



GEORGIA  
HIGH  
SCHOOL  
GRADUATION  
TESTS

Fall  
Winter  
Spring  
Summer

English Language Arts • Mathematics • Science • Social Studies  
**School/System Coordinator's Manual**  
**For 2013–2014 Test Administrations**

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- Copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets;
- Coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- Makes answers available to examinees;
- 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;
- Uses the secure test booklets for any purpose other than examination;
- Participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Failure to safeguard these materials or to comply with test administration procedures could adversely affect an individual's certification status. Such practices will be reported to the Georgia Department of Education and the Educator Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures.





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## FOR ASSISTANCE

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Direct questions concerning GHSGT administration to:

**Assessment and Accountability**  
**Georgia Department of Education**  
**404-656-2668 or 1-800-634-4106**

## HOW TO USE THIS MANUAL

The Georgia GHSGT School/System Coordinator's Manual is organized into three sections as listed below. Refer to the chart below to determine which sections you will need to read and use.

General Information.....	pages 5–13
System Coordinator's Responsibilities.....	pages 14–18
School Coordinator's Responsibilities .....	pages 19–23

The School/System Coordinator's Manual provides information to assist in the implementation of the Georgia High School Graduation Tests (GHSGT) for both the system and school test coordinators. The Examiner's Manual details specific instructions for test examiners. **Please read both manuals carefully prior to the test administration dates.**

## INTRODUCTION

The Georgia High School Graduation Tests (GHS GT) are designed to measure achievement in the areas of English Language Arts, Mathematics, Science, and Social Studies. Georgia's graduation tests provide valuable information for students, educators, and parents about student strengths and areas for improvement. The tests identify students who may need additional instruction in identified concepts and skills.

### 2013–2014 TESTING DATES AND TIMES

#### FALL RETEST

**September 9 – September 13, 2013 — Administration**  
**September 18, 2013 — Answer documents received by GCA**  
**October 8 – October 15, 2013 — Test Results Received**

#### WINTER RETEST

**November 4 – November 15, 2013 — Administration**  
**November 13, 2013 — Answer documents from week 1 received by GCA**  
**November 20, 2013 — Answer documents from week 2 received by GCA**  
**December 9 – December 13, 2013 — Test Results Received**

#### SPRING RETEST

**March 17 – March 28, 2014 — Administration**  
**March 26, 2014 — Answer documents from week 1 received by GCA**  
**April 2, 2014 — Answer documents from week 2 received by GCA**  
**May 5 – May 9, 2014 — Test Results Received**

#### SUMMER RETEST

**July 14 – July 18, 2014 — Administration**  
**July 23, 2014 — Answer documents received by GCA**  
**August 11 – August 15, 2014 — Test Results Received**

The GHS GT must be administered during the weeks indicated by the Georgia Department of Education (GaDOE) as the state's test administration window. Testing may not extend across two weeks. The same content area test will be administered on the same day throughout your system. The actual time of day at which the tests are administered may vary from school to school; however, **the order in which the tests are administered may not vary**. Local systems may choose the order in which the content area tests are administered.

Traditional paper results will be received by System Coordinators by the date in the above schedule. Please ask students to check with school-level personnel as to when they can expect to receive their scores.

- For planning purposes, students are expected to complete the tests in the following times:
  - English Language Arts in 60 minutes,
  - Mathematics in 90 minutes,
  - Science in 90 minutes, and
  - Social Studies in 90 minutes.

**However, all students may have up to three (3) hours to complete each GHSGT (English Language Arts, Mathematics, Science, and Social Studies).**

School coordinators may choose to move those students requiring more time to another room. Although most students have been able to complete the GHSGT in the recommended times, it is essential that ALL students be given the allotted time to do their best work.

### **Suggested Schedule**

#### First Test Day

- Distribute Answer Documents ..... 3 minutes
- Provide directions for completing page 1 of Answer Document ..... 15 minutes
- Distribute Test Booklets ..... 3 minutes
- Read test instructions, complete Practice Test ..... 8 minutes
- TESTING TIME ..... **up to 3 hours**
- Collect and account for all Test Booklets and for all Answer Documents ..... 10 minutes
- Dismiss Students

#### Successive Test Day

- Redistribute Answer Documents ..... 3 minutes
- Distribute Test Booklets ..... 3 minutes
- Read test instructions, complete Practice Test ..... 8 minutes
- TESTING TIME ..... **up to 3 hours**
- Collect and account for all Test Booklets and for all Answer Documents ..... 10 minutes
- Dismiss Students

### **Make-Up Testing**

Make-up days should be scheduled within your system’s test administration week. The purpose of the make-up days is to administer the tests to students who are unexpectedly absent during the regularly scheduled administration. Make-up days are not alternate testing dates for students whose activities conflict with the regular test administration dates. Make-up days should be scheduled within your system’s test administration week. Therefore, any student who cannot take the test(s) during this period will need to take the test(s) at the next scheduled administration.

## STUDENTS TO BE TESTED

All students who entered grade nine for the first time after July 1, 1991, through June 30, 2011, must pass the GHSGT in order to earn a high school diploma. School systems are responsible for notifying students and parents of the requirements for obtaining a high school diploma.

