



**GEORGIA  
HIGH  
SCHOOL  
GRADUATION  
TESTS**

**Fall  
Winter  
Spring**

English Language Arts • Mathematics • Science • Social Studies

# **Examiner's Manual**

## **For 2014–2015 Retest Administrations**

### **IMPORTANT NOTICE TO ALL EXAMINERS**

Under no circumstances may any of these testing materials be reproduced or duplicated for individual or group use. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright law must be reported immediately to the Georgia Department of Education.

It is a breach of test security if anyone performs any of the following:

- Gives examinees access to test questions prior to testing;
- 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.





## TABLE OF CONTENTS

INTRODUCTION .....	5
2014-2015 TESTING DATES AND SCHEDULE .....	5
Suggested Schedule .....	6
Make-Up Testing .....	6
STUDENTS TO BE TESTED .....	6
TESTING STUDENTS WITH DISABILITIES AND EL STUDENTS .....	7
TEST SECURITY .....	7
PLANNING FOR TEST ADMINISTRATION .....	8
Environment .....	8
Examiners .....	8
Proctors .....	9
Resources and Aids .....	9
TEST MATERIALS .....	9
PREPARING ANSWER DOCUMENTS FOR ADMINISTRATION .....	10
Answer Document Data .....	10
State Required Codes (SRC) .....	10
DISTRIBUTION OF THE ANSWER DOCUMENT .....	11
DIRECTIONS FOR ADMINISTERING THE GHSGT .....	14
At the Beginning of Each Testing Session .....	14
Entering Information on the Test Booklet and the Answer Document .....	16
Electronic Devices in the Testing Room .....	17
DIRECTIONS FOR ADMINISTERING SPECIFIC TESTS .....	18
English Language Arts Test .....	18
Practice Test .....	18
Mathematics Test .....	20
Practice Test .....	20
Science Test .....	22
Practice Test .....	22
Social Studies Test .....	24
Practice Test .....	24
Use With All Test Takers .....	26
At the Conclusion of Each Testing Session .....	26
RETURN OF TEST MATERIALS .....	27
APPENDIX .....	28
State Required Coding (SRC) .....	28
Allowable/Non-Altering Accommodations – Standard Administration .....	29
Guidelines for Oral Reading of Test Items to Students with Disabilities .....	30
English Language Arts Test .....	30
Mathematics Test .....	30
Science Test .....	31
Social Studies Test .....	31
Sample Student Answer Document – Page 1 .....	32



## INTRODUCTION

The Georgia High School Graduation Tests (GHSGT) 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.

### 2014–2015 TESTING DATES AND TIMES

#### FALL RETEST

September 8 – September 12, 2014 — Administration  
September 17, 2014 — Answer documents received by GCA  
October 7 – October 14, 2014 — Test Results Received

#### WINTER RETEST

November 3 – November 14, 2014 — Administration  
November 12, 2014 — Answer documents from week 1 received by GCA  
November 19, 2014 — Answer documents from week 2 received by GCA  
December 8 – December 12, 2014 — Test Results Received

#### SPRING RETEST

March 16 – March 27, 2015 — Administration  
March 25, 2015 — Answer documents from week 1 received by GCA  
April 1, 2015 — Answer documents from week 2 received by GCA  
May 4 – May 8, 2015 — Test Results Received

The GHSGT must be administered during one of the weeks indicated by the Georgia Department of Education (GaDOE) as the state's test administration window. The same content area test must 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**. The local system 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 schedule on page 5. Please ask students to check with school-level personnel as to when they can expect to receive their scores.

## 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

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. 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 GHS GT 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 2014–2015 GHS GT should be administered to the following categories of students:

- Individuals, who are subject to the GHS GT requirement, and who exited high school with a Certificate of Performance or Special Education diploma and returned to retest.
- Students currently in high school (entered grade nine for the first time prior to July 1, 2008) who have taken but not passed one or more of the GHS GTs.
- 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 GHS GT and who have not achieved a passing score on one of the corresponding content area Georgia EOCTs.
- Students who entered grade nine for the first time prior to July 1, 2011, who are enrolled in grade eleven, and who have not yet taken the GHS GT. These students shall test for the first time during the spring administration. These students are only required to test in the GHS GT content area in

which they have not achieved a passing score on one of the corresponding content area Georgia EOCTs and they enrolled in grade nine for the first time between July 1, 2008 and June 30, 2011.

