Georgia

Milestones

Assessment System

2015 Spring Main

School and System Test Coordinator's Manual

End-of-Grade

Coordinator's Manual

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TEST SECURITY

Below is a list, although not inclusive, of actions that constitute a breach of test security:

- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing (this is applicable to both paper and online test forms);
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (**NOTE:** lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets, answer documents, online testing logins/passwords/test forms for any purpose other than examination;
- fails to follow administration directions for the test;
- fails to properly secure and safeguard logins/passwords necessary for online test administration;
- erases, marks answers, or alters responses on an answer document or within an online test form;
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

SECURE TEST MATERIALS—DO NOT COPY

All test booklets and supporting materials associated with the Georgia Milestones Assessment System are confidential and secure. No part of any test booklet or electronic online test form 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, photography, scanning, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). Georgia Milestones materials must remain secure at all times and (excluding the *School and System Test Coordinator's Manual,* the *Paper-and-Pencil Examiner's Manual,* and the *Online 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 State Board of Education (Rule 160-3-1-.07(4)) in addition to copyright laws and the Georgia Code of Ethics for Educators. Georgia Milestones 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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Part 1: Introduction

THE GEORGIA MILESTONES ASSESSMENT SYSTEM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide educators with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning grade 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, Science, and Social Studies. Students in grades 3 through 8 take an end-of-grade assessment in each content area, while high school students take an end-of-course assessment for each of the eight courses designated by the State Board of Education. In accordance with State Board Rule, Georgia Milestones end-of-course measures serve as the final exams for the specified high school courses.

The main purpose of Georgia Milestones is to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about the students' achievement and, importantly, their preparedness for the next educational level. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

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GEORGIA MILESTONES END-OF-GRADE (EOG) ASSESSMENTS

The Georgia Milestones EOG assessment is primarily a criterion-referenced test designed to provide information about how well a student has mastered the state-adopted content standards. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. Item types will include selected-response, constructed-response, and extended writing tasks.

As previously mentioned, Georgia law (§20-2-281) mandates that the State Board of Education adopt annual measures of student achievement in the content areas of English Language Arts (ELA), Mathematics, Science, and Social Studies in grades 3 through 8. Students must participate in the Georgia Milestones content areas measured at the end of each grade in which they are enrolled. State law further mandates that student achievement in reading, as measured as a component of the Georgia Milestones ELA EOG assessment, be utilized in promotion and retention decisions for students in grades 3, 5, and 8, while student achievement in mathematics, as measured by the Georgia Milestones Mathematics EOG assessment, be considered in grades 5 and 8. Students who fail to demonstrate grade-level achievement on these measures must receive remediation and be offered an opportunity for a retest prior to consideration for promotion to grades 4, 6, and 9 (§20-2-283 and State Board of Education Rule 160-4-2-.11).

Results of the EOG assessments, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- provide a clear signal of each student's preparedness for the next educational level (i.e., grade);
- allow for the detection of the academic progress made by each student from one assessed grade to the next;
- be suitable for use in promotion and retention decisions at grades 3 (reading), 5 (reading and mathematics), and 8 (reading and mathematics);
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

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ABOUT THIS MANUAL

This *End-of-Grade School and System Test Coordinator's Manual* (TCM) provides procedural information for schools and systems to follow prior to, during, and after the Spring Main administration of the EOG assessment.

This manual has been prepared for both School and System Test Coordinators. Specific instructions for test administration are contained in the *End-of-Grade Online Examiner's Manual* and the *End-of-Grade Paper-and-Pencil Examiner's Manual*. **Test Coordinators are required to read each manual carefully prior to the test administration dates.**

Guidelines specific to online testing are contained in Part 2 of this manual. Guidelines specific to paper-and-pencil testing are contained in Part 3 of this manual.

If questions arise, contact the Assessment Administration Division at (800) 634-4106 or (404) 656-2668.

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SCHEDULING THE TESTS

The Georgia Milestones EOG assessment will be administered over nine consecutive school days set by the system. This nine-day local window will fall within the state testing window of March 30 through May 1, 2015. Starting with the Spring 2015 EOG Main administration, online testing is considered the primary mode of administration, with paper-and-pencil testing serving as a back-up until the transition to online is completed over a five-year period. It is anticipated that every testing site will participate in some degree of online testing; there should be a conscientious effort to develop a local schedule to account for the differences in parameters for paper-and-pencil testing and online testing. Through earlier communications to the state's school systems, the Assessment Division of the Georgia Department of Education (GaDOE) has already provided guidelines for developing the local EOG testing calendar. It is expected that by the time this manual is received and reviewed, the local EOG testing schedule will have already been set. However, please review the following parameters to confirm that the local testing schedule is consistent with this guidance. If necessary, make adjustments as needed.

- The EOG assessment must be administered in the following order: English Language Arts, Mathematics, Science, Social Studies.
- The target for online testing for the Spring 2015 administration of Georgia Milestones is a minimum of 30 percent of students system-wide across grades 3 through 12.
- Each school within a system must conduct some degree of online testing.
- The initial mode of administration—be it paper-and-pencil or online—cannot change from one EOG content area to another (e.g., a student who takes the grade 5 English Language Arts assessment online must also test online in Mathematics, Science, and Social Studies).
- The scheduled start date for an EOG grade-level content area must be consistent system-wide regardless of administration mode. Paper-and-pencil administrations should be scheduled on the first administration day for a grade-level content area. Online administrations can be scheduled for multiple sessions over the course of a day and over multiple consecutive school days.
- Because the scheduled start date for the EOG assessment must be consistent system-wide, considerations must be given to the various levels of student enrollment (and online testing capacity) across schools within a system. Larger schools, dependent upon their online capacity, would likely take longer than a smaller school to complete a grade-level content area via the online testing mode. Therefore, the testing schedule for the school with the most administration days for a grade-level content area becomes the system-wide schedule for that grade-level content area.
- Each grade-level content area should be scheduled for completion during the same week as its start date. The exception is English Language Arts Section 3.
- English Language Arts Section 3 should be the only content area for which a student is assessed on the day Section 3 is scheduled, either as a Main or Makeup administration. (An exception to this would occur should a student need to make up multiple content areas and there are not enough days left in the local testing window.)
- For the EOG assessment, Sections 1 and 2 of a content area must be scheduled for completion on the same day, within one test session. Breaks provided to students during a test administration must conform to directions in the *End-of-Grade Examiner's Manual*.

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- Makeup days/sessions must be designated within the local testing window.
- The last day of the local testing window should be scheduled as a makeup day for any remaining students who need to complete testing.
- In addition to designated makeup days, makeup sessions can be scheduled in the morning or afternoon as time permits on other days during the local window (rolling makeup).
- In order to maximize online testing capacity in grades 3 through 8, systems may stagger the scheduled start date for grade-level content areas provided that the scheduled start date for **each grade-level content area** is consistent system-wide. (For instance, for the grade 3 EOG assessment, English Language Arts can be scheduled to start on a Monday and be completed with Social Studies on Friday of the same week; grade 4 English Language Arts can then be scheduled to start on a later day that week.)

Suggested Administration Schedule

Content Area	Test Section(s)	Time Allotted
English Language Arts Day 1	Distribute test materials and read test instructions	10 minutes
	Section 1	60–70 minutes
	Break	5–10 minutes
	Section 2	60–70 minutes
	Collect test materials	10 minutes
English Language Arts Day 2	Distribute test materials and read test instructions	10 minutes
	Section 3*	70–90 minutes
	Collect test materials	10 minutes
Mathematics Day 3	Distribute test materials and read test instructions	10 minutes
	Section 1	60–80 minutes
	Break	5–10 minutes
	Section 2	60–80 minutes
	Collect test materials	10 minutes
Science Day 4	Distribute test materials and read test instructions	10 minutes
	Section 1	50–70 minutes
	Break	5–10 minutes
	Section 2	50–70 minutes
	Collect test materials	10 minutes
Social Studies Day 5	Distribute test materials and read test instructions	10 minutes
	Section 1	50–70 minutes
	Break	5–10 minutes
	Section 2	50–70 minutes
	Collect test materials	10 minutes

* Scheduled on a day separate from Section 1 and Section 2

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STUDENTS TO BE TESTED

All students who are enrolled in grades 3 through 8, including students with disabilities and English Learners for whom English is a second language, must participate in the EOG assessment. Exceptions are made for students who qualify for the Georgia Alternate Assessment (GAA) or for those qualified English Learners (EL) whose EL Test Participation Committee determines that the student is eligible for a one-year deferment for English Language Arts and Social Studies as provided for in State Board Rule. Deferment for an EL student is based on the following criteria: 1) a student qualifies for English for Speakers of Other Languages (ESOL) services; 2) the student is in his or her first year (12 months) of enrollment in a U.S. school; and 3) the student participated in the state-adopted English language proficiency assessment prior to the EOG administration. Please refer to the *Student Assessment Handbook* for detailed information concerning GAA participation and deferment for EL students.

TESTING ACCOMMODATIONS

Students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan/Individual Accommodation Plan (IAP) may receive accommodations. The testing accommodations should be documented in the IEP/IAP and should be consistent with those used during regular classroom instruction and assessment.

Students who are eligible for EL status according to the Board of Education Rule 160-4-5-.02 may receive accommodations. These accommodations should be documented in the EL Test Participation Committee (TPC) Plan and should be consistent with the student's current instructional program.

Specific requirements and guidelines pertaining to the assessment of Students with Disabilities and English Learners can be located in both the *Student Assessment Handbook and the Accommodations Manual* that is available on the GaDOE website. Included in the handbook are tables that outline the state-approved accommodations for Students with Disabilities and English Learners. Importantly, information relative to Conditional Accommodations is found in the handbook. The eligibility criteria for Conditional Accommodations must be applied as stated. Providing a Conditional Accommodation to an ineligible student will result in a Participation Invalidation (PIV). Examiners should consult with their School Test Coordinator regarding the provision and scheduling of testing accommodations and any questions that might arise.

Any departure from the list of allowable accommodations may alter the nature of the task being assessed, resulting in an invalid administration.

BRAILLE AND LARGE-PRINT PAPER-AND-PENCIL ADMINISTRATIONS

Students who are identified as visually impaired and require Braille or Large-Print material for their instructional program qualify for the Braille or Large-Print version of the EOG assessment. For more information, refer to the sections called "Administering the Braille Version" and "Administering the Large-Print Version" in Part 1 of the *End-of-Grade Paper-and-Pencil Examiner's Manual*.

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The Georgia Milestones program includes provisions for administering Braille and paper-and-pencil Large-Print versions of the EOG assessment. Examiners assigned to administer the Braille or Large-Print versions must read and follow the directions in the standard *Paper-and-Pencil End-of-Grade Examiner's Manual*. Students taking the Braille version should be tested individually or in a group with other students taking the same version, because the scripted instructions for the Braille version may not be the same as the instructions for the standard and Large-Print versions.

Only one form of the test will be available in Braille and paper-and-pencil Large-Print. When a system receives its Braille and/or Large-Print shipment, the shipment will include corresponding standard *Student Test Booklets* to be used as reference documents. In order to supply the correct page number references during test administration, Examiners need to review all Braille and Large-Print test materials prior to testing, including the supplemental instructions that accompany these versions.

Students taking the Braille or Large-Print version of the EOG assessment should record or have their answers recorded as specified in their IEP. In instances where student answers need to be transcribed onto a *Student Answer Document*, please follow procedures outlined in the *Examiner's Manual* and the *2014–2015 Student Assessment Handbook.* The Student Assessment Handbook can be found at www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx. 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.

Student answers should be recorded exactly as students have indicated or dictated. Under no circumstance should a student's answer be altered or edited—to do so is a **direct violation of test security**. For guidance about transcribing students' answers, refer to the *2014–2015 Student Assessment Handbook*.

For paper-and-pencil administrations, if there is no pre-ID label and if requested by the School Test Coordinator, Examiners for Braille and Large-Print versions must also fill in the student's demographic information on the *Student Answer Document*. Additionally, they should indicate that the student was administered the Braille or Large-Print version by filling in the appropriate circle next to "Braille" or "Large-Print" on the *Student Answer Document*. Section 8 of the *Student Answer Document*, "Form Listed on TEST BOOK Cover," should be filled in. The student's name should also be written on the front cover of each Braille or Large-Print test booklet. This should be done under the direct supervision of the School Test Coordinator. After testing is complete, the Examiner should group the student's answer document together with his or her class's *Student Answer Documents* for return to the School Test Coordinator. The original Braille and Large-Print test booklets should be returned with the nonscorable shipment.

SCRIBE

If a student requires a scribe for the EOG assessment, refer to the *2014–2015 Student Assessment Handbook* for information about the appropriate procedures and requirements.

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ORAL READING OF TEST QUESTIONS AND THE SCREEN READER

Students who are eligible for the Oral Reading of Test Questions accommodation should be administered the online version of the EOG assessment utilizing the Screen Reader. Specific guidance for testing students with this accommodation is included in the *End-of-Grade Online Practice Test Directions.* If the student's disability prohibits use of the Screen Reader and a human reader must be used, directions for reading test content must be followed exactly. Directions to be followed by the Examiner providing the read-aloud are located at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx.