Individuals who have already left school with a Certificate of Performance or a Special Education diploma may present themselves for testing or re-testing. Re-test students should pre-register in advance of test administration so that the System Test Coordinator will know how many retest materials will be needed. Examiners are responsible for verifying student identity. **Be certain to require photo identification of any “unfamiliar” students.**

The 2013–2014 GHSGT should be administered to the following categories of students:

- During the Spring Administration only: Students currently in high school (who entered grade nine for the first time between July 1, 2008 and June 30, 2011) who are classified 11<sup>th</sup> graders who have never taken the GHSGT and who lack a passing score on at least one of the corresponding content area End of Course Tests (EOCT).
- Students currently in high school (who entered grade nine for the first time between July 1, 2008 and June 30, 2011) who have taken but not passed the GHSGT and who lack a passing score on at least one of the corresponding content area End of Course Tests (EOCT).
- Students currently in high school (entered grade nine for the first time prior to July 1, 2008) who have taken but not passed the GHSGT.
- Students classified as 12th graders who have not yet taken the GHSGT and are required to do so.
- Individuals who have left high school with a Certificate of Performance or Special Education diploma and returned to retest.

PLEASE NOTE: Students who are not classified as eleventh graders, but who meet specific criteria are eligible to take the GHSGT in their third year of enrollment.

### **This includes students who:**

- (1) have accumulated at least nine Carnegie units (or twelve Carnegie units if the school is operating on a block schedule in which students may earn up to eight units per year) or 135 quarter hours, and
- (2) have not achieved a passing score on the graduation assessments.

To allow students who earn credit in a nontraditional manner more than one testing opportunity, GaDOE may allow, on a case-by-case basis and when requested by a local system, students to be tested for the first time during a retest opportunity of the GHSGT rather than the main administration. When making this request, the district shall verify and demonstrate that the students received sufficient credit hours, as noted above in (1), and courses to have the opportunity to learn the subjects tested.

NOTE: Students who dropped out of school without having met all graduation assessment requirements applicable to them at the time, and have returned without having been enrolled in any Georgia public school for one academic year or more, must meet the assessment requirements for the current class in which they will enroll which includes the GHSGT.

## TESTING STUDENTS WITH DISABILITIES AND EL STUDENTS

Students with disabilities and English Learner (EL) students must participate in the assessment. When an Individualized Education Program (IEP) team determines that a student is not able to participate in any local or state-mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decisions for that student. Students with disabilities should be tested using the guidelines included in this manual.

**State-Directed Use**

Please note the State-Directed Use Only Box on the Answer Document. The first two columns of the State-Directed Use Only (SDU A) section are to be used by Georgia Network for Educational and Therapeutic Support (GNETS) programs to report their assigned facilities identification code. The codes are listed below. The two-digit code should be marked for all students who are served at a GNETS facility. This information is being collected in order to provide summary reports to each program. If you have no students in a GNETS facility, you may use SDU A for local use. The last columns (SDU B) of this section are reserved for reporting test irregularities. When System Coordinators communicate with the Assessment Specialist in Assessment and Accountability at the Georgia Department of Education to report irregularities, instructions for coding this section will be provided. Note: System Coordinators should complete this section only for testing irregularities.

Should a testing irregularity occur during test administration, contact your System Coordinator to report the irregularity. The System Coordinator will document the situation on the System Coordinator Testing Irregularities Documentation Form. Some situations may result in the invalidation of the student’s work and/or reporting to the Professional Standards Commission. GaDOE staff will provide guidance in these situations for proper documentation and reporting.

**Codes for GNETS Programs**

These codes should be used in the first column of the State-Directed Use (SDU A) box for any student being served in a GNETS program center.

<u>Program Name</u>	<u>State-Directed Code</u>
Alpine Program .....	01
Burwell Program .....	02
Cedarwood Program .....	03
Coastal Academy.....	04
Coastal Georgia Comprehensive Academy .....	05
Mainstay Academy.....	06
Dekalb-Rockdale Program .....	07
Elam Alexander Academy .....	08
Flint Area Learning Program.....	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

## TEST SECURITY

The Georgia High School Graduation Tests are secure instruments in all forms. Tests should be kept under lock and key except during actual administration. During actual administration, test materials must remain in the testing room. **Examiners must account for all testing materials BEFORE dismissing students from the testing room each day.**

**Students must write their names on the cover of their Test Booklets.** This will make it easier to account for all Test Booklets at the end of each test session.

Testing conditions, especially supervision and seating arrangements of students, should be designed to minimize the potential for cheating. Any signs of cheating must be dealt with immediately. Contact the School Coordinator if you have questions or if cheating or security violations are suspected.

