T T T T T T T T										T T T T T T T T T T T T T T T T													
U U U U U U U U U U U U U U U U										U U U U U U U U U U U U U U U U													
V V V V V V V V V V V V V V V V										V V V V V V V V V V V V V V V V													
W W W W W W W W W W W W W W W W										W W W W W W W W W W W W W W W W													
X X X X X X X X X X X X X X X X										X X X X X X X X X X X X X X X X													
Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y										Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y													
Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z										Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z													

SPECIAL CODES																					
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	

ORG-TP (CTB USE)										STRUC/ELEMENT # (CTB USE)									
M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
O	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
P	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Q	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
R	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
S	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
T	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
U	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
V	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

Organization Name: \_\_\_\_\_

Element/District Name: \_\_\_\_\_

SO #: \_\_\_\_\_

State: \_\_\_\_\_



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It is critical to the reporting process that the Group Information Sheet be coded properly and that it remains with the used *Student Answer Sheets* it represents. If you make any errors while filling out the Group Information Sheet, ask the School Test Coordinator for a replacement. **If any precoded information is incorrect on the Group Information Sheet, do NOT use the incorrect form.** Instead, the System Test Coordinator should contact the CTB GA CRCT support team toll-free at (866) 282-2249 to order replacements. Directions for completing the Group Information Sheet are as follows.

**TEACHER NAME**

Print the name of the Test Examiner and fill in the corresponding circles.

**SCHOOL NAME**

Verify that the school name has been precoded.

**Number Students Testing**

Print the number of *Student Answer Sheets* to be scored. This includes the transposed *Student Answer Sheets* from the Braille and/or Large-Print versions of the test. The count number should be right-justified. For example, if your classroom contains 25 students, starting in the first box on the left you will fill in “zero,” “two,” and “five.” Complete this section by filling in the corresponding circles under the numbers that you have printed.

**NOTE:** Unused *Student Answer Sheets* containing pre-ID labels or completed demographic information (for students who were not administered any part of the test) must be marked “VOID” and returned with the nonscorable materials. Do not include VOID *Student Answer Sheets* in the Group Information Sheet count.

**GRADE**

Fill in the appropriate circle.

**SPECIAL CODES**

For CTB use only.

**ORG-TP (CTB USE)**

For CTB use only.

**STRUC/ELEMENT # (CTB USE)**

For CTB use only.

## GADOE-APPROVED ACCOMMODATIONS

<b>ACCOMMODATIONS</b>		
	<b>STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP</b>	<b>ENGLISH LEARNERS: EL/TPC PLAN</b>
<b>Setting Accommodations</b>		
Special education/ESOL classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard
Sound field adaptations	Standard	
Adaptive furniture (e.g., slant board)	Standard	
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
<b>Presentation Accommodations</b>		
Large-Print	Standard	
Sign the directions	Standard	
Sign test questions	Standard	
Sign reading passages	Conditional (restricted to eligible students only)	
Explain or paraphrase the directions for clarity (in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Use of highlighter by student		
Oral reading of test questions in English only by reader or assistive technology	Standard	Standard
Oral reading of reading passages in English only by reader or assistive technology	Conditional (restricted to eligible students only)	Conditional (restricted to eligible students only)
Low vision aids (e.g., CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Photograph used		
Substitute manipulative		
Use directions that have been marked by teacher		
Audio amplification devices or noise buffer/listening devices	Standard	

<b>ACCOMMODATIONS</b>		
	<b>STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP</b>	<b>ENGLISH LEARNERS: EL/TPC PLAN</b>
<b>Response Accommodations</b>		
Technology applications, such as Braille, word processor, or other communications device with all grammar and spell-check devices disabled	Standard	
Student marks answers in test booklet	Standard	Standard
Student points to answers	Standard	Standard
Verbal response in English only	Standard	Standard
Braille writer	Standard	
Calculator use is limited to basic function calculators only. Scientific calculators, graphing calculators, and calculators that are programmable or that store text are not permissible.	Conditional (restricted to eligible students only)	
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large-diameter pencil)	Standard	
Word-to-word dictionary		Standard
<b>Scheduling Accommodations</b>		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard
Flexibility in the order of administration for content areas	Standard	
Extending sessions over multiple days		