- Students who enroll in grade twelve (e.g. a move-in from out of state) who have not yet taken the GHSGT and who are subject to the GHSGT requirement. These students may test for the first time at their first opportunity. These students (if enrolled in grade nine for the first time between July 1, 2008 and June 30, 2011) are only required to test in the GHSGT content area in which they have not achieved a passing score on one of the corresponding content area Georgia EOCTs.

Please consult State Board Rule 160-3-1-.07 (Testing Programs – Student Assessment) for further information regarding students who may have matriculated in a non-traditional manner and/or who exited school without earning a diploma. The Rule can be located on the GaDOE website at:

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx>.

## **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.

## **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 Booklet. 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

## 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 THE ENVIRONMENT REMAIN CONDUCTIVE TO TESTING.**

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 other students' 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. It is critically important that students do not bring these devices with them into the testing area. If any of these devices are found during testing, they should be taken from students immediately and returned at a later date.

**No. 2 Pencils.** 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.

**Timing Device.** You should have a clock or watch to keep track of time during test administration.

## Examiners

1. Be certain that students' Answer Documents are prepared correctly.
2. Be certain that students respond 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.
3. Be certain students code the correct form number/letter on their Answer Documents. These form numbers are extremely important in making certain that tests are scored accurately. Please make certain that students fill in the correct form number/letter on their Answer Document.
4. There have been reports of inconsistencies in the testing times allowed in various schools and/or systems. In an effort to correct this problem, please be advised of the following:
  - 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 GHSGT (English Language Arts, Mathematics, Science, and Social Studies).**
  - Examiners should collect the test materials of those students who finish 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 the students to another room.
5. Make-up testing opportunities for absentees need to be provided for each of the tests.
6. If you are responsible for testing students with disabilities, please refer to the special instructions in the Appendix, pages 28–31.
7. Only *short, supervised* breaks are permitted during the administration of any test. If the Examiner wishes to allow a break, students should first be instructed to close their Answer Documents and Test Booklets, and may then stand and stretch beside their desks. Talking should not be permitted during this break time. After a few minutes, students should resume testing. **Students should not be allowed to leave the testing room without an escort.**

## 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.**

## 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 may use calculators on the Math and Science portions of the test. However, any calculator or other electronic device that stores text or graphs is not allowed. **Cell phones and PDAs, etc., should not be allowed in the testing room.** It is critically important that students do not bring these devices with them into the testing area. If any of these devices are found during testing, they should be taken from students immediately and returned at a later date.

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.

## TEST MATERIALS

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

Please check your materials as soon as you receive them and contact your School Coordinator immediately if you need additional materials. You should have sufficient quantities of the following to test the students assigned to you.

1. **2014–2015 Examiner's Manuals.** You should receive one copy for yourself and one for each proctor.
2. **2014–2015 Test Booklets** for retest administration. There are four sets of Test Booklets:
  - English Language Arts: (GPS) Form 101
  - Mathematics: (GPS) Form 301
  - Science: (GPS) Form 501
  - Social Studies: (GPS) Form 701

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.

3. **Answer Documents.** These are 4-page folders designed to permit students to respond to all four tests.

## **PREPARING ANSWER DOCUMENTS FOR ADMINISTRATION**

### **Answer Document Data**

Information requested on page 1 of 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 FTE ID Number and their Georgia Testing Identifier (GTID), name, ethnicity, race, gender, date of birth, diploma type, and grade. See the back page of this manual for a completed sample of page 1 of the Answer Document.

- If a student has received an EL deferment, mark the First Year EL Deferred box on 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 the outside back cover 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. NOTE: If a student attempted to answer one or more questions, the PTNA bubble should not be marked.

### **State Required Codes (SRC)**

Students' answer documents must be coded 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. Use of conditional accommodations must also be coded. 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. If the student has no provision of an accommodation, leave this area blank, but mark the appropriate SRC (refer to the Appendix for SRC codes).

## DISTRIBUTION OF THE ANSWER DOCUMENT

The instructions below should be followed during the test administration. All directions below in bold type should be read aloud to students.