**REMINDER: All administered test items are secure materials. The items are not to be shared with anyone or reproduced in any fashion. The test items are not to be used as practice assignments for students. Examiners and others MAY NOT READ OR REVIEW the tests.**

## PLANNING FOR TEST ADMINISTRATION

### ANNOUNCEMENT OF TESTING

Advance announcement should be made to students about the dates and the purpose of the tests. Please stress the importance of students doing the best they can. **It is also important to give all classroom teachers advance notice of the scheduled dates so they may adjust lesson plans and personal schedules.**

### TEST MATERIALS

**Inspect test materials immediately upon receipt.** The shipment should contain an adequate supply of test materials for your system. The quantity supplied is based on enrollment figures plus overage. Materials should be prepared well in advance of the testing date so that additional materials may be ordered if needed. Order additional materials via PearsonAccess by the date designated on the Web site to ensure receipt of materials in time for testing.

The Test Booklets and Answer Documents are presorted into packs of 25 and 5. Examiner's Manuals and School Building Answer Sheet Transmittal Forms are included in the shipment.

As School Coordinator, you will need to know the number of students to be tested in your school. If you do not have these figures, **make arrangements to get them at once.** You should have pre-registered re-test students so that your request for materials will be more accurate. Manuals, Test Booklets, and Answer Documents for this administration are different from those of all previous testing programs and administrations. Do not under any circumstances use materials from previous test administrations.

### RESOURCES AND AIDS

Students are not permitted to use dictionaries, textbooks, or any other aids and/or resources that would provide assistance. Any **instructional materials** that are displayed in the room, such as posters, should be covered or removed during testing.

Students are permitted (and encouraged) to use **calculators** on the Math and Science portions of the test. However, any graphing calculator or other electronic device that stores text is not permitted as they present test security concerns. Cell phones and PDAs, etc., are not allowed in the testing room. It is

critically important that students do not have these devices during testing. If any such devices are found in the testing area, take them from students immediately. They may be returned to students at a later time.

Students may use rulers (or another straightedge) for the Social Studies test, if needed.

**The use of scratch paper is not allowed for the graduation tests. Since students are allowed to work directly in their Test Booklets, scratch paper is not necessary and only creates additional test security concerns.**

## **EXAMINERS**

**Examiners must be certified personnel.** Make arrangements for Examiners to have both the 9-digit State Student FTE ID and the 10-digit GTID numbers for their students. Remind students to bring picture ID.

Each Examiner should be provided a roster of students, a student sign-in sheet, or both to guarantee accurate collection of Test Booklets and Answer Documents. Rosters, student sign-in sheets, or both should be retained by the School Coordinator until student score reports are returned to the school.

## **PROCTORS**

When 30 or more students are to be tested in one room, the assistance of a Proctor is required. At least one Proctor is required for each additional 30 students. If students are tested in groups of less than 30, a Proctor is highly recommended.

Proctors must be trained in appropriate test procedures before testing begins. Tasks which they must perform should be clearly specified. They may help in distributing and collecting materials, assisting students with coding on the Answer Document, observing students from different points in the room while tests are being administered, and answering students' questions concerning the test directions. To prevent the neglect of any students in large groups, Proctors may be assigned to specific areas of the room during test administration. **Proctors must not explain the test items or coach students in any way.**

## **ENVIRONMENT**

- Each school determines the administration conditions that will meet the needs of the students and the school. Small group (classroom) administration is encouraged. **IT IS ESSENTIAL THAT THE ENVIRONMENT BE CONDUCIVE FOR GOOD TEST ADMINISTRATION.**
- Arrange seating so that each student has enough room to take the test. Writing surfaces should be large enough to accommodate the Test Booklet and Answer Document. Seating should be arranged so that students will not be tempted to copy from each other's Answer Documents. Posting a "DO NOT DISTURB" sign on the door of the testing room is recommended.
- Students may not have cell phones, PDAs, or other electronic devices in the exam room during testing. If any are found, take them from students immediately.
- Each student should be told to bring two No. 2 pencils with erasers on days tests are to be administered. However, there should be a supply of extra pencils and erasers available for students who forget.
- You should have a clock or watch to keep track of time during test administration.
- Be certain that students who need to take only one or two of the tests have sufficient time and directions to prepare their Answer Document accurately.

- Be certain that Examiners check for students' responding in the appropriate sections of the Answer Document (e.g., that Social Studies items are answered in the section marked SOCIAL STUDIES). Marking responses in the wrong content area, even if later erased, can cause scoring errors.
- Be certain students code the correct form number/letter on their Answer Documents. These form numbers/letters are extremely important in being certain that tests are scored accurately.

Most students will be able to complete each test in 60–90 minutes. **However, all students may have up to three (3) hours to complete each GHS GT (English Language Arts, Mathematics, Science, and Social Studies).**

Examiners may collect the test materials of those students who have finished the test in less than three hours. *School Coordinators may dismiss these students from the examination room.* Students who continue to test may remain in the examination room or the School Coordinator may choose to move these students to another room.

- Make-up testing opportunities for absentees need to be provided for each of the tests. Please refer to page 7 for additional information.
- If you are responsible for testing students with disabilities, please refer to the Appendix for special instructions.