LARGE-FONT FOR ONLINE ADMINISTRATIONS

Large-Font (the equivalent to paper-and-pencil Large-Print) is also available as an online testing accommodation. Additionally, Large-Font can be utilized in conjunction with other tools and accommodations. Directions for giving students access to a Large-Font form can be found In the Adding and Editing Student Information section of this manual under #4, Specific Accommodations. To determine if the Large-Font display is appropriate for students with visual impairments, a demonstration can be accessed at http://experience-ga.ctb.com/.

GNETS PROGRAM ADMINISTRATIONS

Each program in the Georgia Network for Educational and Therapeutic Support (GNETS) sets its own testing period within the test administration window to administer the EOG assessment. GNETS programs have the option of ordering test materials directly from CTB/McGraw-Hill using the Online Enrollment website, or they may continue to receive test materials from the home systems they serve. GNETS programs should contact the systems they serve to determine the best option and then proceed accordingly. However, regardless of which option they choose for delivery of test materials, **GNETS programs must return all scorable materials to their students' home systems.** If scorable materials are sent to CTB/McGraw-Hill directly from a GNETS location, *Student Answer Documents* must be organized under a School/Group List and a Group Information Sheet from the student's home district/school. Nonscorable materials may be returned directly to CTB/McGraw-Hill.

If a GNETS program chooses to administer the assessments online, complete the following:

- The Home System/School Test Coordinator adds the student in the Test Administration System and schedules the test session.
- The Test Coordinator provides the Test Coordinator at the testing site with student Login and Test Access Code for the online EOG assessment. (This information should be transmitted via secure MyGaDOE Portal e-mail.)
- Student takes the EOG assessment at the testing site.
- Student is scored and reported under the Home System.

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TEST SECURITY

The security of the EOG assessment must be maintained before, during, and after each test administration. System and School Test Coordinators and Examiners **must** follow the procedures listed below to ensure the security and integrity of the tests.

- All school system personnel are prohibited from reviewing the contents of the EOG assessment.
- The EOG assessment must be administered by a Georgia-certified educator.
- System and School Test Coordinators are directly responsible for the security of the tests and must account for **all test materials** at all times. Lost test booklets constitute a breach of test security and will result in a referral to the Professional Standards Commission (PSC).
- Testing conditions, especially the supervision and seating arrangements of students, should be designed to minimize the potential for cheating. School Test Coordinators must contact System Test Coordinators immediately if cheating or security violations are suspected. If questions arise, or if any situations occur that could cause any part of the test administration to be compromised, System Test Coordinators should contact the Assessment Administration Division, Georgia Department of Education, (800) 634-4106 or (404) 656-2668.
- Test materials must be stored in a locked, secure location when not in use.
- For paper-and-pencil assessments, students are to be instructed to write their names on the cover of their test booklets and each sheet of scratch paper to help account for materials at the end of each test session. For online assessments, students are to be instructed to sign their *Individual Test Tickets*.
- The use, or intended use, of an electronic device to photograph, post, retain, or share information/images from any portion of a secure test and/or answer document will result in invalidation.
- At the conclusion of each test session, Examiners are responsible for returning all used and unused materials to the School Test Coordinator.
- When it is necessary to transcribe student responses and demographic information onto a *Student 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 transcribe student responses or serve as the certificated witness. All transcription of student responses must be coordinated by the School Test Coordinator.

ALL individuals who have the responsibility for handling the EOG assessment are accountable for all testing materials assigned to them before, during, and after the test administration. Any discrepancies should be documented and reported to the School Test Coordinator.

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Part 2: Online Test Administration Guidelines

GENERAL INFORMATION

TEST DESIGN

The online EOG assessment replicates the paper-and-pencil tests in both content and organization, though there may be minor formatting differences. Content area tests consist of selected-response questions, constructed-response questions, and extended writing-response questions, and sample items are provided to acquaint students with the correct procedures for recording answers. Additionally, students will be able to take a short practice test that will familiarize them with the functionality of the online testing format.

TESTING ENVIRONMENT

Classrooms or computer labs that will be used to administer the EOG assessment must be properly set up and checked prior to testing. This will typically be done by the School Test Coordinator in conjunction with the Technology Coordinator. Specific directions for setting up workstations and installing software can be found in the *Site Readiness Guide* and the *Georgia Milestones Spring EOG and EOC Installation Guide,* available at www.ctb.com/ga.

Encrypted test content is securely downloaded (locally cached) when the student launches the Secure Testing App (STA) to take the test. Pre-positioning of the content package is not required. The test content cannot be accessed without a Login ID, a Password, and a Test Access Code.

On the day of testing, Examiners should make sure that all workstations are open to the student login page. This will enable all students to begin as soon as they are given the Test Access Code.

USER EXPERIENCE

The EOG online system includes two components: the Test Administration System that is used to accomplish all administrative tasks and a Secure Testing App that is used for the actual testing.

The Test Administration System is accessed via a secure username and password that CTB/McGraw-Hill will provide all users who are responsible for performing an administrative function. The Test Administration System is used to manage student data and test registration, assign accommodations, schedule test sessions, monitor testing in progress, and report irregularities and invalidations. The Test Administration System also includes comprehensive online technical support that can be accessed through an active link on the Home page.

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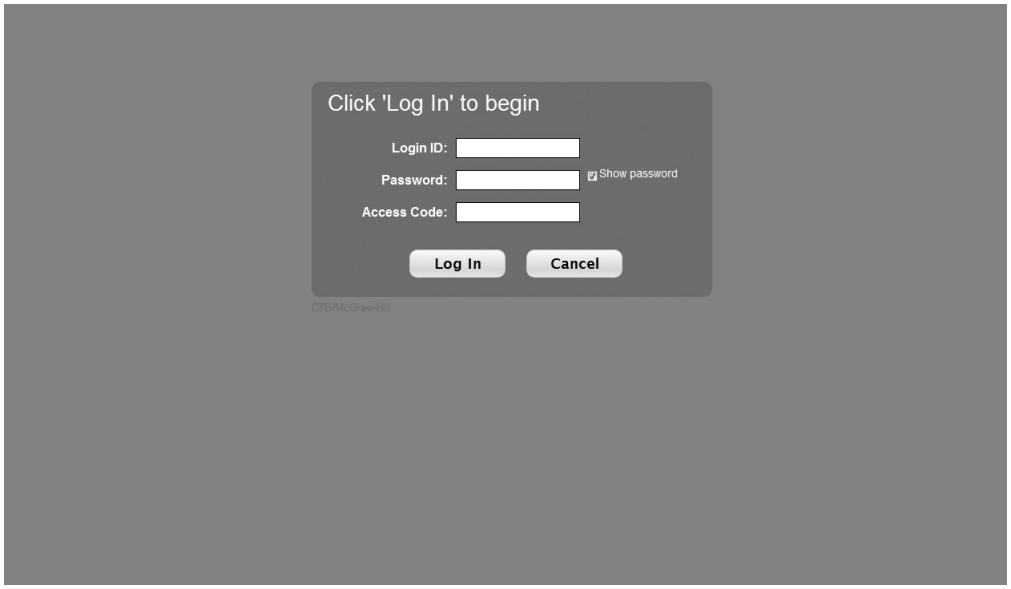
The Secure Testing App is a graphic user interface that students use to take the tests. When students successfully log in, they will see a Welcome screen for their test session. The Welcome screen displays the number of questions on the test. When students click **Start,** the test begins. Students proceed through the test one item at a time, and then click **Next** to move to the next question. As students go through the test, each question they have answered is displayed at the bottom of the page with a check mark above it. The current question is indicated by a black frame around the numbered box and the phrase "You are here."

Students can skip to any question in the current test section by clicking on the question numbers or the forward/reverse arrows at the bottom of the page. This allows for easy review of questions and gives students an opportunity to change their answers. They can also use the **Mark for Review** button to tag questions for later review. If students complete the test with time remaining, they can review their work to ensure that they have answered all the questions. When they are finished, students must click **Yes, I have finished** to close the test session. After the testing window has closed, the scores are calculated for reporting.



NETWORK AND WORKSTATION SECURITY

The Technology Coordinator and School Test Coordinator are responsible for ensuring that all workstations and the school network meet the configuration requirements detailed in the *Minimum System Requirements* document.

If instant-messaging software is installed on a student workstation, it must be turned off or disabled before testing begins. If the instant-messaging software is not disabled, the test will not initialize and the system will display a message indicating that the software must be turned off.

Other software that may interfere with testing—such as pop-ups, screen savers, power management programs, and remote desktop access—must be disabled prior to testing. It is critical that automatic updates and scheduled disk scans be set to run at a time when testing will not be taking place.

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ROLES AND RESPONSIBILITIES

System Test Coordinators make sure that all personnel have been trained in proper test administration procedures. They manage organization and user account information in the EOG online testing system, and may, if necessary, help School Test Coordinators with test scheduling and the editing of student data (such as reporting testing irregularities and invalidations). They monitor test administration, provide support for School Test Coordinators during testing, reset student status if the student exits the system before he or she completes the test, and verify that all tasks are completed at the end of testing.

School Test Coordinators add and edit student information in the EOG online testing system, schedule test sessions, assign appropriate accommodations for qualified students, and print test tickets. They supervise workstation and network setup before testing begins and ensure that Examiners and Proctors have been trained in proper test administration procedures. They monitor testing to ensure that established administration and security procedures are followed. They can reset student status if the student exits the system before he or she completes the test. They return all secure materials to the System Test Coordinator when testing is complete.

Technology Coordinators or building-level technology support staff set up student workstations and network connections and ensure that all configuration requirements are met. They download and install the testing software. They provide technical support to Examiners during test administration.

Examiners use the *Online Examiner's Manual* to administer the EOG assessment. Examiners should be assisted by at least one Proctor, who may help with room preparation and student monitoring. When 30 students or more are to be tested in one location, the assistance of a Proctor is **required.** While Examiners may be given access to the Test Administration System, they can administer the test in the classroom without such access.

TEST TICKETS

On the day of testing, the School Test Coordinator should provide the Examiner with a *Summary Test Ticket* (identifying the test session and providing the Test Access Code) and *Individual Test Tickets* for all students scheduled to take part in the test session. These are secure materials and must be delivered immediately before and returned immediately after the test administration. For specific directions, refer to the Printing Test Tickets section of this manual.

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DIRECTIONS FOR SYSTEM TEST COORDINATORS

BEFORE TESTING

Scheduling and Monitoring Staff Training

System Test Coordinators are responsible for making sure that all School Test Coordinators, Examiners, and Technology Coordinators are trained in proper online test administration procedures. CTB/McGraw-Hill conducts training sessions covering both the technical and the administrative aspects of the online EOG assessment. System Test Coordinators should schedule selected staff for these training sessions and monitor their attendance. Recordings of these training sessions will also be posted online at www.ctb.com/ga.

Managing Organizations

System Test Coordinators are responsible for managing the organizational layer of the online testing system: adding, editing, or deleting classes and students participating in the administration of the online EOG assessment. Additionally, System Test Coordinators can create school-level administrators; this allows them to perform similar tasks at the school level. While most system information will be preloaded by CTB/McGraw-Hill based on information provided by GaDOE, System Test Coordinators can make adjustments as necessary using the Test Administration System. Follow these steps to manage your organization.

1. System Test Coordinators will receive two separate e-mails from CTB/McGraw-Hill: one with a username and login information and the second with a password. When you have received your username and password, log in to the Test Administration System system by opening your Internet browser, typing in https://oas.ctb.com, and pressing **Enter.**
2. On the User Login page, type your **Username** and **Password,** and then click **Log In.**
3. After you have successfully logged in, you will need to create a new password. Follow the on-screen instructions and enter your new password in the **New Password** box; then type it again in the **Confirm Password** box. Select a hint question and type your answer in the **Hint Answer** box; then click **Submit.** You will need to answer this question if you forget your password.
4. If your entry in the **Confirm Password** box matches your entry in the **New Password** box, the Home page will display. If your entries do not match, you will need to resubmit the password. After you log in for the first time, subsequent logins require you to enter only your username and new password.
5. Click **Manage Hierarchy** on the **Groups** tab. The Group Selector displays the highest layer in your group to which you have access.
6. Click the arrow beside the top layer in the Group Selector. A listing of schools in your system that are currently scheduled to administer the online EOG assessment will be displayed. Click on a school name, then grade, and then the individual “classes” for that school are displayed.

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7. To add a new class to a particular grade, click the **Add Group** icon at the bottom of the Group List. The **Add Group** dialog opens. Enter a name for the class in the Name field. Confirm that the grade is listed as the "Parent" group; if necessary, click the box next to the grade in the "Parent" group list to the right. If it is not preselected, select the **Class** layer from the **Layer** drop-down menu. A user with the role of Administrator can also add classes for the schools to which they are assigned.
8. Click **Save.** The dialog closes and the Group List is updated to show the new class. Review the information for accuracy. If necessary, click **Edit Group** to make changes, and then click **Save** again. You can also click **Delete Group** to remove the class and start over again.