1. When the students are seated in the examination room, say:

**The testing period has begun. Please do not talk until after you have been dismissed. We will now hand out Answer Documents. Do not mark on these documents until told to do so. Dictionaries or other reference materials cannot be used during this test. No electronic devices may be used during testing. Further, you may not have a cell phone, PDA, or any other electronic device with you during the test administration. If you are found with one of these devices, it will be taken away from you and it may jeopardize the results of your test.**

2. Collect any dictionaries, reference materials, or electronic devices. Distribute one Answer Document to each student. (Other materials will be distributed after Answer Documents are coded.)

The following are directions for completing the required information on the Answer Document. Please read these instructions carefully. The instructions printed in boldface are to be read aloud to the students. All other instructions are for Examiners only.

3. Make certain students receive the correct Answer Document and complete all the information correctly. After Answer Documents are distributed and any reference materials, or electronic devices, are collected, say:

A) **We will complete the information on page 1 of the Answer Document. You must use a No. 2 pencil. If you do not have such a pencil with an eraser, raise your hand. . . .**

Distribute pencils to those students who need them. Then say:

B) **Turn your Answer Document to page 1 that looks like the example I am holding. . . .**

Hold up the sample page provided on the back cover of this manual. Then say:

C) **On the first line in the box in the upper left-hand corner, print your last name. On the second line, print your first name and your middle initial. . . . Do NOT use a nickname. For example, if your name is Robert, print Robert, not Bobby. . . . On the third line, print the month and year you were born. . . .**

If possible, the school and system name should be printed on a chalkboard/whiteboard. If this is not possible, give the students the information they will need. Then say:

D) **On the first line in the box in the upper right-hand corner, print the name of your school. . . . On the second line, print the name of your school system, which is \_\_\_\_\_. . . .**

Then say:

E) **To make certain that your Answer Document can be read and scored accurately, it is important that you do not make any stray marks or extra writing on your Answer Document with your pencil. Mark only in the specified boxes and circles. Do NOT mark in the space provided for a label. This could result in inaccurate test scores.**

Say:

- F) **Next, you will see a row of boxes in which you print your name. . . . Just below the words “Last Name (First 12 Letters)” is a row of 12 empty boxes. You are to print your last name, starting at the left and printing one letter of your last name in each box. If your last name has more than 12 letters, print only the first 12 letters. Do not use more than 12 boxes even if you cannot fit all of your last name in. . . .**

Be certain that each student has finished this correctly. Say:

- G) **Now, find the words “First Name (First 12 letters). . . .” There is a row of 12 empty boxes below these words. Starting in the first of these 12 boxes, print the first 12 letters of your first name. . . . In the empty box under the letters “MI,” print your middle initial. . . . Now you will grid your name. In each column, darken the circle that has the same letter as the one you printed in the box at the top of the column. Find the column below the box in which you reprinted the first letter of your last name. . . . Find the circle in that column that has the same letter in it as the one you printed at the top. Darken that circle. For example, if your last name begins with “R,” you have printed an “R” in the first box. Go down the column of letters until you find the “R.” Darken that circle. . . .**

**Now do the same thing for each column that has a letter printed above it. If you have not printed a letter at the top of a column, darken the blank circle. . . . Now darken the circles for your first name and middle initial. . . .**

When all students have finished gridding their names, say:

- H) **Now, you will grid your date of birth. First, under the column headed “Month,” find the month in which you were born and darken the circle next to that month. . . .**

**Under the columns headed “Day,” print the number of the day on which you were born in the boxes at the top of the column. For days 1 through 9 write a “0 [zero]” in the first box. For example, if you were born the 7th day of April, you would darken in the circle for April and print “07” in the boxes for the day. Darken the correct circles for the day you were born.**

**Under the column headed “Year,” print the last two digits of the year in which you were born in the boxes at the top of the column. Then darken the correct circles.**

**Are there any questions?**

Answer any questions, then say:

- I) **In the section under the word “Gender,” darken the circle for female or male, as appropriate. . . .**

Make certain students have the appropriate information to complete the FTE and GTID numbers. Then say:

- J) **Next, you will enter and grid your FTE and GTID Identification Numbers. Find the sections headed “Student FTE Identification Number and GTID Number” and enter your numbers beginning with the box on the left. Enter one digit in each box. . . . After the number is printed in the boxes, grid the correct circle under each one. . . . Are there any questions?**

Pause until all students have finished. Then say:

**K) Now, find the box for “Grade.” If you are a junior, or eleventh-grader, grid the 11. If you are classified as a senior, or twelfth-grader, grid the 12. If you don’t know but have not finished high school, mark “Other.” If you know your grade and it is not 11 or 12, grid “Other.” If you have finished high school with either a Certificate of Performance or a Special Education diploma, mark the appropriate place.**

Pause until all students have finished. Then say:

**L) Next, you will indicate ethnic group. Find the section labeled “Ethnicity” and grid in the circle next to the ethnic designation with which you most identify. . . . Now, look at the section labeled “Race.” Darken the circle or circles next to each race that applies to you: American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, or White. . . . Are there any questions?**

Someone other than the student will code in the State Required Code and Accommodations box for students with disabilities or other special programs. Therefore, read the following:

**M) You should not put anything in the sections called “SRC,” “SDU A,” “SDU B,” or “Accommodations.” These are for school use. Are there any questions?**

(Answer any questions students may have pertaining to completion of the Answer Document.)

You and the Proctor should check to be sure that the students are not making marks or writing outside the designated areas. (Test Administrators are also to refrain from making notations of their own on Answer Documents.)

## DIRECTIONS FOR ADMINISTERING THE GHSGT

### At The Beginning of Each Testing Session

As soon as students have completed page 1 of the Answer Document (or have received their own previously completed Answer Document), distribute the Test Booklets. Keep a careful count of all Test Booklets because you will be responsible for returning the exact number that you have been given.

1. Say:

**There are four different tests: English Language Arts, Mathematics, Science, and Social Studies. These tests are given over several days. If you are not taking the graduation tests for the first time, you may not have to take every one of the tests—you should check with your guidance counselor to be certain you are taking the tests you need for graduation if you are not certain which ones you have already passed.**

**Be certain to mark all answers on the Answer Document. If you make a mistake or wish to change an answer, be certain to erase your first mark completely and then make your new mark. Do not use correction fluid or use anything other than an eraser to make changes. You may not use scratch paper.**

**Answer all of the test questions to the best of your ability since field test items are included throughout the test.**

**You are allowed to write in the Test Booklet, to make notes in it, and to use it for solving problems and doing calculations. In fact, we recommend that you do this. Just remember that only the answers on your Answer Document will count. No one will see the markings in your Test Booklet.**

**The test scheduled for today is: \_\_\_\_\_ . (Insert the appropriate test name.)**

**This test should take about 60–90 minutes. However, you have up to 3 hours to complete the test.**

**If you finish before time is called, use the time to check your work and sit quietly in your seat.**

**Are there any questions?**

Answer any questions students may have about procedures.

2. Then hold up a booklet and say:

**You should have a (insert the appropriate test name) Test Booklet. If you do not have a (insert the appropriate test name) booklet, raise your hand. . . . (Make certain everyone has a booklet.)**

**Now open your booklet to page 3 and listen carefully as I read the directions aloud.**

Read the directions on the following page as students follow along in their Test Booklets. Then turn to the page in this manual with the specific directions for administering each subject area.

### English Language Arts – page 18

Please note: There are two different versions of the ELA Test Booklets.

- First time testers and those who previously tested using the GPS version should be administered the GPS test booklet (students who entered grade nine between July 1, 2005, and June 30, 2011). The GPS version has a 3-digit form beginning with the number 1 located on the Test Booklet cover. Check that the students are gridding the correct form number on their Answer Documents.
- Students who entered grade nine prior to July 1, 2005, should be administered the GPS/QCC version (form letter T).

### Mathematics – page 20

Please note: There are two different versions of the Mathematics Test Booklets.

- First time testers and those who previously tested using the GPS version should be administered the GPS test booklet (students who entered grade nine between July 1, 2008, and June 30, 2011). The GPS version has a 3-digit form number beginning with a 3 located on the Test Booklet cover. Check that the students are gridding the correct form number on their Answer Documents.
- Students who entered grade nine prior to July 1, 2008, should be administered the QCC version (form letter Q).