## TEST MATERIALS

Materials should be prepared for distribution to Examiners well in advance of the administration date. This can lessen the possibility of errors and shortages. Each Examiner should receive an Examiner's Manual well before test dates but should not receive Test Booklets and Answer Documents until the actual test administration. Take precautions in distributing materials to ensure that test security is maintained. Keep track of the number of Examiner's Manuals, Test Booklets, and Answer Documents each Examiner receives so that numbers can be reconciled after testing is completed. Examiners must account for any discrepancies.

Each Examiner should have the following materials:

1. **A roster of students and/or a student sign-in sheet** to guarantee accurate collection of Test Booklets and Answer Documents. Rosters and/or student sign-in sheets should be retained by the School Coordinator until student score reports are returned to the school.
2. **2013–2014 Administration Examiner's Manuals.** You should receive one copy for yourself and one for each proctor.
3. **2013–2014 Administration Test Booklets** for retest administration. There are four sets of Test Booklets:
  - English Language Arts: Form 101 (GPS)
  - Mathematics: Form 301 (GPS)
  - Science: Form 501 (GPS)
  - Social Studies: Form 701 (GPS)

For students retesting in English Language Arts, Science, or Social Studies using the GPS/QCC version, the GPS/QCC retest is Form T.

For students retesting in Mathematics using the QCC version, the QCC retest is Form Q.

4. **Answer Documents** (one per student). **Note: Regardless of how many tests a student takes on what schedule, he or she must use only one Answer Document for all tests.**

## PREPARATION OF ANSWER DOCUMENTS

Please instruct Examiners to pay close attention to the directions in the Examiner's Manual regarding preparation of Answer Documents. Under no circumstances should pens or any form of correction fluid be used. Considerable time may be lost because of improper gridding and coding of Answer Documents or because they contain extraneous marks or writing. Such delays hold up the scoring process for the entire state.

### ANSWER DOCUMENT DATA

Information requested throughout the Answer Document must be accurately completed. Information to be printed is the student's name (given names only, not nicknames), date of birth (month and year), school name, and system name. Information to be gridded is the student's name, date of birth, diploma type, grade, gender, ethnicity, race, their Georgia Testing Identifier (GTID), and FTE ID Number. See page 27 of this manual for a completed sample of page 1 of the Answer Document.

- If a student received an EL deferment, mark the First Year EL Deferred box in the ELA or Social Studies section.
- The “For Teacher Use Only” area will be used for students identified by State Required Codes. This area should be completed by the Examiner after testing is completed for ANY student who has an SRC code. The information in the “For Teacher Use Only” area should be bubbled for ANY student with an IEP, IAP, an EL/TPC Plan, or students who are eligible for Title I Reading, Title I Math, or Migrant services. Be certain to complete the Accommodations box for students' answer documents to reflect the use and/or provision of accommodations and to provide data of the number and performance of students with disabilities under the IDEA. In an instance where a student clearly declines or refuses an accommodation (e.g. refuses to go to a designated small group setting), the school should document this fact. In addition, if applicable, indicate that the accommodations resulted in a Conditional Administration (see sample on page 27 of this manual). Also, indicate the nature of the accommodations by bubbling the circles labeled Ⓢ indicating setting; Ⓟ indicating presentation; Ⓡ indicating response; and Ⓢ indicating scheduling.
- If a student was present for the test administration but did not attempt to respond to any questions, mark the PTNA bubble for the content area affected. NOTE: If students attempt to answer one or more questions, the PTNA bubble should not be marked.

## SYSTEM COORDINATOR’S RESPONSIBILITIES

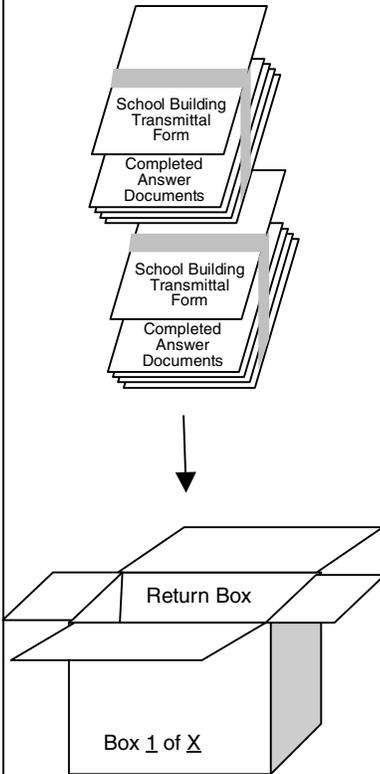
**System Coordinators are responsible for maintaining the security of the Test Booklets and Answer Documents at all times. Please emphasize the importance of following the procedures identified in this manual at the system, school, and classroom levels. You are required to report any test security irregularities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