Managing User Profiles

System Test Coordinators are also responsible for managing the user profiles of all personnel who will participate in the administration of the online EOG assessment: Technology Coordinators, School Test Coordinators, and Examiners. CTB/McGraw-Hill will create the user profiles for System Test Coordinators who can then create other users at the system or school level. To prevent unauthorized test administrations outside of the system's testing window, System Test Coordinators can also delete users at the end of the testing window to remove access to the Test Administration System system. Follow these steps to add, edit, delete a user, or to change the password for any user in your system:

1. Log in to the Test Administration System system to get to the Home page. Click **Manage Users** on the **Groups** tab.
2. To add a new user, use the **Group Selector**; click arrows beside each layer as needed to drill down to the layer with which the user will be associated. When you reach that layer, select it. The **User List** displays a list of all users in that group. Click the **Add User** icon at the bottom of the list. The **Add User** page opens. Enter the user's first and last names and e-mail address. Select the user's role in the **Role** drop-down menu; this will determine the level of the user's access to the system. Select the organization the user belongs to in the Organization list to the right. You may also enter the user's contact information in the Contact Information section (optional).
3. Click **Save** to add the new user to the system. The User List updates, confirming that the new user profile has been created.

   NOTE: When you create a new user, two separate e-mails are sent to the user. The first e-mail provides a username and login information, and the second provides a password. New users are required to change this password on their first login.
4. To edit the profile of a user already in the system, click **Manage Users** on the **Groups** tab. In the **Group Selector**, click arrows beside each layer as needed to drill down to the layer with which the user is associated. When you reach that layer, select it. The **User List** displays a list of all users in that group. To search for a specific individual, click the **Search User** icon (magnifying glass) at the bottom of the User List. In the window that opens, enter your search keyword (last name, class assignment, user ID, etc.) and click **Search** to quickly locate the desired user.

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5. Click the user's name whose profile you want to manage, and then click **View/ Edit User, Delete User,** or **Change Password** as appropriate to the task you want to perform with this user's profile.
6. If you click **View/Edit User** and you have permission to edit user profiles in the system, the Manage Users page opens. Edit the information for this user as necessary, and then click **Save.** You can also use the buttons at the top or bottom of the User List to **Delete User** or **Change Password.**
7. If you click **Delete User**, you are asked to confirm that you want to delete the user's profile by clicking **OK.**
8. If you click **Change Password,** the Change Password dialog opens. Use this feature if a user in your system has forgotten his or her password and needs a new password to log in. (The user will need to change this password on first login.) Type in the new password and retype it in the **Confirm Password** box. Click **Save** to submit the change of password. The Manage Users page displays a message confirming the change.

DURING TESTING

Monitoring Test Administration

To support School Test Coordinators, System Test Coordinators should be thoroughly familiar with the student registration, test scheduling, and data management tasks described in Part 2 of this manual. System Test Coordinators should also be available during the test administration period to answer questions and help with the reporting and recording of testing irregularities and invalidations (as directed by GaDOE). Monitor each school involved in online testing to ensure that test administration and security procedures are being followed.

AFTER TESTING

Verify that School Test Coordinators have returned all test materials after testing is complete. Test materials consist of the *Summary Test Ticket, Individual Test Tickets*, scratch paper, the *End-of-Grade Online Examiner's Manual*, and the *End-of-Grade School and System Test Coordinator's Manual*.

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CHECKLIST FOR SYSTEM TEST COORDINATORS

Before Testing

- ☐ Notify School Test Coordinators of the dates for CTB/McGraw-Hill's training sessions.
- ☐ Work with School Test Coordinators to prepare a parental notification letter for all students who will take the online EOG assessment, using the notification letter template available at www.ctb.com/ga.
- ☐ Become familiar with all testing procedures by reading this *End-of-Grade School and System Test Coordinator's Manual.*
- ☐ Make adjustments to organization and user profile information in the online EOG assessment system as necessary.

During Testing

- ☐ Monitor test administration and ensure that prescribed administration procedures are followed at all schools in your system.
- ☐ Be available to answer questions from School Test Coordinators.
- ☐ Report and record any testing irregularities and invalidations as directed by GaDOE.

After Testing

- ☐ Verify, enter, or correct SRCs, code any testing accommodations that are associated with the SRCs, and code any irregularities, invalidations, and participation invalidations. This must be done before test sessions are closed for scoring.
- ☐ Verify that School Test Coordinators have returned all test materials to you after testing is complete.

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DIRECTIONS FOR SCHOOL TEST COORDINATORS

BEFORE TESTING

Usernames and Passwords

System Test Coordinators create and assign School Test Coordinators an "Administrator" role. School Test Coordinators will then receive two separate e-mails from the CTB/McGraw-Hill mailbox. The first will contain username and login information, and the second will contain a password. This is secure information and must not be shared with anyone but authorized individuals.

With this information, School Test Coordinators will log in to the Test Administration System, add or edit user and student information, schedule test sessions, assign students to test sessions, and print test tickets. Instructions for performing these administrative functions are provided in this section of the manual. School Test Coordinators should read these instructions carefully before entering student data or scheduling tests. If you encounter any problems while performing these tasks, contact the CTB/McGraw-Hill Georgia Milestones support team at (866) 282-2249, or access online support at www.ctb.com/ga.

The online EOG assessment is a secure test. Maintaining the security of all test materials (including passwords and test tickets) is crucial for obtaining valid and reliable test results. Test materials must be kept in locked storage at all times, except during the actual test administration. It is the direct responsibility of all individuals who administer the test to follow security procedures.

Logging In to the System

When you have received your username and password, do the following to log in for the first time:

1. Open your Internet browser; type in https://oas.ctb.com, and press **Enter.** Add this URL to your browser Favorites list for ease of future access.
2. On the User Login page, type your **Username** and **Password,** and then click **Log In.**
3. After you have successfully logged in, you will need to create a new password. Follow the on-screen instructions and enter your new password in the **New Password** box; then type it again in the **Confirm Password** box. Select a hint question and type your answer in the **Hint Answer** box; then click **Submit.** You will need to answer this question if you forget your password.
4. If your entry in the **Confirm Password** box matches your entry in the **New Password** box, the Home page will display. If your entries do not match, you will need to resubmit the password. After you log in for the first time, subsequent logins require you to enter only your username and new password.

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Adding and Editing Student Information

Student information for online test-takers will be loaded into the Test Administration System based on the pre-ID file provided by GaDOE and/or the system for the appropriate administration of the EOG assessment. **Students who are not listed in the pre-ID file, have moved, or are testing in a different system since the pre-ID file was generated will need to be manually added to the system before they can be scheduled.**

To add a student to the system (or to edit student information already entered into the system), follow these steps:

1. On the Home page, click **Manage Students>Student List** on the **Groups** tab. The **Group Selector** displays the highest layer in your group to which you have access.
2. To add a new student, use the **Group Selector**; click arrows beside each layer as needed to drill down to the appropriate class. Students should be added to classes only. When you reach that layer, select it. The **Student List** displays a list of all students in that group. Click the **Add Student** icon at the bottom of the list. The **Add Student** page opens. Complete the **Student Information** section.

   NOTE: Enter the student's ten-digit GTID number into the field marked GTID.

3. Complete the **Additional Student Information** section as appropriate for each student.
   - **Ethnicity:** Select the appropriate ethnic category.
   - **Race:** Select all boxes that apply for the appropriate racial category.
   - **Primary SRC Code:** If the student receives special education services, select the appropriate primary classification from the drop-down list. If the student does not have a primary SRC code, "Please Select" should remain in the window.
   - **SRC Code 13 (EL):** If the student is identified as an English Learner according to Board of Education Rule 160-4-5.02, click the check box.
   - **SRC Code 14 (Section 504):** If the student is classified under Section 504, click the check box. The student must have a current Individual Accommodation Plan (IAP) on file to be eligible for this classification.
   - **SRC Code 15 (Significant Developmental Delay (K–5)):** If the student is classified as having significant developmental delays, click the check box.
   - **SRC Code 16 (Title 1 Reading):** If the student participates in a Title 1 program in Reading, click the check box.
   - **SRC Code 17 (Title 1 Mathematics):** If the student participates in a Title 1 program in Mathematics, click the check box.
   - **SRC Code 18 (Migrant):** If a Georgia Migrant Education Agency has identified the student as Migrant Certified, click the check box. The student must be certified by one of the four regional agencies to be eligible for this classification.
   - **SRC Code 19 (EL—Monitored):** If the student has exited an ESOL program but is still being monitored, click the check box.
   - **SDU-A:** GNETS programs should use this section to report their assigned facilities code for all students served at a GNETS facility. Refer to Appendix: GNETS Facility Codes. Select the appropriate numbers from the drop-down lists for columns 1 and 2.

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- **Accommodations:** Accommodations must be selected for each content area. If the student receives one or more accommodations for the EOG assessment, first, click the check box for the appropriate accommodation basis (Section 504 IAP, IEP, or EL/TPC); then, click one or more of the accommodation-type check boxes (Setting, Presentation, Response, Scheduling). Select all accommodation types that apply.

  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 that is not on the approved list is included in a student's plan, 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.
- **Conditional Administration:** If the student receives a conditional accommodation on the EOG assessment, click the appropriate check box. Accommodations must be selected for each content area.

  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 *2014–2015 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—Monitored students are NOT eligible for conditional accommodations.
- **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 is deferred from an English Language Arts or Social Studies EOG assessment, click the check box.
- **PTNA:** If the student is present for a test administration but does not attempt any items.
- **Irregularity Status and Code:** School Test Coordinators should complete this section **only as directed by GaDOE.** School Test Coordinators who become aware of testing irregularities while testing is taking place should report the incident(s) to the System Test Coordinator immediately. The System Test Coordinator should then contact Assessment and Accountability at (800) 634-4106 or (404) 656-2668 and describe what has occurred, including details of all actions taken to that point. The GaDOE representative will determine whether or not testing should continue or if further documentation is needed.

  If asked to do so by GaDOE, the School or System Test Coordinator should log in to the MyGaDOE Portal (at https://portal.doe.k12.ga.us) and fill out a Testing Irregularity Form.

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If GaDOE determines that testing should **not** continue for the student or class, the GaDOE representative will provide instructions for invalidating the test. Select the appropriate Irregularity Status and Irregularity Code from the drop-down list. **All irregularities and invalidations must be recorded by 9:30 P.M. on the day your system's testing window closes.**

4. Complete the **Specific Accommodations** section as appropriate for each student. Because this section will determine how the test is presented on the screen and what accommodations will be available to the student during the test, it is critical that this section be completed accurately prior to testing. The following **Specific Accommodations** are available to assign to your students.
   - **Allow Screen Reader:** If the student is eligible for the read-aloud accommodation, click the check box to activate this online test setting. If a student's accommodations specify that passages, in addition to test questions and answer choices, should be read aloud, then the School Test Coordinator should assign a form that would allow for passages to be read aloud by the Screen Reader for English Language Arts. **NOTE: Allow Screen Reader**, once activated, will remain operational until it is disabled. If the need for the Screen Reader varies from one content area to another, an Administrator is required to manage this function.
   - **Color and Font:** If the student is eligible for the Large-Print, color overlay, or visual contrast accommodations, click the check box to activate this online test setting. This will bring up a set of drop-down menus where you can select background and font colors for questions and answers. You will also be able to choose between Standard Font Size and Large Font Size.

   Tools and Features Available for All Students:
   - **Online Calculator:**

     Grades 3–5: The online calculator is not available.

     Grade 6: The basic calculator is set by default for Mathematics for all students.

     Grades 7 and 8: The scientific calculator is set by default for Mathematics for all students.
   - **Test Pause:** This option is selected by default on the online EOG assessment.
   - **Untimed Test:** This option is set for all students taking the online EOG assessment. Specific timing will need to be kept by the Examiner.
   - **Option Eliminator, Mark for Review, Highlighter, Eraser, and Blocking Ruler:** These options are selected by default on the online EOG assessment.
   - **Reference sheets:** Available for students in grades 6–8 for Mathematics.

   NOTE: The same accommodations are available for the practice tests as for the operational online EOG assessment. The accommodations that you set for each student before the practice tests will also apply to the operational online EOG assessment. If you discover during a practice session that a student does not have the correct set of accommodations, you may reset the accommodations after the student exits the practice test. **If you reset a student's accommodations after a practice session, make sure the student retakes that practice test with the correct set of accommodations.**

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5. When the student profile is complete, click **Save.** The profile closes and the Student List is updated to show the new student.
6. To edit or delete the profile of a student who is already in the system, click **Manage Students>Student List** on the **Groups** tab. In the **Group Selector**, click arrows beside each layer as needed to drill down to the layer with which the student is associated. When you reach that layer, select it. The **Student List** displays a list of all students in that group. Select the student and click **View/ Edit Student** or **Delete Student.** Alternatively, click the **Search Student** icon (magnifying glass) at the bottom of the Student List. In the window that opens, enter your search keyword (Last Name, Student GTID, etc.) and click **Search** to quickly locate the desired student.
7. Make the necessary changes to the student profile and click **Save.**
8. If you click **Delete Student**, you are asked to confirm that you want to delete a student's profile by clicking **OK.**

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Scheduling Test Sessions

CTB/McGraw-Hill will pre-schedule all students into test sessions based on the information provided in the state pre-ID file and the online precode system. Each student will be added to four test sessions—one for each subject per grade. If you utilize these pre-scheduled test sessions, first account for any additions or deletions to the testing roster since the submission of your pre-ID/precode files, and then you will be ready to print your test tickets and sort them by the student's assigned testing location. If you choose to create your own test sessions, you will need to remove the students from the pre-scheduled session, delete any test sessions that will not be utilized, and create test sessions and add students to them by following the steps noted in this section.