### Science – page 22

Please note: There are two different versions of the Science Test Booklets.

- First time testers and those who previously tested using the GPS version should be administered the GPS test booklet (students who entered grade nine between July 1, 2005, and June 30, 2011). The GPS version has a 3-digit form number beginning with a 5 located on the Test Booklet cover. Check that the students are gridding the correct form number on their Answer Documents.
- Students who entered grade nine prior to July 1, 2005, should be administered the GPS/QCC version (form letter T).

### Social Studies – page 24

Please note: There are two different versions of the Social Studies Test Booklets.

- First time testers and those who previously tested using the GPS version should be administered the GPS test booklet (students who entered grade nine between July 1, 2007, and June 30, 2011). The GPS version has a 3-digit form number beginning with 7 located on the Test Booklet cover. Check that the students are gridding the correct form number on their Answer Documents.
- Students who entered grade nine prior to July 1, 2007, should be administered the GPS/QCC version (form letter T).

The following directions contain information about

- where to write your name on the Test Booklet,
- how to grid information on the Answer Document, and
- use of electronic devices during the test administration.

### **Entering Information on the Test Booklet and the Answer Document**

**You should have an Answer Document and a Test Booklet. First, check page one of the Answer Document to be certain all necessary information has been entered.** (Make sure each student's information is complete.) **Before you begin answering any questions, print your first and last name on the cover of the Test Booklet on the line labeled, "Student Name."** (Hold up a Test Booklet and show students the proper place. Make sure all students do this.)

**Next, open your Answer Document to the section of the test you are taking and locate at the top of the page the line labeled, "Your Name." Print your first and last name on this line. Has everyone found the right place?** (Hold up an Answer Document and point to the correct section. Make sure all students do this.)

**Locate the box labeled, "FORM NUMBER" or "FORM LETTER" on the left-hand side of the page. Your Test Booklet will have either a form number OR a form letter. The form number or form letter appears in the upper-right corner of the Test Booklet.** (Hold up a Test Booklet and point to the form designation.) **Copy the three-digit form number from the Test Booklet into the Form Number box on your Answer Document, and then darken the correct circles under each digit of the form number. OR, if your Test Booklet cover has a form letter, darken the correct circle next to the form letter. Please note: If you do not enter the correct form number or form letter from the Test Booklet and darken the circles correctly, you MAY NOT RECEIVE A SCORE, OR YOUR SCORE MAY BE DELAYED.** (Make sure all students do this.)

**Now, locate the box labeled, "How many times have you taken the test?" Darken the appropriate circle to indicate 1st time, 2nd time, 3rd time, 4th time (or more).** (Pause to allow students to mark the appropriate circle.)

**Do not enter anything in the PTNA box or the First Year EL Deferred box.**

## **Electronic Devices in the Testing Room**

**Approved calculators that do not graph or store text may be used during the Mathematics and Science tests. If you use a graphing calculator or one that stores text, your test may be invalidated. If you are uncertain about the calculator you plan to use, ask your Examiner.**

NOTE: For more information about calculator restrictions please refer to the Student Assessment Handbook.

**No cell phones, PDAs, or other electronic communication devices are permitted in the testing room at any time during testing. If you are found with one of these devices during testing, it will be taken from you, and your test may be invalidated. In addition, you may face disciplinary action from your school.**

**The use, or intended use, of an electronic device to photograph, post, retain, or share information/images from any portion of a secure test booklet and/or answer document will result in invalidation.**

### **Are there any questions?**

Answer any questions students may have about these directions.

Now go to the section covering the specific test you are administering and follow the directions carefully.

## DIRECTIONS FOR ADMINISTERING SPECIFIC TESTS

### English/Language Arts Test

#### ***IMPORTANT***

Students who originally tested using the GPS version of the test must retest using the GPS version (Form 101) Test Booklet. Students who originally tested using the QCC or GPS/QCC version of the test must retest using the GPS/QCC version (Form T) Test Booklet. Be certain students have the correct Test Booklet.

**Now open your Test Booklet to page 5.** (Show a booklet opened to page 5.) **Read the directions for the practice test silently as I read them aloud.**

#### **Practice Test**

**Directions:** This practice test contains a reading passage and a question similar to ones you will answer on the test. The question is followed by four possible answers. Read the question carefully before answering. Choose the one best answer and mark your answer in the ENGLISH LANGUAGE ARTS PRACTICE TEST section of your Answer Document.