**All school system personnel are prohibited from examining the contents of the GHSGT.**

<b>BEFORE TESTING</b>	
<b>Schedule the Test</b>	The GHSGT must be administered on the dates specified for each administration on page 6.
<b>Receive Materials and Confirm Quantities</b>	<p>Materials delivered to the System will include:</p> <ul style="list-style-type: none"> <li>• Packing List</li> <li>• GHSGT <u>Examiner’s Manual</u></li> <li>• GHSGT <u>School/System Coordinator’s Manual</u></li> <li>• GHSGT Student Test Booklets</li> <li>• GHSGT Student Answer Documents</li> <li>• <u>School Building Answer Sheet Transmittal Forms</u></li> <li>• <u>School Security Checklist</u></li> </ul> <p>Upon receipt of materials:</p> <ol style="list-style-type: none"> <li>1. Inventory all materials upon receipt.</li> <li>2. The System Coordinator should use the packing list and the <u>School Security Checklist</u> included in Box Number 1 to ensure sufficient quantities of materials have been provided for each school.</li> <li>3. Locate pickup/return instructions memo, return labels, and airbills/bills of lading.</li> </ol> <p>If there are errors in your shipping materials, contact Nancy Milder at 1-888-705-9414, ext. 216476.</p>
<b>Appoint and Train School Coordinators</b>	<p>A School 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 coordinators should include but not limited to:</p> <ul style="list-style-type: none"> <li>• Creating an appropriate test environment</li> <li>• How to train and monitor test Examiners and Proctors</li> <li>• Test security procedures</li> <li>• Following test protocols</li> <li>• Returning test materials</li> </ul>

<b>BEFORE TESTING (continued)</b>	
<b>Distribute Materials to Schools</b>	<ul style="list-style-type: none"> <li>• Distribute materials to schools at least five school days before testing.</li> <li>• Use the <u>School Security Checklist</u> to assign books to schools. School Coordinators should count and sign for all materials received. Materials must be stored in a locked, secure location at all times.</li> <li>• <b>DO NOT DISCARD SHIPPING BOXES. The boxes must be used to return test materials at the end of testing.</b></li> <li>• If additional materials are needed, or there are any discrepancies noted in materials received, School Coordinators should contact the System Coordinator.</li> </ul>
<b>Order Additional Materials</b>	<p>If you need additional materials, follow these instructions:</p> <ul style="list-style-type: none"> <li>• Order materials on the PearsonAccess Web site at <a href="http://www.pearsonaccess.com">www.pearsonaccess.com</a>.</li> <li>• Place only <b>ONE</b> order for materials so that only one shipment is required.</li> <li>• Place the order no later than five schools days before testing to ensure that materials will arrive prior to testing.</li> </ul>
<b>DURING TESTING</b>	
<b>Monitor Test Administration</b>	<p>During the test administration window, check frequently with School Coordinators to be certain that testing is proceeding on schedule. Be prepared to assist the School Coordinators with any problems.</p>
<b>AFTER TESTING</b>	
<b>Collection of Test Materials</b>	<p>Observe timelines. If necessary, send reminders to School Coordinators about the return of materials. As Answer Documents are received, spot check to verify that the codes have been entered for EL students and students with disabilities and that other identifying data are complete.</p>
<b>Return of Answer Documents</b>	<p>School Coordinators must return completed Answer Documents to the System Coordinator as soon as possible after testing in order that the system’s materials arrive for scoring by the deadline to the Georgia Center for Assessment.</p> <p><b>All Answer Documents must be returned for scoring no later than the dates indicated on page 6.</b></p> <p>The process of data analysis cannot begin until every system’s Answer Documents are received. <b>Please be aware that one system can delay scoring and reporting for all Georgia high school students.</b></p> <ol style="list-style-type: none"> <li>1. As you receive completed Answer Documents from the schools, verify counts. A School Building Answer Sheet Transmittal Form should be completed for each school. The number of completed Answer Documents should equal the number given on the</li> </ol>

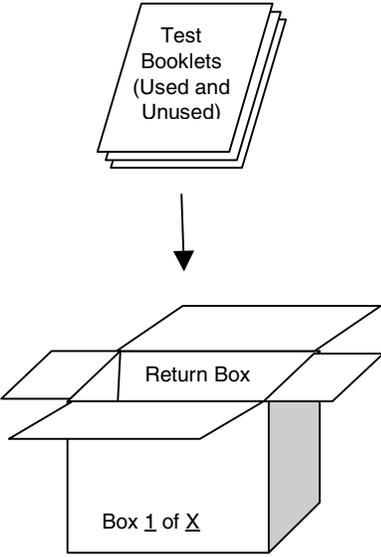
## Return of Answer Documents (continued)



Transmittal Form. **If there are discrepancies, you must resolve them with the School Coordinator.** Be certain to show the corrected counts to ensure that School Coordinators have entered and gridded all information and have the correct school code.

2. Place the appropriate School Building Answer Sheet Transmittal form on top of the Answer Documents for that school. Loosely bind the documents (with the Transmittal Form on top) with paper bands or by tying them. **Do not use paper clips, rubber bands, or any fasteners that might damage the edges of the Answer Documents.** This is extremely important since any damage will interfere with proper machine scoring.
  3. Place the Answer Documents in the shipping cartons. All Answer Documents from a school should be placed in the same carton. Place Answer Documents from as many schools as necessary to fill a carton, **but do not divide Answer Documents from any school between two or more cartons.**
  4. After all cartons are filled, tape them securely. Fill in the return information requested on the cartons with the system name, code, and address.
  5. When all Answer Documents have been returned from the schools, record the total number on the bottom of the packing list and place it along with the completed Inventory Control Form on top of the contents in the carton to be numbered 1.
  6. All cartons must be numbered in the spaces provided on the carton in the following manner:
    - Box (beginning with 1) of (total number of cartons)
    - If you are sending only one carton, it should be numbered 1 of 1.
- Only used Answer Documents should be shipped for scoring. Destroy any unused Answer Documents.
7. Answer documents for students who use brailled tests are to be separated from your regular Answer Documents. Follow the directions provided in the braille test administration addendum.