1. Log in to the system to get to your Home (Manage Sessions) page. The **Group Selector** shows the highest level of your organization to which you have access. If this is the layer at which you want to schedule your test, click **Schedule Session.** If needed, use the Group Selector to drill down to a lower layer to schedule the test session.
2. On the **Schedule Session window, Select Test** panel, select the test group you would like to schedule from the Test Group **drop-down** menu.
3. Click the test name to select it.
4. The **Allow Test Breaks** box is checked automatically and cannot be changed. Test Access Codes for each subtest will be displayed. If you choose, you can replace the system-generated codes with your own Test Access Codes. **It is critical that you take careful note of these Test Access Codes, and make sure students are only given Test Access Codes for the EOG assessment they are required to take.**
5. Click **Test Details.** Select a date, time, and location for the test session. By default, the session duration will be one day from your specified start date. You may change that to meet your needs. **It is critical that you select a start date and an end date within your system's previously confirmed testing window.** To allow for flexibility in scheduling and administering the test, it is recommended that you designate at least two to three days of your testing window. This will permit a student who is absent on the scheduled day to take the test on another day within the testing window. (Once the test session window has ended, you will be unable to reopen or extend the test session.) You can also use this page to rename the test session if you need to differentiate it from other sessions of the same test.
6. Click **Add Student** to open the **Schedule Session, Select Students** panel. Click **Add Students.** In the **Group Selector** drill down to the grade at which the students reside that you want to assign to the test session. Select students to assign to the test session, and then click **OK.**

   NOTE: If you wish, you can assign students to test sessions later. See the next section in this manual, Assigning Students to Test Sessions.
7. If necessary, click **Add Proctors** to assign additional Examiners to Proctor the test. You are automatically assigned as the default Proctor for any session you schedule. Users with the Proctor role will first have to be added using **Manage Users** under the **Group** tab.

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8. Click **Save.** The Current and Future **Session List** displays the new test session. If you want to print test tickets now, select the test session name in the list and click **Print Test Tickets.** You may also wait and print test tickets later. (See the Printing Test Tickets section in this manual for further instructions.)

Assigning Students to Test Sessions

Follow the steps outlined below to assign students to test sessions.

1. Log in to the system to get to your Home (Manage Sessions) page. If needed, use the **Group Selector** to drill down to the layer at which the test session was scheduled. Click on the name of the test session to which you want to assign students, and then click the **Edit Session** (pencil) icon.
2. In the **Edit Test Session** window, click the **Add Student** panel. If you have assigned any students to the test session, they are listed. Click **Add Student.** In the **Group Selector,** drill down to the grade at which the students whom you want to add to the test session reside, and select it. In the **Student List,** select students to assign to the test session, and then click **OK.**
3. If you need to remove a student or students from a test session, in the **Edit Test Session, Add Students** panel, click the check box to select each student you want to remove and click the **Remove Student** (trash can) icon at the bottom of the list. You will be asked to confirm that you want to remove the student from the session by clicking **OK.**
4. Click **Save** to close the window and return to your home page. If you want to print test tickets now, select the test session name in the list and click **Print Test Tickets.** You may also wait and print test tickets later. (See the Printing Test Tickets section in this manual for further instructions.)
5. Repeat these steps for scheduling and assigning students to other test sessions.

   NOTE: To reschedule a student, use these steps first to remove the student from the originally assigned test session and then to assign the student to the new test session.

NOTE ABOUT PRACTICE TESTS: Practice Tests should be administered at least two weeks before the actual online EOG assessment. This will help familiarize students with the system in advance and without stress, and will also help ensure that the lab environment is ready for testing. The practice tests can be administered multiple times before the operational assessments.

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Printing Test Tickets

When all students have been scheduled for their respective practice sessions and test sessions, follow these steps to print the test tickets. You will need Adobe Reader 7.0 (or later) to print the *Individual Test Tickets* and the *Summary Test Ticket* for each session. Place the tickets in a secure location until the day of the test.

1. Log in to reach your home page or choose **Manage Sessions** on the **Assessments** tab. Use the **Group Selector** to navigate to the layer at which the test session for which you want to print test tickets is scheduled. In the **Session List,** select the test session name and then click **Print Test Tickets.**
2. Use the **Group Selector** to drill down to the layer for which the test session is scheduled, and select that group.
3. Click the **Individual Test Tickets** link. To print multiple *Individual Test Tickets* per page, click the **Multiple Test Tickets** link. A **File Download** box will appear. Click **Open.** An Adobe Acrobat PDF window will open with your selected ticket(s) displayed. From the Adobe Acrobat **File** menu, select **Print** to open the standard printer dialog and print the ticket(s). If you chose to print multiple *Individual Test Tickets* per page, the default is two per page; however, if your printer setup allows for multiple images per page, you can print multiples of two, depending on readability. It is an option available to Administrators. Close the file and close the window when printing is complete. Test tickets and access codes are by test administration (the operational test is separate from the practice test). Each student will be issued one test ticket that includes a student ID and password. The access codes are not written on the *Individual Test Ticket*. Store the test tickets in a secure location until the day of the test. Since this PDF contains secure information, **do not save it to your computer.**
4. Then, click on the **Summary Test Ticket** link. A File Download box will appear. Click **Open.** An Adobe Acrobat PDF window will open with your selected ticket displayed. From the Adobe Acrobat **File** menu, select **Print** to open the standard printer dialog and print the ticket. Close the file and close the window when printing is complete. Store the test ticket in a secure location until the day of the test.
5. Click **Finish** and log out.

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Preparing Test Environment and Computer Workstations

To facilitate a successful online testing experience for students and Examiners alike, School Test Coordinators must make sure the classroom or computer lab is properly set up and checked prior to the start of testing.

The EOG online assessment should be administered in a room that has comfortable seating and good lighting. The room should be adequately ventilated and free of distractions. There should be a visual barrier between computers, or computers should be arranged in such a way so that students cannot easily view other students' answers. For the content areas that allow it, each student should have a sufficient workspace for using scratch paper. Posters, charts, and other instructional materials related to the content being tested should not be displayed in the classroom during test administration.

School Test Coordinators should supervise the preparation of student workstations and verify that the Technology Coordinator has successfully downloaded all the software and encrypted test content necessary for test administration. Specific directions for setting up workstations and installing software can be found in the *Installation Guide.*

Before starting the test, the Examiner should know how to contact the Technology Coordinator or School Test Coordinator for technical support without leaving the room unattended.

Students may be told to bring a book to read or some other work to do in the event they finish Section 2 or Section 3 of a test early. This material must be unrelated to the content being tested and should not be accessed during Section 1. Students should not be permitted to write or use the computer again once they have completed the test and have accessed material unrelated to the test.

Preparing Examiners

The EOG assessment must be administered by a certified educator. During test administration, Examiners are directly responsible for the security of the test and must account for all test materials at all times. 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, the System Test Coordinator should contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

Examiners must be trained in proper online testing procedures prior to the actual administration of tests. The thoroughness and quality of this training are critical to the success of the program. Encourage Examiners to become familiar with the instructions in this *End-of-Grade School and System Test Coordinator's Manual* before attending training sessions as required by System and School Test Coordinators.

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Emphasize to Examiners the importance of the following general test administration principles:

- **Reviewing Test Security:** The online EOG assessment is a secure test. Examiners are directly responsible for the security of the test. While test materials are in their possession, they must be kept in locked storage when not in use. Only authorized individuals should have access. At the conclusion of testing, Examiners are responsible for returning all test materials to the School Test Coordinator. Test materials may not remain in the classroom overnight.
- **Checking the Testing Materials:** Examiners should check that the *Summary Test Ticket* lists the names of all students registered to take part in the test session they are administering and that this information matches that on the *Individual Test Tickets*. These materials must always be stored in a secure place.
- **Setting a Proper Testing Atmosphere:** Examiners should be aware that their attitudes toward the online EOG assessment and their administration of the tests can affect student scores. Students should be informed that the tests are important; however, a tense atmosphere should be avoided.
- **Administering the Tests According to Established Procedures:** Examiners should be thoroughly familiar with this *End-of-Grade School and System Test Coordinator's Manual.* It is imperative that all tests be administered in a uniform manner. For this purpose, detailed directions are provided for test administration. Examiners must follow the directions exactly to ensure standardized administration.
- **Returning the Testing Materials:** All test materials must be accounted for and returned to the School Test Coordinator.

Distributing Materials to Examiners

The following set of materials should be distributed to Examiners immediately prior to testing:

- *End-of-Grade Online Examiner's Manual*, one per Examiner
- Blank scratch paper for students taking English Language Arts (Section 3 only) and Mathematics
- A "Testing—Do Not Disturb" sign to post on the classroom door
- A "No Electronic Devices" sign to post in the classroom
- *Summary Test Ticket*
- *Individual Test Ticket* for each student
- A timing device
- Contact information for the Technology Coordinator or School Test Coordinator for technical support

The System Test Coordinator should collaborate with or provide guidance to School Test Coordinators to develop a process for distributing and collecting scratch paper, *Summary Test Tickets*, and *Individual Test Tickets* that includes a procedure for signing materials out and back in. Test tickets should be secured, counted, and signed out and back in by the Examiner on a daily basis.

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DURING TESTING

Supervising Test Administration and Monitoring Test Status

School Test Coordinators are responsible for monitoring all test administrations at their school to be sure that established procedures are followed. Make sure that Examiners have all necessary materials and that Proctors are available to help with the test administration. It is recommended that a Proctor be assigned to any classroom where more than 20 students will be tested together. When 30 or more students will be tested together, the assistance of a Proctor is **required.**

During test administration, the School Test Coordinator should visit each room to make sure that Examiners are following proper procedures and reading the administration scripts word for word. The School Test Coordinator should be available to answer any questions that may arise during the administration and to help with technical problems.

If a student is disconnected from the test and is not able to resume testing, the Examiner should contact the School Test Coordinator or the Technology Coordinator to reset student status. Refer to the troubleshooting guide online at www.ctb.com/ga to troubleshoot problems. If the problem persists, contact the CTB/McGraw-Hill Georgia Milestones support team at (866) 282-2249. If another computer has been properly set up for testing, move the student to that computer to resume testing. Student responses are automatically saved, so the student should be able to resume testing wherever he or she left off. If another computer is not available and the student cannot continue testing, call Assessment and Accountability at (800) 634-4106 or (404) 656-2668 to report the issue and receive further instructions from GaDOE.

Once the test session window ends, School Test Coordinators will not be able to reopen or extend the test session. To reschedule any student who is absent from a scheduled test session, the School Test Coordinator must reopen and edit the test session before the test window closes. Students who have not tested should be removed from an expiring session if they are expected to participate in a makeup administration in another active test session.

Administrators can monitor the completion status of all students scheduled to test sessions in a testing program. By verifying which students have scheduled test sessions remaining to be completed, it is possible to adjust student assignments as needed to allow for maximum testing program completion.

Student completion status is given by test and by content area (subtest) for all scheduled test sessions in the online EOG assessment. Details for each student's test session include the student's login information, which should be handled as secure information according to testing program rules.

Administrators at any layer in the organization can monitor Program Status for students or organizations at or below the administrator's organization assignment.

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Resetting Student Test Status

Use the following instructions when a request is received from an Examiner to reset a test session for a student or students. Test sessions may be reset under the following conditions:

- Examiner must provide the Student Login(s) and/or the Test Access Code(s).
- Test session must be in **Current** state.
- Test session/subtest/section must be in **Completed** or **In Progress** status.
- Student and test are within the (visible) scope of the logged-in Test Coordinator.

NOTE: The test client cannot remain open while resetting the test session. When the request is received, if you find the session is "In Progress," ask the Examiner to gracefully exit the student from the test session by stopping or exiting (depending on which screen is open on the student workstation). If the student has already closed the test client, you can proceed with resetting the session.

There are two tabs that offer different search paths for finding and resetting a test session: the Student search path and the Session search path.

Resetting a Test Session—Student Tab

1. Log in to the system to get to the Home page.
2. Click **Reset Test Session** on the **Services** tab to display the top (opening) section of the Reset Test Session page. Select **Show By Student** from the drop down list.
3. Enter the **Student Login** (required). If you also have the Test Access Code, you may enter it as well. Click **Search.**

   A list of the test sessions to which the student is assigned opens for you to select the test session to reset (labeled Step 2 on the screen). If you entered the Test Access Code, the list will be filtered to display the student information for that test session only.
4. Click the name of the **test session** you want to reset for this student. A list of all the sections/subtests in the selected test session opens (labeled Step 3 on the screen).
5. Click the **section/subtest** you need to reset. This opens the Reset Test panel (labeled Step 4 on the screen).
6. Enter the **Requestor** and a **Reason for reset.** Briefly describe what happened in the testing location. If you do not have all of the information, enter as much as you can (maximum 255 characters). Review the details for the student, test session, and section to be sure the correct student session was selected for resetting.
7. Click **Reset.** A message will confirm that the session/section was successfully reset.

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Resetting a Test Session—Session Tab

1. Log in to the system to get to the Home page.
2. Click **Reset Test Session** on the **Services** tab to display the top (opening) section of the Reset Test Session page.
3. The **Session** tab is selected by default.
4. Enter the **Access Code** for the session you want to reset and click **Search.** This opens a drop-down selection list of the subtests within the specified Test Access Code (labeled Step 2 on the screen).