**Read the passage and answer the question.**

As a child, I spent nearly every July with my grandparents, who lived on a farm along the Chattahoochee River. Before darkness arrived, we gathered each night on the porch to wait for the gradual relief from the summer heat. What I remember most are the hydrangeas that almost obscured the view of the steps. My grandparents appreciated these overgrown bushes more than the house itself. While my grandfather spoke of how pretty the spring blossoms were, my grandmother insisted that the purple leaves of autumn were more beautiful. The two of them repeated these refrains so often that when I see hydrangeas today, I can still hear my grandparents talking.

1. What is the main effect of the imagery in the passage?
  - A. It describes the setting.
  - B. It introduces a character.
  - C. It helps define a problem.
  - D. It contrasts the past with the present.

Allow students time to read the passage and answer the question.

**Select the one best answer and mark it in P1 in the Practice Test section of your Answer Document. . . . You should have marked (A). . . . Are there any questions?**

Proctors, Examiners, or both should check Answer Documents to make sure students answer in P1 rather than Question 1. Answer any questions. Then say:

**This test contains questions requiring reading and analytical skills. Some questions require that you read and interpret a passage, some require knowledge of grammar, and some require skill in revising for specific purposes.**

Examiners should read the instructions below for the specific test they are administering:

**FOR GPS ELA TEST (Form 101)**

**There are 65 questions. As you answer the questions that follow, be sure to mark your answers in the ENGLISH LANGUAGE ARTS section of your Answer Document. This test includes field test questions that do not contribute to your score. Since these questions are not identified as field test and appear throughout the test booklet, you should give your best effort in answering each question in the test.**

**FOR GPS/QCC ELA TEST (Form T)**

**As you answer the questions that follow, be sure to mark your answers in the ENGLISH LANGUAGE ARTS section of your Answer Document.**

## Mathematics Test

### ***IMPORTANT***

Students who originally tested using the GPS version of the test must retest using a GPS Test Booklet (Form 301). Students who originally tested using a QCC version (Form Q) must retest using a QCC Test Booklet. Be certain students have the correct Test Booklet.

Please Note: The GPS Mathematics Test Booklet contains a Math Formula page. The Formula page is located on the inside front cover of the test booklet. The QCC Mathematics Test Booklet does not contain a separate formula page. The formulas are embedded with the QCC items.

### **FOR GPS MATHEMATICS TEST**

**To your left, on the back of the front cover, you will see a Mathematics Formula Sheet.** (Hold up a booklet opened to this page.) **Read the paragraph at the top silently as I read it aloud.**

**Some of the questions in this test require you to solve problems. This page contains all the basic formulas you will need to solve those problems. You may refer to this page as often as you wish while you take the test.**

**Now turn to page 5.** (Show a booklet opened to page 5.) **Read the directions for the practice test silently as I read them aloud.**

### **Practice Test**

**Directions: This practice test contains two questions similar to the ones you will answer on the test. Each question is followed by four possible answers. Read each question carefully before answering. Choose the one best answer to each question and mark your answer in the MATHEMATICS PRACTICE TEST section of your Answer Document.**

Please note: The practice items below are GPS sample items. The QCC practice item answers are the same as the GPS, (A) and (C).

**Begin with question 1 now.**

Allow students time to read and answer question 1.

1. For which function is the range of  $f(x) \geq 0$ ?
  - A.  $f(x) = 3x^2$
  - B.  $f(x) = 3x^3$
  - C.  $f(x) = -3x^2$
  - D.  $f(x) = -3x^3$

**Select the one best answer and mark it in P1 in the Practice Test section of your Answer Document. . . . You should have marked (A). Now answer practice question 2. . . .**

Allow students time to read and solve question 2.

2. A manufacturer uses a machine to make a metal part. The machine is able to make the metal part extremely close to a specific length.

Which phrase would most likely describe the set of lengths for one thousand of the metal parts selected at random?