## GNETS FACILITY CODES

PROGRAM NAME	STATE- DIRECTED CODE
Alpine Program	01
Burwell Program	02
Cedarwood Program	03
Coastal Academy Program	04
Coastal Georgia Comprehensive Academy	05
Mainstay	06
Dekalb-Rockdale Program	07
Elam Alexander Academy	08
Flint Area Learning Center	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24

## CHECKLIST FOR TEST EXAMINERS

### BEFORE TESTING:

- \_\_\_\_\_ Assist the School Test Coordinator to notify students and parents about the testing program.
- \_\_\_\_\_ Read all directions for test administration in this *Test Examiner’s Manual*.
- \_\_\_\_\_ Meet with the School Test Coordinator to review the testing schedule and procedures.
- \_\_\_\_\_ Secure No. 2 pencils and scratch paper (two sheets per student for the Mathematics test).
- \_\_\_\_\_ Inventory test materials received from School Test Coordinator, and sign out all secure materials on the School Security Checklist.
- \_\_\_\_\_ Arrange for an additional proctor, if necessary.
- \_\_\_\_\_ Prepare classroom (remove or cover posters, etc.).
- \_\_\_\_\_ Remind students to bring something to read.
- \_\_\_\_\_ Under direct administrator supervision, ensure that all *Student Answer Sheets* have pre-ID labels if you are requested to do so. If there is no pre-ID label, ensure that the student demographic information in Sections 1 through 9 is filled in on the *Student Answer Sheet*. Do not apply incorrect labels.
- \_\_\_\_\_ Write the teacher, school, and system names on the board.

### DURING TESTING:

- \_\_\_\_\_ Post a “Testing—Do Not Disturb” sign on your classroom door.
- \_\_\_\_\_ Be sure that all students have a comfortable and adequate workspace.
- \_\_\_\_\_ Monitor students’ handling of *Student Test Booklets* and *Student Answer Sheets* to keep the materials in good condition.
- \_\_\_\_\_ Make sure the Form number on each *Student Test Booklet* matches the number filled in on the cover of each *Student Answer Sheet*.
- \_\_\_\_\_ Circulate and monitor all students during the testing session.

### AFTER TESTING:

- \_\_\_\_\_ Verify that you have collected and **counted** a *Student Test Booklet* and a *Student Answer Sheet* (and at least two sheets of scratch paper for the Mathematics test) for every student in your classroom.
- \_\_\_\_\_ If requested by the School Test Coordinator and under direct administrator supervision, check to see that student identification information is accurate and correctly bubbled, that necessary coding/labeling is complete, and that documents are in good condition for scoring.
- \_\_\_\_\_ If requested by the School Test Coordinator and under direct administrator supervision, complete the “FOR TEACHER USE ONLY” section on the *Student Answer Sheets*, as applicable.

**NOTE:** Checklist continues on the next page.

- \_\_\_\_\_ Count and return all test materials to the School Test Coordinator at the conclusion of testing each day. Date the School Security Checklist each day.
- \_\_\_\_\_ On the final day of testing, organize all test materials as directed in this manual and return them to the School Test Coordinator.
- \_\_\_\_\_ Notify the School Test Coordinator of any students who did not take any part of the test.
- \_\_\_\_\_ Notify the School Test Coordinator if student answers need to be transposed onto a *Student Answer Sheet* due to a soiled/damaged answer document or when answers have been marked in a *Student Test Booklet*.

## STUDENT PRE-ID LABELS

Student demographic information that appears on student labels is shown and described below.

██████████	<b>ROBERTS JANE M</b>
██████████	DECATUR 001
██████████	HILLSDALE ELEM 0201
██████████	GTID: 1234567890
██████████	GR: 03 BD: 03/31/XX
██████████	GENDER: F ETH: HISP
██████████	RACE: I, S, B, P, W
██████████	PSRC: XX
██████████	<b>76543213</b>

Gender:

F = Female

M = Male

Ethnicity:

HISP = Hispanic

NHIS = Not Hispanic

Race:

I = American Indian/Alaskan Native

S = Asian

B = Black/African American

P = Native Hawaiian/Other Pacific Islander

W = White

Primary SRC:

01-12, 15 = (see pages 40 and 41)

***Test Examiner's Manual, Grades 3 through 8***  
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