   NOTE: If the specified Test Access Code is for a single testing unit (no breaks within the testing unit), Step 2, "Select a subtest to reset," will be displayed as static text and you will be unable to edit it. Step 3 will be displayed automatically on the screen.
5. If the drop-down list of subtests is available, select the subtest you need to reset. This displays a table listing all of the students assigned to take the specified subtest (labeled as Step 3 on the screen).
6. Click a box in the Select column beside the student or students to be reset for the specific section requested.

   Note that this list includes the same student multiple times if there are multiple sections under the specified Test Access Code. However, the check boxes will not be enabled for any sections of the test that cannot be reset. If all students in a session are to be reset (e.g., there was a power outage in the middle of a test session), click **Select All Students** to check all the boxes at once.
7. When you have selected the student or students to reset, click **Next.** This opens the Reset Test panel (labeled Step 4 on the screen).
8. Enter your **User Name**, the name of the **Requestor,** and a **Reason for reset.** Briefly describe what happened in the testing location. If you do not have all of the information, enter as much as you can (maximum 255 characters). Review the details for the student, test session, and section to be sure the correct student session was selected for resetting.
9. Click **Reset.** A message will confirm that the session/section was successfully reset.

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Viewing Program Status

1. On the Home page, click **Program Status** on the **Assessments** tab.
2. In the **Group Selector,** drill down through the layers to the layer at which you want to view program status. For example, if you are a district-level administrator and you want to view status for a specific school, click down to the school layer and select that school.
3. In the Program Information area, select the **Test** to view and/or report status.
4. The **Test status for group: [*selected group*]** table lists the number of students currently in each stage of test completion for each test and/or subtest. There are three possible completion statuses shown:

   Not Started—student has been scheduled in a test session, but has not yet logged in to begin testing on the designated test or subtest.

   Started—student has at least logged in to the test or subtest, but has not yet completed it. The student may be testing currently or may have begun testing but be in a state of "student stop," "system stop," or other interrupted state.

   Completed—student has logged in and taken the test or subtest or a sufficient portion of the test to pass validation criteria and has exited the test by confirming that he or she is finished.

   NOTE: If you add the totals in each status of completion for a test or subtest, the overall total is equal to the total number of students scheduled for that test or subtest.
5. If the number of students in any of the status columns is underscored, click the underscored number to display a list of the students and each student's Test Session Name, Session ID, Login ID, Password, and Access Code for the selected test or subtest.

   NOTE: Student counts become links when you have selected the lowest or second-to-lowest layer in the group structure (the layer at which students are associated with the group). For example, if the lowest layers are the grade and class layers, the students generally are associated with the class layer. Thus, the student counts are available at the grade layer and at the class layer.
6. To filter the list of students, click the **Search Grid** (magnifying glass) icon; enter the keyword on which to search, and click **Apply.** Click **Reset** to start over or to filter by different information.

   NOTE: Clicking a test session name link opens the Test Session Information page for viewing and editing. If a test session name is not a link, your login does not allow you access to the test session information.

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Exporting a Program Status Report

The Program Status is shown and exported only for individual subtests at the student layer in the group—that is, from the **Completed Students for: [*test session*]** detail table as shown in step 5 in the previous section.

1. To export a program status report in .xls format, first follow steps 1 through 6 to find and view the students whose program status you want to export.
2. To export the detailed list of students in the table, click **Export to Excel.** If you have filtered the list, only those students who are included in the filtered view are included in the exported file.
3. In the dialog that opens, click **Save,** and then specify the location to save the file. You can then open the list and print it, if you wish.

   Alternatively, if you choose to **Open** the export file first, choose **Save As** from the Excel **File** menu so that you can specify a location to store the file. If you simply choose **Save,** the file will be saved in an obscure temporary folder on your computer, making it difficult to find.

Common Workstation Errors

Error messages may appear on the student workstation during testing. Technology Coordinators should refer to the troubleshooting guide online at www.ctb.com/ga for resolution. If the problem persists, contact the CTB/McGraw-Hill Georgia Milestones support team at (866) 282-2249, or access online support at www.ctb.com/ga or https://oas.ctb.com for additional information.

AFTER TESTING

All test materials must be accounted for and returned. Examiners are responsible for returning all test materials to the School Test Coordinator immediately after completion of a testing session. Test materials consist of the *Summary Test Ticket, Individual Test Tickets,* scratch paper, the *End-of-Grade Online Examiner's Manual*, and the *End-of-Grade School and System Test Coordinator's Manual.*

School Test Coordinators should collect all test materials and return them to the System Test Coordinator.

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CHECKLIST FOR SCHOOL TEST COORDINATORS

Before Testing

- ☐ Become familiar with all testing procedures by reading this *End-of-Grade School and System Test Coordinator's Manual*.
- ☐ Attend all training sessions on the technical and administrative aspects of the online EOG assessment, and make sure that Examiners attend the sessions pertinent to their administrative function.
- ☐ Supervise the secure storage area for all online EOG assessment materials.
- ☐ Add or edit student information in the online EOG assessment system as necessary.
- ☐ Assign students to test sessions and print test tickets.
- ☐ Supervise the preparation of the testing room(s), making sure there is at least one computer for every participating student and visual barriers between workstations.
- ☐ Assist the Technology Coordinator in preparing each workstation for testing (installing test client software and downloading test content).
- ☐ Distribute the *Summary Test Ticket* and *Individual Test Tickets* to Examiners on the day of testing.
- ☐ Ensure that there are enough working headphones for students who require a read-aloud accommodation for the online EOG assessment.

During Testing

- ☐ Monitor test administration and ensure that prescribed administration procedures are followed.
- ☐ Be available to answer questions and to help with technical problems during test administration.

After Testing

- ☐ Verify, enter, or correct SRCs, code any testing accommodations that are associated with the SRCs, and code any irregularities, invalidations, and participation invalidations. This must be done before test sessions are closed for scoring.
- ☐ Verify the return of all test materials at the end of each day of testing, and store materials in a secure storage area.
- ☐ Return all test materials to the System Test Coordinator.
- ☐ All scratch paper must be returned to the System Test Coordinator for secure destruction.

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Part 3: Paper-and-Pencil Test Administration Guidelines

DIRECTIONS FOR SYSTEM TEST COORDINATORS

System Test Coordinators are responsible for maintaining the security of the *Student Test Booklets* and *Student Answer Documents* at all times. Please emphasize the importance of following the procedures identified in this manual at the system, school, and classroom levels. System Test Coordinators are required to report any test security irregularities that may occur within their system.

All school system personnel are prohibited from examining the contents of the EOG assessment. Inappropriate review of test materials is considered a test security violation and may result in a referral to the Georgia Professional Standards Commission.

BEFORE TESTING

Scheduling the Test

The EOG assessment must be administered within the state's testing window. Testing outside the state's testing window is a violation of testing procedures and may result in invalidation of students' test scores.

Receiving Materials

All aqua blue system boxes will be marked with the system number, name, and box number on the delivery label.

All school boxes will be identified with the school number, name, and box number on a white delivery label.

Accommodation materials may be shipped to the system independent of the Main administration materials. Materials will arrive boxed by building.

Administration Materials

- *End-of-Grade School and System Test Coordinator's Manuals*
- School Packing List
- School Security Checklist (listing all secure test materials)
- *End-of-Grade Paper-and-Pencil Examiner's Manuals*
- *Student Test Booklets*—system overage
- *Student Answer Documents*—system overage

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System Test Coordinator's Kit

- System Packing List
- System Cover Letter
- Shipment Verification Form
- Scorable Return Shipping Labels
- Nonscorable Return Shipping Labels
- School Package(s) in individual shrink-wrapped packages
- Stack Cover Cards and paper bands—system overage

System Inventory Checklist

This checklist provides step-by-step instructions for receiving materials and taking an initial inventory of the materials in the system boxes. These activities should be completed by the System Test Coordinator immediately upon receipt of the shipment.

1. Use the "Customer Sign-Off" area of the packing list(s) to inventory materials, and sign the System Shipment Verification Form. Return a copy of the signed System Shipment Verification Form to CTB/McGraw-Hill by following the instructions on the form. Keep the Shipment Verification Form for your records. Braille and Large-Print test booklets will ship separately.
2. Samples of all administration forms, manuals, and test materials have been provided should questions arise during administration. Store all of these test materials in a secure/locked area. All schools required to administer the EOG assessment will receive test materials and sufficient overage amounts based on student enrollment.
3. The return shipping labels are to be used when returning the test materials to the CTB/McGraw-Hill Scoring Center. Place them in your files for safekeeping until testing is complete.
4. The destination of each box will be clearly identified with a school name on the label. Verify that every school required to administer the EOG assessment within your system has a box or boxes containing test materials. The School Test Coordinator for each school should be instructed to take a thorough inventory of all materials.
5. Place all materials in locked storage until they are distributed to schools.
6. Keep all shipping boxes. After testing is complete, use these boxes to return the materials to the CTB/McGraw-Hill Scoring Center.

Ordering Additional Materials

- If additional materials are required, use the supply of overage sent to the system. Use the System Security Checklist to record the distribution of overage materials to each school. It is critical that the distribution of overage materials is documented by schools for tracking purposes.
- If additional materials are still needed after the system's overage supply has been depleted, carefully check to make sure that your list of needed items for each school is complete so that only one request for extra materials is necessary. To order additional materials, go to www.ctb.com/ga. Additional materials may be requested by the System Test Coordinator only. To ensure next-day delivery to the system, CTB/McGraw-Hill must receive orders for additional materials by 1 P.M. EST.

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Appointing and Training School Coordinators

A School Test Coordinator should be designated at each school. If one has not been appointed, contact the school principal to determine who should serve in this capacity. Training for School Test Coordinators should include:

- Creating an appropriate test environment
- Training and monitoring Examiners
- Following test security procedures
- Following test protocols
- Returning test materials

Distributing Materials to Schools

Distribute materials to schools at least five school days before testing.

- Use the Packing List to assign test booklets to schools. School Coordinators should count and sign for all materials received. Materials must be stored in a locked, secure location at all times.
- **Do not discard shipping boxes.** The boxes must be used to return test materials at the end of testing.

DURING TESTING

Monitoring Test Administration

During the test administration window, check frequently with School Test Coordinators to make sure that testing is proceeding on schedule. Be prepared to assist the School Test Coordinators with any problems.

AFTER TESTING

Receiving Materials from School Test Coordinators

- Confirm that ALL materials have been returned from schools.
- Verify that the number of test booklets returned from each school is the same quantity issued prior to testing.
- Check to be sure that no *Student Answer Document* has been left inside a test booklet.
- Do not send in blank *Student Answer Documents* unless “PTNA” is bubbled.
- Verify that all School Test Coordinators have sent all scratch paper for secure destruction.

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Packaging and Returning Materials to CTB/McGraw-Hill

The System Test Coordinator is responsible for returning all scorable materials to the CTB/McGraw-Hill Scoring Center immediately after completion of testing. For each school, scorable materials consist of the School Security Checklist (only pages that list missing or nonreturned materials), the School/Group List, used Group Information Sheets, and used *Student Answer Documents.* The System Test Coordinator must follow the instructions below for returning scorable materials to the CTB/McGraw-Hill Scoring Center.

Scorable Materials

1. Verify that each School Test Coordinator has properly packed all scorable materials, including the completed School Security Checklist (if the system is using the hard-copy version), completed School/Group List, completed Group Information Sheets, and used *Student Answer Documents.* **NOTE:** If using the electronic format of the School Security Checklist, verify that you have received checklists electronically via the process outlined by the system.
2. Verify that each paper band contains only one testing group of used *Student Answer Documents*.
3. Confirm that all scorable materials from all schools in the system are accounted for.
4. Depending on whether the system has opted to use the hard-copy or electronic version of the School Security Checklist, follow the appropriate instruction:
   a. **For systems using the hard-copy School Security Checklist:** Pull the School Security Checklist from the first box of scorable materials for each school. Make copies of all School Security Checklist pages that list missing or nonreturned test materials. Place **only** these pages back in the School Security Checklist Envelope, and replace the envelope in the school's first box of scorable materials. Retain the original School Security Checklist for your records.
   b. **For systems using the electronic School Security Checklist:** Locate the School Security Checklists that were returned electronically by School Test Coordinators. Print **only** the checklist pages that list missing or nonreturned test materials. Place these pages in the School Security Checklist Envelope, and place the envelope in the school's first box of scorable materials. Retain the electronic School Security Checklist for your records.

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5. Reuse the original shipping boxes to return scorable test materials to the CTB/McGraw-Hill Scoring Center. The following table illustrates the packing order for the return of scorable materials from each school.