- A. a low mean
- B. a high mean
- C. a low standard deviation
- D. a high standard deviation

**Select the one best answer and mark it in P2 in the Practice Test section of your Answer Document. . . . You should have marked (C). . . . Are there any questions?**

Proctors, Examiners, or both should check Answer Documents to be certain students answer in P1 and P2 rather than Questions 1 and 2. Answer any questions. Then say:

**This test contains questions requiring mathematical and problem-solving skills. Some questions require estimation or knowledge of how numbers are used, some require knowledge of basic algebra, and some require knowledge of geometric principles.**

**You will be permitted to use a calculator on this test; however, you may not use a calculator that stores text or graphs. As you answer the questions that follow, be sure to mark your answers in the MATHEMATICS section of your Answer Document. This test includes field test questions that do not contribute to your score. Since these questions are not identified as field test and appear throughout the test booklet, you should give your best effort in answering each question in the test.**

Examiners should read the instructions below for the specific test they are administering:

**FOR GPS MATHEMATICS TEST (Form 301)**

**There are 65 questions. As you answer the questions that follow, be sure to mark your answers in the MATHEMATICS section of your Answer Document. This test includes field test questions that do not contribute to your score. Since these questions are not identified as field test and appear throughout the test booklet, you should give your best effort in answering each question in the test.**

**FOR QCC MATHEMATICS TEST (Form Q)**

**As you answer the questions that follow, be sure to mark your answers in the MATHEMATICS section of your Answer Document.**

## Science Test

### ***IMPORTANT***

Students who originally tested using the GPS version of the test must retest using the GPS version (Form 501) Test Booklet. Students who originally tested using the QCC or GPS/QCC version of the test must retest using the GPS/QCC version (Form T) Test Booklet. Be certain students have the correct Test Booklet.

**To your left, on the back of the front cover, you will see a Science Facts and Formulas page.** (Hold up a booklet opened to this page.) **Read the paragraph at the top silently as I read it aloud.**

**Some of the questions in this test require you to solve problems. This page contains all the basic facts and formulas you will need to solve those problems. You may refer to this page as often as you wish while you take the test. Some questions may require information from the PERIODIC TABLE. This table can be found at the end of the Test Booklet. Look for it now. . . . Has everyone located the periodic table?** Hold up the page with the periodic table and check that all students have located it.

**Now turn to page 5.** (Show a booklet opened to page 5.) **Read the directions for the practice test silently as I read them aloud.**

### **Practice Test**

**Directions:** This practice test contains two questions similar to the ones you will answer on the test. Each question is followed by four possible answers. Read each question carefully before answering. Choose the one best answer to each question and mark your answer in the SCIENCE PRACTICE TEST section of your Answer Document. You may need to refer to the SCIENCE FACTS AND FORMULAS page to help you solve problems.

**Begin with question 1 now.**

Allow students time to read question 1.

1. A cell stores food or waste products in
  - A. chloroplasts.
  - B. nuclei.
  - C. ribosomes.
  - D. vacuoles.

**Select the one best answer and mark it in P1 in the Practice Test section of your Answer Document. . . . You should have marked (D). . . . Now answer practice question 2. . . .**

Allow students time to read and answer question 2.

2. A ball is dropped from the top of a building. Assuming normal gravity and no resistance, how fast will the ball be going at the end of five seconds?
- A. 1.96 meters/second
  - B. 9.8 meters/second
  - C. 14.8 meters/second
  - D. 49.0 meters/second

**Select the one best answer and mark it in P2 in the Practice Test section of your Answer Document. . . . You should have marked (D). . . . Are there any questions?**

Proctors, Examiners, or both should check Answer Documents to be certain students answered in P1 and P2 rather than Questions 1 and 2. Answer any questions. Then say:

**This test contains questions about several areas of science. Some questions are about biology. Others are about physical and chemical concepts of physical science. You will also be asked about characteristics of science, including skills you need to use in any science activity, and you will be asked to solve some problems.**

Examiners should read the instructions below for the specific test they are administering:

FOR GPS SCIENCE TEST (Form 501)

**There are 80 questions. As you answer the questions that follow, be sure to mark your answers in the SCIENCE section of your Answer Document. This test includes field test questions that do not contribute to your score. Since these questions are not identified as field test and appear throughout the test booklet, you should give your best effort in answering each question in the test.**

FOR GPS/QCC SCIENCE TEST (Form T)

**As you answer the questions that follow, be sure to mark your answers in the SCIENCE section of your Answer Document.**

## Social Studies Test

### ***IMPORTANT***

Students who originally tested using the GPS version of the test must retest using the GPS version (Form 701) Test Booklet. Students who originally tested using the QCC or GPS/QCC version of the test must retest using the GPS/QCC version (Form T) Test Booklet. Be certain students have the correct Test Booklet.