**NOTE: Do not use envelopes to return answer documents; use the original shipping carton.**

<p><b>Directions for Shipping</b></p>  <p>The diagram illustrates the shipping process. At the top, a stack of papers is labeled 'Test Booklets (Used and Unused)'. An arrow points down to an open cardboard box labeled 'Return Box'. On the front of the box, it says 'Box 1 of X'.</p>	<p><b>Answer Documents should be prepared for shipping as soon as testing is completed.</b> Follow procedures sent to you by the Georgia Center for Assessment for pickup of your Answer Documents. Call GCA if you have any problems with shipping (1-888-392-8977).</p> <p>After all Test Booklets have been accounted for and verified, pack the Test Booklets, used and unused, together in their original packing boxes. <b>All Test Booklets must be returned to Pearson.</b> The name of the school(s) must appear on the top of each box.</p> <p>Place the Pearson white label on the outside of the boxes. Number the boxes “1 of __, 2 of __,” etc. Secure the boxes until they are picked up.</p> <p>Please follow these instructions for pickup of Test Booklets:</p> <ul style="list-style-type: none"> <li>• Bill of Lading or ground label — Call the indicated number for pickup of your Test Booklets.</li> <li>• <b>Do NOT send your Answer Documents with the Test Booklets.</b> This will delay the return of your results.</li> </ul>
<p><b>Disposition of Remaining Materials</b></p>	<p>Once you have received and accounted for all test materials and returned completed Answer Documents and all Test Booklets (used and unused), you should destroy all remaining materials.</p>
<p><b>Questions? Suggestions?</b></p>	<p>Call Assessment and Accountability, Georgia Department of Education, at (404) 656-2668 or 1-800-634-4106.</p>

## CHECKLIST FOR SYSTEM COORDINATORS

### BEFORE TESTING

- Receive materials from Pearson and immediately verify proper quantities for each subject area. If additional materials are needed, order additional materials through the PearsonAccess Web site.
- Review security procedures. Confirm secure area for storage of materials.
- Schedule all test administrations (regular and make-ups).
- Appoint and train School Coordinators. Training should include test security, checking all test materials, setting a proper testing atmosphere, following proper procedures, and returning all testing materials.
- Distribute test materials to School Coordinators. Test materials must be signed for by the School Coordinators using the School Security Checklist.

### DURING TESTING

- Be available to assist the School Coordinators.

### AFTER TESTING

- Receive and verify test materials from each School Coordinator. Verify that the numbers of Test Booklets received matches the numbers that were issued. Report any missing materials or other irregularities to the GHS GT Assessment Specialist at the Department of Education at 404-656-2668 or 1-800-634-4106.
- Sign the School Security Checklist to document that every assigned Test Booklet has been returned from each School Coordinator. **Keep these forms in your files.**

#### **Check and Package Completed Answer Documents and Test Booklets.**

- Check all fields on the Answer Documents.
- Verify that the materials are packaged in accordance with the instructions on pages 15–17.
- Package Test Booklets in their original shipping cartons.

#### **Supervise Pickup of Answer Documents and Test Booklets.**

- Schedule pickup of Answer Documents **according to dates on page 6.**
- Schedule pickup of Test Booklets **no later than the dates specified on page 6.**

#### **Destroy the following test materials:**

- Examiner's Manuals and School/System Coordinator's Manuals
- Unused Answer Documents
- Voided Answer Documents (retain documentation in testing files for voiding a student's test paper)

## SCHOOL COORDINATOR’S RESPONSIBILITIES

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

**School Coordinators are responsible for maintaining the security of all Test Booklets. Immediately report any test security irregularities to your System Coordinator.**

**All school and system personnel are prohibited from examining the contents of the GHS GT.**

<b>BEFORE TESTING</b>	
<b>Receive Materials from System Coordinator</b>	<p>On the day that you receive testing materials from the System Coordinator, verify and sign that all materials listed below are included:</p> <ul style="list-style-type: none"> <li>• Packing List</li> <li>• GHS GT <u>Examiner’s Manual</u></li> <li>• GHS GT <u>School/System Coordinator’s Manual</u></li> <li>• GHS GT Student Test Booklets</li> <li>• GHS GT Student Answer Documents</li> <li>• <u>School Building Answer Sheet Transmittal Forms</u></li> <li>• <u>School Security Checklist</u></li> </ul> <p><b>If you need additional materials, call your System Coordinator immediately.</b></p> <p>Organize and lock your materials in a secure location.</p>
<b>Attend Training Session for School Coordinators</b>	<p>Each School Coordinator is responsible for the testing environment and for the training and monitoring of Examiners and Proctors. Training sessions should include but not limited to:</p> <ul style="list-style-type: none"> <li>• Test security</li> <li>• Accountability for all test materials</li> <li>• Establishing an environment appropriate for testing</li> <li>• Following all testing protocols</li> <li>• Procedures for returning all test materials</li> </ul>
<b>Schedule Test Dates and Arrange Test Sites</b>	<ul style="list-style-type: none"> <li>• Verify your System’s testing dates with your System Coordinator</li> <li>• Arrange for appropriate test sites well in advance of testing</li> <li>• Testing rooms must be well lit, adequately ventilated, and free from distractions</li> </ul>