Top of Stack
School Security Checklist pages listing missing or nonreturned materials
Completed School/Group List
Completed Group Information Sheet and used *Student Answer Documents* for each group of students (each testing group bundled separately and secured with a paper band)
Repeat stacking order for additional testing groups, as appropriate
Bottom of Stack

6. All scorable materials from each school in the system should be packed in the same way. **Do not consolidate materials from more than one school in the same box.** A new school should begin with a new box.
7. Identify the sequence of boxes by filling in the line on the white scorable label that reads "School Box __ of __." The school boxes should be consecutively numbered. For example, if school A has twelve boxes and school B has six boxes, the System Test Coordinator should mark the first boxes for these two schools as "1 of 12" and "1 of 6," respectively.
8. On the same white label, fill in the total number of boxes for the entire system in the space provided.
9. If any box is not completely filled, add crumpled paper to prevent damage that may be caused by shifting during shipment. **NOTE:** Use **only** crumpled paper to fill boxes; do not use foam "popcorn" or "peanuts." You may reuse packing material that was shipped with test materials.
10. Seal the boxes securely and place the white label on the end of each box in the space provided. **NOTE:** If necessary, reinforce the bottom of the box with packing tape before shipment, using an "H" pattern.
11. Depending on whether the system has opted to use the hard-copy or electronic version of the System Security Checklist, follow the appropriate instruction:
    a. **For systems using the hard-copy System Security Checklist:** Make copies of any System Security Checklist pages that list missing or nonreturned overage materials, and place **only** these pages in the System Security Checklist Envelope. Place the signed System Shipment Verification Form in the same envelope, and place the envelope in the first system box of scorable materials.
    b. **For systems using the electronic System Security Checklist:** Print **only** the System Security Checklist pages that list missing or nonreturned overage materials, and place **only** these pages in the System Security Checklist Envelope. Place the signed System Shipment Verification Form in the same envelope, and place the envelope in the first system box of scorable materials.

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Nonscorable Materials

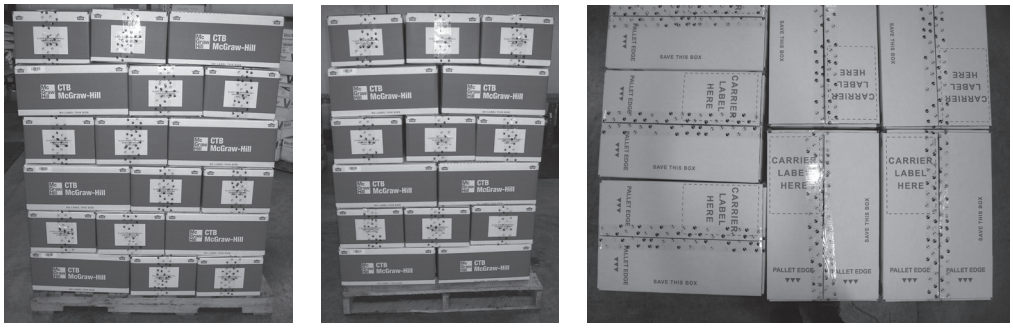
1. Check nonscorable materials for any scorable materials that may have been packed in error.
2. Reuse the original shipping boxes to return all *Student Test Booklets* (including Braille, Large-Print, and voided *Student Test Booklets*).
3. Identify the sequence of boxes by filling in the line on the yellow nonscorable label that reads "School box __ of __." Each school's boxes should be consecutively numbered. Place a return shipping label on the end of each box in the space provided.
4. On the same yellow label, fill in the total number of boxes for the entire system in the space provided.
5. **Make sure that all *Student Answer Documents* have been accounted for prior to destroying the unused/voided documents. Be sure that you have documentation related to any invalidated *Student Answer Documents*.**

   Destroy the following test materials:

   - *End-of-Grade Examiner's Manuals* and *End-of-Grade School and System Test Coordinator's Manuals*
   - All used scratch paper
   - Unused *Student Answer Documents*
   - Voided *Student Answer Documents*

Stacking Boxes on Pallets for Pickup

Stack scorable and nonscorable boxes on pallets, as shown below. Shrink-wrap the pallet by first tying off the shrink-wrap to the pallet's corner. In a spiral fashion, wrap the shrink-wrap around the boxes until you have completely encircled and overlapped all the top-level boxes by at least 4 inches. Continue spiraling back down the boxes until you have overlapped the bottom of the pallet by at least 2 inches. Repeat this process until all boxes have been covered by at least four layers of shrink-wrap.



Boxes properly palletized (shrink-wrap not shown)

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Pickup Schedule

Scorable Materials

Scorable test materials will be picked up on the fifth business day following the completion of testing, or as scheduled during the EOG Enrollment Window. It is imperative that materials be returned as scheduled. System Test Coordinators are responsible for ensuring that test materials are packed and ready to be picked up on the morning scheduled. Please be aware that any delays in the return of scorable test materials will also delay the delivery of reports. Refer to the table below for your system's pickup date. **NOTE:** During the EOG Enrollment Window, an option will be available to request a pickup date earlier than the standard five days after the close of the nine-day testing window. After the EOG Enrollment Window closes, the pickup window can be adjusted by contacting the CTB/ McGraw-Hill Georgia Milestones support team, but this should be done at least two weeks before the desired pickup date.

Nonscorable Materials

Nonscorable materials will be picked up on the tenth business day following the completion of testing or as scheduled during EOG Enrollment. System Test Coordinators are responsible for ensuring that test materials are packed and ready to be picked up on the morning scheduled. For additional information on pickup schedules, call ADS at (800) 840-9965. Refer to the table below for your system's pickup date.

Pickup Dates*			
Close of Local Testing Window	**Schools Return Materials to System Test Coordinator**	**Scorable Materials Picked Up at the System**	**Nonscorable** Materials Picked Up at the System**
Thurs., April 9	Fri., April 10	Thurs., April 16	Thurs., April 23
Fri., April 10	Mon., April 13	Fri., April 17	Fri., April 24
Mon., April 13	Tues., April 14	Mon., April 20	Mon., April 27
Tues., April 14	Wed., April 15	Tues., April 21	Tues., April 28
Wed., April 15	Thurs., April 16	Wed., April 22	Wed., April 29
Thurs., April 16	Fri., April 17	Thurs., April 23	Thurs., April 30
Fri., April 17	Mon., April 20	Fri., April 24	Fri., May 1
Mon., April 20	Tues., April 21	Mon., April 27	Mon., May 4
Tues., April 21	Wed., April 22	Tues., April 28	Tues., May 5
Wed., April 22	Thurs., April 23	Wed., April 29	Wed., May 6
Thurs., April 23	Fri., April 24	Thurs., April 30	Thurs., May 7
Fri., April 24	Mon., April 27	Fri., May 1	Fri., May 8
Mon., April 27	Tues., April 28	Mon., May 4	Mon., May 11
Tues., April 28	Wed., April 29	Tues., May 5	Tues., May 12
Wed., April 29	Thurs., April 30	Wed., May 6	Wed., May 13
Thurs., April 30	Fri., May 1	Thurs., May 7	Thurs., May 14
Fri., May 1	Mon., May 4	Fri., May 8	Fri., May 15

** These are the default pickup dates. Districts can choose their pickup date during the EOG Enrollment Window. ** ADS may, at their discretion and per their space availability, pick up nonscorable materials at the same time as scorable materials if requested by the system in advance.*

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CHECKLIST FOR SYSTEM TEST COORDINATORS

Before Testing

- ☐ Receive materials from CTB/McGraw-Hill and immediately verify proper quantities for the EOG assessment. If additional materials are needed, go to www.ctb.com/ga.
- ☐ Review security procedures. Confirm secure area for storage of materials.
- ☐ Schedule all test administrations.
- ☐ Appoint and train School Test Coordinators. Training should include creating an appropriate test environment, training and monitoring Examiners, following test security procedures, following test protocols, and returning testing materials.
- ☐ Distribute test materials to School Test Coordinators. Test materials must be signed for by the School Test Coordinators using the Packing List.

During Testing

- ☐ Monitor and be available to assist the School Test Coordinators.

After Testing

- ☐ Receive and verify test materials from each School Test Coordinator. Verify that the number of test booklets received matches the number that were issued. Check that no *Student Answer Document* was left inside a test booklet. Report any missing materials or other irregularities to the EOG Assessment Specialist at the Department of Education at (404) 656-2668.
- ☐ Sign the School Security Checklist to document that every assigned test booklet has been returned from each School Test Coordinator. **Keep these forms in your files.**

Package scorable and nonscorable materials:

- ☐ Verify that scorable materials are packaged in accordance with the directions in this manual.
- ☐ Verify that nonscorable materials are packaged in accordance with the directions in this manual.

Destroy the following test materials:

- ☐ *Examiner's Manuals* and *School and System Test Coordinator's Manuals*
- ☐ All scratch paper
- ☐ Unused *Student Answer Documents*
- ☐ Voided *Student Answer Documents*

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DIRECTIONS FOR SCHOOL TEST COORDINATORS

This section of the manual highlights the **School Test Coordinator's** major responsibilities. Direct any questions you may have to your System Test Coordinator. System Test Coordinators may establish additional requirements for their School Test Coordinators.

School Test Coordinators are responsible for monitoring all test procedures at their schools. Before test administration begins, the School Test Coordinator should make sure that each Examiner has an adequate supply of materials and that Proctors have been assigned as needed. It is recommended that for every 20 students, one additional Proctor be available. When 30 or more students are to be tested in one location, the assistance of a Proctor is **required.** The School Test Coordinator should also make sure that Examiners are aware that the test administration directions are to be followed word for word. During the test administration, the School Test Coordinator should be available to answer questions that may arise and should visit each room to make sure that the tests are being administered exactly as directed.

BEFORE TESTING

Attending Training Session for School Coordinators

Each School Test Coordinator is responsible for the testing environment and for the training and monitoring of Examiners and Proctors. Training sessions should include:

- Test security
- Accountability for all test materials
- Establishing an environment appropriate for testing
- Following all testing protocols
- Procedures for returning testing materials

Receiving Materials from System Test Coordinator

Based on the testing window and spring break dates provided by each system, EOG assessment materials will be shipped to arrive at systems two weeks prior to the pre-established testing window. If materials arrive less than two weeks prior, the system may contract temporary personnel to assist with sorting and distribution of sealed test materials. Any temporary personnel employed by the district for this purpose must be trained appropriately and must sign a statement indicating that they are aware that they are handling secure materials of which the content is to remain confidential. Volunteers (nonemployees) should not be involved with handling secure test materials. The System Test Coordinator will distribute materials to individual schools accordingly. The following is a list of administration materials found in the individual school box(es):

Administration Materials

- School Packing List
- School Security Checklist (listing all secure test materials)
- *End-of-Grade Paper-and-Pencil Examiner's Manuals*
- *Student Test Booklet*s
- *Student Answer Documents*

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School Test Coordinator's Kit

- School Packing List
- School Cover Letter
- School/Group Lists
- Group Information Sheets (orange)
- *End-of-Grade School and System Test Coordinator's Manual*
- Pre-ID labels and rosters
- Stack Cover Cards and paper bands

NOTE: Braille and Large-Print test booklets may be shipped separately to systems around the same time as the other testing materials. They may not arrive with the testing materials listed above.

If you need additional materials, call your System Test Coordinator immediately. Organize and lock your materials in a secure location.

School Inventory Checklist

This checklist provides step-by-step instructions for receiving materials and taking inventory at the school level. These activities should be completed by the School Test Coordinator immediately upon receipt of materials from the System Test Coordinator.

1. Locate the School Packing List and verify the quantities for all items listed.
2. Use the School Packing List to compare the quantities received with the quantities required so that there is one *Student Test Booklet* and one *Student Answer Document* for every student.
3. If additional materials are required, carefully check to make sure that your list of needed items is complete so that only one request for additional materials is necessary. Contact your System Test Coordinator, who will request additional materials from CTB/McGraw-Hill. To ensure that materials arrive in time for testing, make requests for additional materials as soon as possible. Additional materials will be shipped directly to the School Test Coordinator, with confirmation of shipment sent to the System Test Coordinator via e-mail.
4. The pre-ID labels will be sorted by system, school, grade, teacher, student last name, and student first name. Organize the pre-ID labels by class for distribution to Examiners. Three student labels per student will be provided. **If any information on the pre-ID labels is incorrect, the labels should NOT be used.** Instead, Examiners should make certain that the student's demographic information is filled in on the *Student Answer Document,* following the directions in the *Paper-and-Pencil Examiner's Manual*. Any incorrect information on pre-ID labels should be corrected in the system's student records.
5. Place all materials in locked storage until they are distributed to Examiners. Access to this area must be restricted to authorized personnel only.

Verifying Test Dates and Arranging Test Sites

- Verify your system's testing dates with your System Test Coordinator.
- Arrange for appropriate test sites well in advance of testing.
- Testing rooms must be well lit, adequately ventilated, and free from distractions.

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Scheduling and Conducting Training of Examiners and Proctors

The purpose of school-level training sessions is to familiarize Examiners and Proctors with procedures and protocols for conducting the administration of the EOG assessment. The Examiner's responsibilities are outlined in detail in the *Paper-and-Pencil Examiner's Manual* and **must** be reviewed thoroughly during the training.

Training must include:

- Test security
- Receipt and return of testing materials
- Adherence to testing procedures
- Administration protocols for special needs students (i.e., coding, accommodations)

Preparing Materials for Testing

The following set of materials should be assembled for each classroom prior to testing:

- *Paper-and-Pencil Examiner's Manual*, one per Examiner
- *Student Test Booklet*s, one per student
- *Student Answer Documents*, one per student
- No. 2 pencils with functional erasers, two per student
- Group Information Sheet, one per Examiner
- Pre-ID labels

NOTE ABOUT SCRATCH PAPER: Scratch paper may be used for English Language Arts (Section 3 only) and Mathematics. Examiners should provide each student with two sheets of blank scratch paper at the beginning of the test session. Students may ask for more scratch paper during the test administration, if necessary. Students should write their name on each sheet of scratch paper. All scratch paper must be accounted for and returned with the used test materials to the School Test Coordinator.

NOTE ABOUT CALCULATORS: Follow the grade-specific guidelines for calculator usage:

Grades 3–5	Calculator not allowed
Grade 6	Basic* calculator
Grades 7–8	Basic* calculator or scientific** calculator

* A basic calculator usually includes square root and percentage functions.

** A scientific calculator has functionalities consistent with TI-30XS Multiview™ or similar models.

IMPORTANT: Calculator use is not allowed in Mathematics Section 1, Part 2 of the EOG assessment.

Applying Pre-ID Labels

Prior to distributing tests to students, the School Test Coordinator should coordinate the application of pre-ID labels to the *Student Answer Documents*. Because there are two answer document Forms, ensure that the shade of the spine bar and the grade box on the *Student Answer Document* matches the shade on the *Student Test Booklet*.

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(One answer document is for Forms 1, 3, 5, 7, and 9. The other is for Forms 2, 4, 6, 8, and 10.) If there are problems with any pre-ID labels, Examiners should follow these rules to resolve them. **NOTE:** If it is necessary to bubble student demographic information on a *Student Answer Document*, follow the directions in the *Paper-and-Pencil Examiner's Manual* and the *2014–2015 Student Assessment Handbook*. This process should be documented and completed in the presence of a witness who is a certified educator and/or certified administrator.

Problem	Resolution
Pre-ID labels for a classroom or an individual student are missing or destroyed.	• Complete the student demographic information on the *Student Answer Document*. • The School Test Coordinator should update the school's student record file with the missing information.

Pre-ID labels contain incorrect information.	• The Examiner should notify the School Test Coordinator, who should update the school's student record file.
	• If the incorrect information is discovered prior to testing and the label is attached to a *Student Answer Document*:
	  • Write "VOID" on the *Student Answer Document* and replace it with an unused *Student Answer Document*. Bubble student demographic information on the replacement *Student Answer Document*.
	• If the *Student Answer Document* is used:
	  • If the pre-ID label has been placed onto a *Student Answer Document*, under direct administrator supervision, demographic information should be entered on a replacement *Student Answer Document* and answer choices should be transcribed onto the new *Student Answer Document*. Mark VOID on the original answer document and destroy the answer document.
	Or,
	  • Place a blank label over the incorrect label and, under direct administrator supervision, student demographic information should be bubbled on the *Student Answer Document*.

Pre-ID label applied incorrectly.	• If answers have been marked on the *Student Answer Document*, under direct administrator supervision, demographic information should be entered on a replacement *Student Answer Document* and answer choices should be transcribed onto the new *Student Answer Document*. Write VOID on the cover of the original *Student Answer Document* and destroy the *Student Answer Document*. • If answers have NOT been marked on the *Student Answer Document*, write VOID on the cover of the original *Student Answer Document* and destroy the *Student Answer Document*.

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Problem	Resolution
The system receives a pre-ID label for a student who has transferred out of the system.	• Do NOT attach the pre-ID label to a *Student Answer Document*. Destroy the pre-ID label. • If the pre-ID label has been attached to a *Student Answer Document*, write VOID on the cover of the blank *Student Answer Document* and destroy the *Student Answer Document*.
A pre-ID label is attached to the wrong student's *Student Answer Document*.	• Place the correct label on top of the incorrect label. If there is no correct label, place a blank label over the incorrect label. Under direct administrator supervision, demographic information should be entered on a replacement *Student Answer Document*. If the answer document is used, answer choices should be transcribed onto the new *Student Answer Document* as well. More than two labels will cause scanning errors.

Encoding Student Information

Section 9: SRC

The information provided below will help with the assignment of the correct State-Required Codes (SRCs) in Section 9 of the answer document:

- 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.

Category	Code	Category	Code
Visual Impairment or Blind	1	Emotional and Behavioral Disorders	11
Deaf or Hard of Hearing	2	Other Health Impairments	12
Deaf and Blind	3	English Learner	13
Specific Learning Disabilities	4	Section 504 Plan	14
Mild Intellectual Disabilities	5	Significant Developmental Delay (K–5)	15
Traumatic Brain Injury	6	Title I Reading (Targeted Assistance Only)	16
Moderate/Severe/Profound Intellectual Disabilities	7	Title I Math (Targeted Assistance Only)	17
Autism	8	Migrant Certified	18
Orthopedic Impairments	9	English Learner—Monitored	19
Speech/Language Impairments	10		

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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. **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 for each content area.

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 *2014–2015 Student Assessment Handbook*) are eligible for conditional accommodations. Any use of conditional accommodations **must** be coded for each content area. 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 in the accommodations section of the *Student Assessment Handbook.***

Section 10: 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 EOG content areas, fill in the appropriate circles in this section.

Section 11: PTNA

If the 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 12: Braille/Large-Print

If the student was tested with a Braille or Large-Print version of the EOG assessment, this must be coded in Section 8, “Form Listed on TEST BOOK Cover,” on the *Student Answer Document*. **NOTE:** Section 12 only appears on *Student Answer Documents* that correspond to the Form that should be used for Braille and Large-Print tests.

Section 13: EIP SERVED

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

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Section 14: Local Optional Coding

Systems may choose to use this section to code special program students to gauge their performance on the EOG assessment. 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.** Instead, the coding will generate information on the system's data file for the system to extract and disaggregate based on its requirements.

Section 15: SDU-A (GNETS)

Section 15 should generally be filled in by the School Test Coordinator only. 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.

Refer to Appendix: GNETS Facility Codes for specific codes.

Section 16: 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 below. If GaDOE determines that an Irregularity (IR), Invalidation (IV), or Participation Invalidation (PIV) has occurred and should be coded in Section 16, 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.

Testing Irregularities

Testing irregularities may take many forms. They include, but are not limited to, the following scenarios:

- A student is given access to test questions or prompts prior to testing.
- An Examiner or other personnel copies or otherwise reproduces and distributes secure test materials.
- An Examiner or other personnel coaches students during testing.
- An Examiner or other personnel alters or otherwise interferes with a student's responses.
- An Examiner or other personnel fails to follow security regulations when distributing and returning test materials before, during, or after testing, resulting in a breach of security.
- An Examiner or other personnel uses or handles test materials for purposes other than test administration (e.g., taking a *Student Test Booklet* home to review or reading a *Student Test Booklet* after school).
- An Examiner or other personnel fails to follow prescribed test administration directions.

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Signing Out and Distributing Materials for Testing

1. The System Test Coordinator should collaborate with or provide guidance to School Test Coordinators to develop a process for the daily distribution and collection of test materials. This process should include a means for the Examiner to sign materials out and back in.

2. Before distributing secure test materials to Examiners, record the Examiner's name on the School Security Checklist next to the security number of each test booklet assigned to him or her. Before the testing session begins, **the Examiner must date and initial the receipt of secure test materials.** At the end of the testing session, **the School Test Coordinator must date and initial the return of secure test materials** prior to placing them back in locked storage. If using the hard-copy version of the School Security Checklist, store the School Security Checklists in a safe place until testing is complete. If using the electronic format, update the checklist electronically following the process outlined by the system.
3. Keep all shipping boxes. After testing is complete, use these boxes to return the test materials to the System Test Coordinator.
4. On the first day of testing, distribute materials to Examiners, and make sure they allow sufficient time for applying the pre-ID labels.

DURING TESTING

Monitoring Test Administration in the Testing Rooms

Check with each Examiner to confirm that they have sufficient test materials. Visit each testing site to ensure that test procedures and proper test conditions are being maintained. Be available to answer any questions and to report any irregularities directly to your System Test Coordinator.

AFTER TESTING

Receiving Test Materials

All test materials must be accounted for and returned. The School Test Coordinator is responsible for returning all scorable materials to the System Test Coordinator immediately after completion of testing. Scorable materials consist of the following:

- School Security Checklist (Electronic School Security Checklists must be submitted electronically following the process outlined by the system.)
- Completed School/Group List
- Used Group Information Sheets
- Used *Student Answer Documents*

All nonscorable materials, used and unused, must be returned to the System Test Coordinator at the same time. School Test Coordinators must follow the instructions in this section when returning test materials to the System Test Coordinator.

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Preparing Test Materials for Return to System Test Coordinator

Follow these steps for preparing materials for return to the System Test Coordinators:

1. Verify that each Examiner has returned all test materials. On either the electronic or hard-copy version of the School Security Checklist, enter and initial the RETURNED date for each *Student Test Booklet* and *Student Answer Document* returned by Examiners. If a *Student Answer Document* is not returned for any reason, provide an explanation in the "If Document Is Not Returned, State Reason" column in the hard-copy version of the checklist. If using the electronic format of the checklist, enter a comment in the appropriate row to the right of the column that begins with "Day #5." (Refer to the table in the Voided and Defective Answer Documents section of this manual for instructions on how to handle voided and defective *Student Answer Documents*.) Retain a copy of the School Security Checklist for your records.
2. Assemble the following **scorable** materials:
   - Completed School Security Checklist (**NOTE:** Unless directed otherwise by your System Test Coordinator, the checklist should be included with scorable materials **only** if the system is using the hard-copy format. Systems opting to use the electronic format of the School Security Checklist should submit the checklist electronically to the System Test Coordinator following the process outlined by the system.)
   - Completed School/Group List (Refer to the Completing the School/Group List section of this manual for instructions)
   - Completed Group Information Sheets
   - Used *Student Answer Documents*
3. Check that each Group Information Sheet has been properly completed and is placed on top of the corresponding stack of *Student Answer Documents*. Confirm that the count on the Group Information Sheet reflects the number of *Student Answer Documents* returned for that group. Confirm that all damaged, contaminated, or soiled *Student Answer Documents* have been transcribed, if applicable.
4. Confirm that each *Student Answer Document* adheres to the following:
   - All *Student Answer Documents* must have either a pre-ID label placed in the correct location or gridded student demographic and school information.
   - All *Student Answer Documents* should be arranged with the front-cover grid face-up. **NOTE:** *Student Answer Documents* do not need to be alphabetized.
   - If testing irregularities occurred that resulted in a test administration being discontinued, complete the coding in the "Irregularity Status" (Irregularity, Invalidation, or PIV) on the affected *Student Answer Document(s),* following the instructions provided by the GaDOE representative.
   - Check to be sure that Section 8, "Form Listed on TEST BOOK Cover," has been completed.
5. Bundle each testing group's *Student Answer Documents* with Stack Cover Cards and the correct Group Information Sheet, following the instructions outlined in the Bundling Answer Documents with Stack Cover Cards section of this manual.

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6. Organize the **nonscorable** materials by type, in the following order:
   - Used and unused *Student Test Booklet*s
   - Unused Group Information Sheets
   - Unused School/Group Lists
   - Braille and Large-Print test booklets
   - Scratch paper
   - *End-of-Grade Examiner's Manual*
7. Make sure there are no scorable materials in the stacks of nonscorable materials.

Bundling Answer Documents with Stack Cover Cards

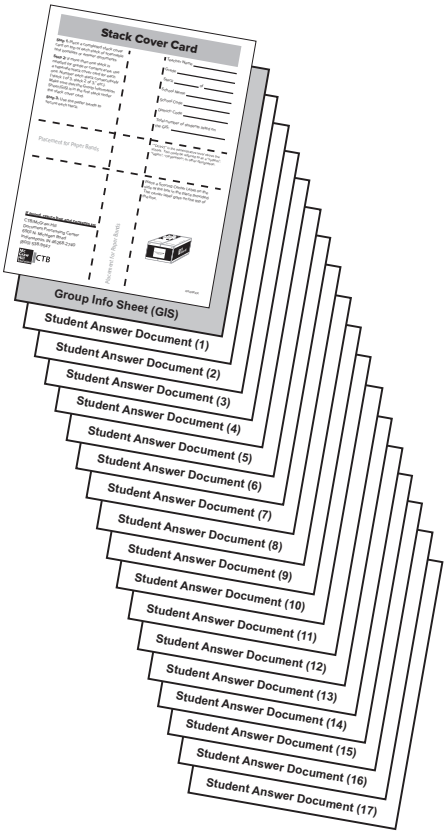
A Stack Cover Card must be prepared and placed on top of every bundle of *Student Answer Documents*.

A single Group Information Sheet should be prepared for each testing group. Directions for bundling *Student Answer Documents* and completing the Stack Cover Card are as follows:

1. Stack used *Student Answer Documents* by teacher. For each stack, ensure that (a) the *Student Answer Documents* are all from the same testing group and (b) the spines are all facing in the same direction. Place the correct Group Information Sheet on top of each testing group's stack. Then, place a completed Stack Cover Card on top of the Group Information Sheet. Verify that the correct information is written on the Stack Cover Card.