## BEFORE TESTING (continued)

### Schedule and conduct 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 GHS GT. The Examiner’s responsibilities are outlined in detail in the Examiner’s Manual and **must** be reviewed thoroughly during training. Training must include:

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

### Sign out Materials for Testing

Materials should be prepared for distribution to Examiners well in advance of the administration date. This can lessen the possibility of errors and shortages. Each Examiner should receive an Examiner’s Manual well before test dates but should not receive test books and Answer Documents until the actual test administration.

Take precautions in distributing materials to ensure that test security is maintained. Keep track of the number of Examiner’s Manuals, Test Booklets, and Answer Documents each Examiner receives so that numbers can be reconciled after testing is completed. Examiners must account for any discrepancies.

Each Examiner should have the following materials:

1. **A roster of students and/or a student sign-in sheet** to guarantee accurate collection of Test Booklets and Answer Documents. Rosters and/or student sign-in sheets should be retained by the School Coordinator until student score reports are returned to the school.
2. **2013–2014 Administration Examiner’s Manuals** for GHS GT.
3. **2013–2014 Administration Test Booklets:** English Language Arts, Mathematics, Science, and Social Studies.
4. **Answer Documents** (one per student) Note: **Regardless of how many tests a student takes or on what schedule, he or she must use only one Answer Document for all tests.**
5. **A timing device.**
6. **A “Testing—Do Not Disturb” sign.**

## DURING TESTING

### Monitor Test Administration in the Testing Rooms

School Coordinators, principals, or others who may be designated should monitor all sites in the school where testing is conducted. The School Coordinator should report any irregularities in procedures and any test administration problems to the System Coordinator immediately.

Examiners should be monitored to be certain they are following all directions in the Examiner's Manual, using appropriate material, and observing guidelines for tasks such as test security, answering students' questions, and giving breaks. If Examiners are working in testing rooms without proctors, substitutes should be made available to allow short breaks for the Examiner.

## AFTER TESTING

### Receive and Verify Test Materials

- All Test Booklets and Answer Documents, used and unused, must be returned.
- Verify that the number and barcodes returned match the Test Booklets distributed as indicated on the School Security Checklist. Resolve any discrepancies with Examiners immediately.
- Report any missing materials to the System Coordinator.
- Sign the School Security Checklist to document that all materials have been returned and retain a copy for your files.

### Inspect Answer Documents and Complete Forms

**Be certain no Answer Documents have been left in Test Booklets.**

The Answer Documents are machine-scannable documents. To be properly scanned, each Answer Document must be free of stray marks. The documents must not be folded, stapled, taped, or torn.

Check the accuracy of Answer Document gridding. Verify that all demographic information is complete and accurate.

Separate Answer Documents for delivery to the System Coordinator as follows:

Stack 1: All completed Answer Documents

Stack 2: All voided Answer Documents (Indicate that these Answer Documents have been voided by writing "VOID" on the paper band.)

## AFTER TESTING (continued)

### Inspect Answer Documents and Complete Forms (continued)

- Be certain all School Building Answer Sheet Transmittal Forms are complete and accurate. Verify that the number of Answer Documents being returned for scoring matches the count on the Transmittal Form.
- Check accuracy of student coding.
- Check PTNA bubble for each subject area—the bubble should not be marked if the student has bubbled answers in that section.
- Separate each with a paper band.

### Return Test Materials

- Package all materials in the original packing boxes and return to the System Coordinator.
- Answer Documents (stacked bottom to top):
  - Unused Answer Documents
  - Voided Answer Documents (banded and labeled)
  - Completed Answer Documents
  - Transmittal Forms
- Test Booklets grouped by subject (in original cartons):
  - Examiner’s Manuals
  - Used and unused Test Booklets
  - School Security Checklists (on top)

# CHECKLIST FOR SCHOOL COORDINATORS

## BEFORE TESTING

- Attend training session for School Coordinators.
- Coordinate the notification of students and parents about the testing program.
- Receive and verify materials from the System Coordinator. If additional materials are needed, call the System Coordinator immediately.
- Organize and lock your materials in a secure location.
- Schedule and conduct training of Examiners and Proctors.
- Assemble and distribute classroom materials:
  - Test Booklets, one per student
  - Answer Documents, one per student
  - Examiner's Manuals, one per Examiner and Proctor
  - School Building Answer Sheet Transmittal Form
- Carefully read the School/System Coordinator's Manual.
- Provide State-Required Codes, FTE and GTID numbers as appropriate for each student.
- Read all direction for test administration in the Examiner's Manual.

## AFTER TESTING

- Collect and verify all test materials.
- Verify the number of GHS GT Test Booklets.
  - Verify that the barcodes on the Test Booklets match those on the School Security Checklist.
  - Verify the completion of the School Building Answer Sheet Transmittal Form and insure its accuracy.
  - Sign the School Security Checklist to document that every assigned Test Booklet and Answer Document has been returned to the System Coordinator. Make a copy of the form for your files.
  - Inspect Answer Documents for complete and accurate gridding of student demographics.
  - Return all Answer Documents and the School Building Answer Sheet Transmittal Forms.
  - Return all test materials to the System Coordinator packaged according to the list on page 22.
  - Assist the System Coordinator with packaging the Answer Documents and Test Booklets for shipment.

## DURING TESTING

### Monitor test administration.

- Examiners and/or Proctors should evaluate and approve all calculator use for Science and Mathematics.
- Assist Examiners as needed.
- Notify System Coordinator of any testing irregularities.

# APPENDIX

## STATE REQUIRED CODE (SRC)

Use the SRC section on the Answer Document to code eligible students with disabilities, English Learner (EL) students, English Learner – Monitored (EL–M), Title I students, Section 504 Plan, and migrant students. Students with disabilities must have a current Individualized Education Program (IEP) or Individual Accommodation Plan (IAP) on file if they receive accommodations. A student may be coded EL if the student’s native language is not English and the student is eligible for services in accordance with State Rule 160-4-5-.02. EL students must have a TPC Plan to receive accommodations. The type of accommodation provided should be coded in the Accommodations box: S indicates setting; P indicates presentation; R indicates response; and SC indicates scheduling.

The SRC, Accommodations, and State-Directed Use (SDU) boxes on page 1 of the Answer Document are NOT to be filled in by students. Please consult with your School Coordinator about the SRC, Accommodations, or SDU boxes. The SRC and Accommodations boxes should be filled in by the Examiner or the School Coordinator before sending Answer Documents for scoring. The State-Directed Use Only (SDU A and SDU B) section should be used only when instructed by the GaDOE.

The SRC section should be used to identify several categories of students:

<u>Category</u> .....	<u>Code</u>
Visual Impairment or Blind .....	01
Deaf or Hard of Hearing .....	02
Deaf and Blind.....	03
Specific Learning Disabilities .....	04
Mild Intellectual Disabilities .....	05
Traumatic Brain Injury .....	06
Moderate/Severe/Profound Intellectual Disabilities .....	07
Autism.....	08
Orthopedic Impairments .....	09
Speech/Language Impairments .....	10
Emotional and Behavioral Disorders .....	11
Other Health Impairments .....	12
English Learner (EL) .....	13
Section 504 Plan.....	14
Title I Reading.....	16
Title I Mathematics .....	17
Migrant Certified.....	18
English Learner – Monitored (EL–M).....	19

Students with disabilities and English Learner (EL) students may require accommodations to participate in statewide testing. Only state approved accommodations may be used on the GHSGT. Approved accommodations are listed in the Student Assessment Handbook (SAH). If a student's IEP, IAP, or EL/TCP calls for an accommodation not listed in the SAH, please contact Assessment and Accountability to request approval. Use of unapproved accommodations must be reported as an irregularity and may result in invalidated scores.

Once Answer Documents have been submitted for scoring, coding cannot be changed. Follow coding instructions in the Examiner's Manual exactly.

## Allowable/Non-Altering Accommodations – Standard Administration

<b>Accommodations</b>		
	<b>Students with Disabilities: IEP and Section 504 IAP</b>	<b>English Learners: EL/TPC Plan</b>
<b>Setting Accommodation (S)</b>		
Special education classroom/ESOL Classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard
Sound field adaptations	Standard	
Adaptive furniture (e.g. slant board)	Standard	
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
<b>Presentation Accommodations (P)</b>		
Large print	Standard	
Sign the directions	Standard	
Sign test questions	Standard	
Sign reading passages	Standard	
Explain or paraphrase the directions for clarity in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Oral reading of test questions in English only by reader or assistive technology	Standard	Standard
Oral reading of reading passages in English only by reader or assistive technology	Standard	Standard
Low vision aids (e.g. CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Audio amplification devices or noise buffer/listening devices	Standard	
<b>Response Accommodations (R)</b>		
Technology applications, such as Braille, word processor, or other communications device with all grammar and spell check devices disabled	Standard	
Student marks answers in test booklet	Standard	Standard
Student points to answers	Standard	Standard
Verbal response in English only	Standard	Standard
Word-to-word dictionary		Standard
Braille writer	Standard	
Scribe	Standard	
Adapted writing tools (e.g. pencil grips, large diameter pencil)	Standard	
<b>Scheduling Accommodations (SC)</b>		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard



MANUAL GHS GT RETEST SYS/SCH COORD 2013-14



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