BUNDLING ANSWER DOCUMENTS WITH STACK COVER CARDS

Sample Class of 17 Students



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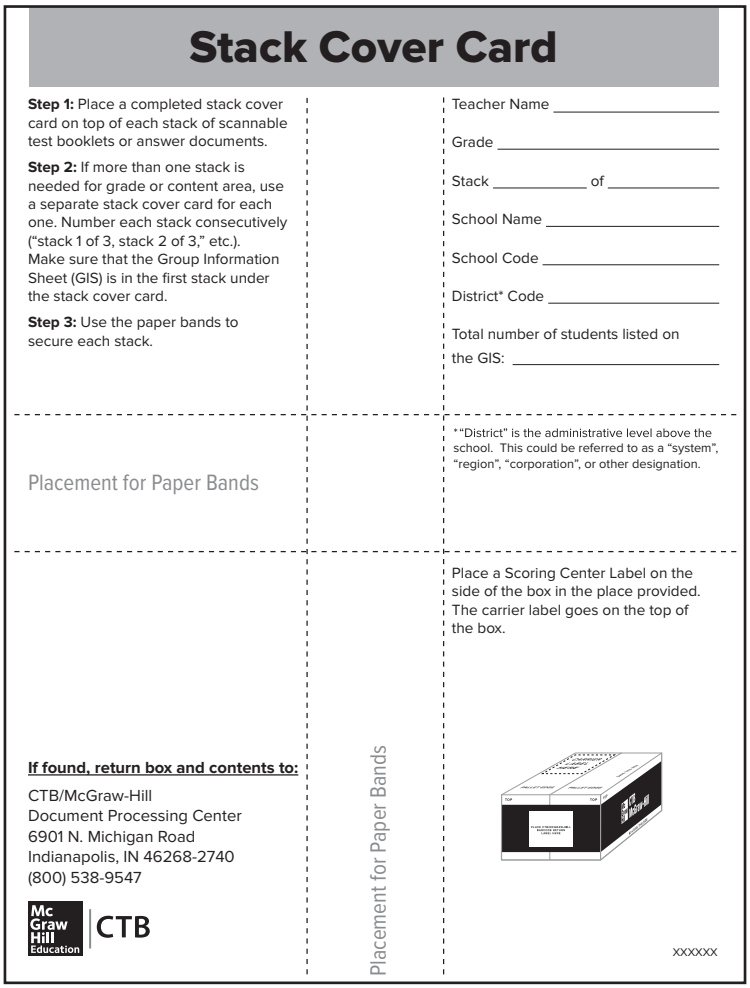
2. Make sure that each Stack Cover Card contains the following:
   - Teacher Name—same as on Group Information Sheet
   - Grade—grade level
   - Bundle/Stack—number “1 of X,” “2 of X,” etc., with “X” being the total number of bundles for that testing group; in most instances this will be “1 of 1”
   - School Name
   - School Code—four digits
   - System Code—three digits
   - Total number of students listed on the Group Information Sheet—this must match the total number of *Student Answer Documents* in ALL bundles for the testing group.



Stack Cover Card

Step 1: Place a completed stack cover card on top of each stack of scannable test booklets or answer documents.

Step 2: If more than one stack is needed for grade or content area, use a separate stack cover card for each one. Number each stack consecutively (“stack 1 of 3, stack 2 of 3,” etc.). Make sure that the Group Information Sheet (GIS) is in the first stack under the stack cover card.

Step 3: Use the paper bands to secure each stack.

Teacher Name _____

Grade _____

Stack _____ of _____

School Name _____

School Code _____

District* Code _____

Total number of students listed on the GIS: _____

Placement for Paper Bands

*“District” is the administrative level above the school. This could be referred to as a “system”, “region”, “corporation”, or other designation.

If found, return box and contents to:

CTB/McGraw-Hill
Document Processing Center
6901 N. Michigan Road
Indianapolis, IN 46268-2740
(800) 538-9547

Mc Graw Hill Education | CTB

Placement for Paper Bands

Place a Scoring Center Label on the side of the box in the place provided. The carrier label goes on the top of the box.

XXXXXX

3. Secure each bundle with bands provided by CTB/McGraw-Hill and place bundles into CTB/McGraw-Hill box(es).
   - Keep each testing group’s bundles together in the box(es).
   - Place bundle “1 of X” on top of the stacks for that testing group.

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Completing the School/Group List

The School Test Coordinator must complete a School/Group List. Each school should receive a precoded School/Group List in the School Test Coordinator's Kit. If a precoded School/Group List has not been provided, then a blank School/Group List can be filled out with a pen or pencil. The School/Group List is CTB/McGraw-Hill's way of ensuring that all groups of *Student Answer Documents* from a school building have been received.

Every Group Information Sheet completed for a school should have an entry on the School/Group List. The system name, school name, system code, and school code have been precoded on the School/Group List. Please write the name, telephone number, and e-mail address of the contact person in the spaces provided. List each testing group in the school exactly as coded on the Group Information Sheets. If any precoded information is incorrect on a School/Group List or Group Information Sheet, the System Test Coordinator should call the CTB/McGraw-Hill Georgia Milestones support team toll-free at (866) 282-2249 to order a replacement.

Georgia Milestones Assessment System

SGL
School/Group List

System Name: PRECODED School Name: PRECODED
System Code: PRECODED School Code: PRECODED

School Test Coordinator:
Phone Number: ( )
Email Address:

GENERAL INSTRUCTIONS: Do not list more than one school on this form.
The School/Group List is CTB's way of double-checking that we have received all your groups of answer documents. Every Group Information Sheet (GIS) completed for your school should have an entry on the lines below.

CTB Use	A	B	C	CTB Use			
	Teacher Name *(IDENTICAL TO GIS)* PRINT ONLY ONE LETTER PER BOX	Grade	Number of Students Testing	Did not receive	Gross under case count	Gross over case count	Comments

Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 1-800-538-9547. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit http://www.mcgraw-hill.com/privacy.

CTB USE ONLY
Organization Number:
Organization Name: SO #:

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The School/Group List may be photocopied if additional space is needed to accommodate your school. **Keep a photocopy of each completed page for your records.** Directions for completing a *School/Group List* are as follows:

For this field ...	... complete the following:
System Name	Check that the system name has been precoded.
School Name	Check that the school name has been precoded. Make sure the school name matches what is written on the Group Information Sheet.
System Code	Check that the system code number has been precoded. Make sure the system code number matches the number that appears on each Group Information Sheet.
School Code	Check that the school code number has been precoded. Make sure the school code number matches the number that appears on each Group Information Sheet
School Test Coordinator/Phone Number/E-mail Address	Provide the School Test Coordinator's name, telephone number, and e-mail address.
Teacher Name/Number of Students Testing (Sections A, B, and C)	List each group by the Teacher Name shown on the Group Information Sheet. This information must be **IDENTICAL** to the information filled in on the corresponding Group Information Sheet. Print only one letter or number per box for: • Teacher Name, • Grade, and • Number of Students Testing.

Packing and Returning Materials to System Test Coordinator

1. Pack all scorable *Student Answer Documents* by testing group, using the supplied paper bands and the original shipping boxes. Each testing group should be paper-banded separately.
2. Place the completed School/Group List on top of the stack in the first box of scorable materials.
3. Depending on whether the system has opted to use the hard-copy or electronic version of the School Security Checklist, follow the appropriate instruction:

   If using the hard-copy version of the School Security Checklist, complete the checklist and retain a copy for your records. Place all completed sheets in the School Security Checklist Envelope(s) that they came in, and place the envelope(s) on top of the School/Group List in the first box of scorable materials.

   If using the electronic version of the School Security Checklist, complete the checklist and submit it electronically to the System Test Coordinator following the process outlined by the system. Retain a copy locally for your records.

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4. Return these **scorable** materials to the System Test Coordinator immediately after the completion of testing. The following table illustrates the packing order for the return of **scorable** materials.

Top of Stack
Completed School Security Checklist (hard-copy checklists only)
Completed School/Group List
Completed Group Information Sheet and used *Student Answer Documents* for each group of students (each testing group bundled separately and secured with a paper band)
Repeat stacking order for additional testing groups, as appropriate
Bottom of Stack

5. Keep the **nonscorable** materials sorted by type, and pack them using the original shipping boxes. Return all nonscorable materials to the System Test Coordinator at the same time as the scorable materials. The following table illustrates the packing order for the return of **nonscorable** materials.

Top of Stack
End-of-Grade School and System Test Coordinator's Manual
End-of-Grade Examiner's Manuals
Unused and VOID Student Answer Documents
Scratch paper
All remaining *Student Test Booklets* (including Braille, Large-Print, and VOID *Student Test Booklets*)
Unused Group Information Sheets and School/Group Lists
Bottom of Stack

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Voided and Defective Answer Documents

TYPE	Classification	Examples	Return Process
Biohazard Document	Soiled *Student Answer Document*	Bodily fluids, nail polish, food, coffee, or soda	Under direct administrator supervision, demographic information should be entered on a replacement *Student Answer Document* and answer choices should be transcribed onto the new *Student Answer Document.* Submit the transcribed *Student Answer Document* with the scorable materials. **Mark soiled *Student Answer Document* as SOILED and VOID on School Security Checklist; then destroy the soiled version.** Do NOT send back soiled *Student Answer Documents* with scorable or nonscorable materials. Destroy at the school/system level.
Voided Document	Damaged answer document	Tears or holes caused by excessive erasing	Under direct administrator supervision, demographic information should be entered on a replacement *Student Answer Document* and answer choices should be transcribed onto the new *Student Answer Document*. Submit the transcribed *Student Answer Document* with the scorable materials. **Write VOID on the damaged *Student Answer Document*.** Submit the VOID document with nonscorable materials. Do NOT include VOID documents in the group information count.
	Pre-ID label error	Pre-ID label attached to wrong *Student Answer Document*; pre-ID label attached in incorrect location	Under direct administrator supervision, demographic information should be entered on a replacement *Student Answer Document* and answer choices should be transcribed onto the new *Student Answer Document*. If an extra pre-ID label is available and contains correct information, the label can be applied to the transcribed *Student Answer Document*. Submit the transcribed *Student Answer Document* with the scorable materials. **Write VOID on the incorrect *Student Answer Document*.** Submit the VOID document with nonscorable materials. Do NOT include VOID documents in the group information count.

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TYPE	Classification	Examples	Return Process
Defective Document	Unused *Student Answer Document* (no marks on document)	Missing pages; duplicate pages; incorrect cover; smudged or unreadable security barcodes; damaged or broken seals	Examiner should contact School Test Coordinator to receive a replacement document and to return the defective document. School Test Coordinator should notify System Test Coordinator of the defective document. System Test Coordinator should send an e-mail to GaDOE Program Manager. GaDOE Program Manager may ask System Test Coordinator to provide samples of defective documents.
	Used *Student Answer Document* (demographic information or answers marked on document)	Missing pages; duplicate pages; incorrect cover; smudged or unreadable security barcodes; damaged or broken seals	Examiner should contact School Test Coordinator to receive a replacement document and to return the defective document. Under direct administrator supervision, demographic information should be entered on a replacement *Student Answer Document* and answer choices should be transcribed onto the new *Student Answer Document*. School Test Coordinator should notify System Test Coordinator of the defective document. System Test Coordinator should send an e-mail to GaDOE Program Manager. GaDOE Program Manager may ask System Test Coordinator to provide samples of defective documents.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE WITH THE ADMINISTRATION OF THE GEORGIA MILESTONES EOG ASSESSMENT.

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CHECKLIST FOR SCHOOL TEST COORDINATORS

Before Testing

- ☐ Attend training session for School Test Coordinators.
- ☐ Coordinate the notification of students and parents about the testing program.
- ☐ Receive and verify materials from the System Test Coordinator. If additional materials are needed, call the System Test Coordinator immediately.
- ☐ Organize and lock your materials in a secure location.
- ☐ Schedule and conduct training of Examiners and Proctors.
- ☐ Assemble and distribute classroom materials:
  - *End-of-Grade Paper-and-Pencil Examiner's Manual*, one per Examiner
  - *Student Test Booklet*, one per student
  - *Student Answer Document*, one per student
  - No. 2 pencils with functional erasers, two per student
  - Group Information Sheet, one per EOG grade or class
  - Pre-ID labels, three per student
- ☐ Carefully read this *End-of-Grade School and System Test Coordinator's Manual.*
- ☐ Provide State Required Codes and GTID numbers as appropriate for each student. GTID numbers are required for EOG processing.
- ☐ Read all directions for test administration in the *End-of-Grade Paper-and-Pencil Examiner's Manual.*

During Testing

Monitor test administrations.

- ☐ School Test Coordinators should review the calculator policy with Examiners.
- ☐ Assist Examiners as needed.
- ☐ Notify System Test Coordinator of any testing irregularities.

After Testing

Collect and verify all test materials.

- ☐ Use the School Security Checklist to document the return of test materials. Retain a copy of the School Security Checklist for your records.
- ☐ Complete the School/Group List.
- ☐ Check that student information has been completed or that Pre-ID labels have been placed correctly on the *Student Answer Documents*. Check that test irregularities have been properly documented and that Section 8, "Form Listed on TEST BOOK Cover," has been completed.
- ☐ Verify the completion of any needed scribing/transcribing of student answer responses.
- ☐ Assemble the following scorable materials: completed School Security Checklist, completed School/Group List, completed Group Information Sheets, and used *Student Answer Documents*.
- ☐ Bundle each testing group's *Student Answer Documents* with Stack Cover Cards and the correct Group Information Sheet, following the instructions in this manual.

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- ☐ Organize the nonscorable materials by type in the correct order.
- ☐ Check to be sure there are no scorable materials in the stacks of nonscorable materials.
- ☐ Bundle *Student Answer Documents* with Stack Cover Cards.
- ☐ Secure each bundle with bands provided by CTB/McGraw-Hill and place bundles into CTB/McGraw-Hill box(es).
- ☐ Package and return materials to the System Test Coordinator.
- ☐ All scratch paper must be returned to the System Test Coordinator for secure destruction.

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APPENDIX: 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

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