**Now open your Test Booklet to page 5.** (Show a booklet opened to page 5.) **Read the directions for the practice test silently as I read them aloud.**

### **Practice Test**

**Directions:** This practice test contains two questions similar to the ones you will answer on the test. Each question is followed by four possible answers. Read each question carefully before answering. Choose the one best answer to each question and mark your answer in the **SOCIAL STUDIES PRACTICE TEST** section of your Answer Document.

**Begin with question 1 now.**

Allow students time to read and answer question 1.

1. Which event resulted in the creation of the United Nations?
  - A. World War I
  - B. World War II
  - C. the test of the first nuclear bomb
  - D. the spread of communism in eastern Europe

**Select the one best answer and mark it in P1 in the Practice Test section of your Answer Document. . . . You should have marked (B). . . . Now answer practice question 2. . . .**

Allow students time to read and solve question 2.

2. While Panama is a small nation with few natural resources, it is strategically important to the United States and other world powers. What makes Panama so important?
  - A. It serves as a buffer between two hostile nations.
  - B. It has historically supported the United States during times of war.
  - C. It is close enough to the United States to provide a safe haven in times of danger.
  - D. It provides a quick and therefore economical link between the Atlantic and Pacific Oceans.

**Select the one best answer and mark it in P2 in the Practice Test section of your Answer Document. . . . You should have marked (D). . . . Are there any questions?**

Proctors, Examiners, or both should check Answer Documents to be certain students answer in P1 and P2 rather than Questions 1 and 2. Answer any questions. Then say. . .

**This test contains questions about American Government and Civics, U.S. History, World Geography, and World History. Some questions require you to recall facts you have learned. Others require you to describe, explain, analyze, or evaluate significant events and/or issues.**

Examiners should read the instructions below for the specific test they are administering:

**FOR GPS SOCIAL STUDIES TEST (Form 701)**

**There are 90 questions. As you answer the questions that follow, be sure to mark your answers in the SOCIAL STUDIES section of your Answer Document. This test includes field test questions that do not contribute to your score. Since these questions are not identified as field test and appear throughout the test booklet, you should give your best effort in answering each question in the test.**

**FOR GPS/QCC SOCIAL STUDIES TEST (Form T)**

**As you answer the questions that follow, be sure to mark your answers in the SOCIAL STUDIES section of your Answer Document.**

## Use with All Test Takers

When you are instructed by the examiner, you may turn the page to the questions and begin.

You should be able to complete this test in 60–90 minutes. You may have up to three hours if needed. You may go back and check your answers. When you finish, close the booklet.

Are there any questions?

Answer any questions. Then say:

**You may turn the page to the questions and begin.**

As students begin to work, circulate throughout the room to be certain all students are marking answers in the appropriate section of the Answer Document. Quietly correct any students who are marking answers in the wrong section or who have gotten off track within the test section.

When students have finished this test, collect **and count** all Test Booklets and Answer Documents (even if they will be used again after break). Do not allow any student to leave before you have accounted for his/her Test Booklet and Answer Document. This should be easy since students' names are on the Answer Documents and Test Booklets, and you have a student roster.

At this point, students who do not need to take another test today may be dismissed. All other students should be allowed a brief break.

If students need extra testing time, implement local arrangements for providing up to 3 hours of time. It is best not to keep all students waiting while a few are still working.

If this is the last test for the day, follow local instructions for either returning all materials to your School Coordinator or for storing the materials in a locked location.

### At the Conclusion of Each Testing Session:

Collect all materials. The Answer Documents should be assembled in an order that will permit easy distribution in subsequent testing periods, unless you are administering the last test. Test Booklets should be counted and neatly stacked. All materials should be packed away in a secure place.

**Before dismissing any students, count all Test Booklets and Answer Documents and check against the numbers you should have.** If you are missing either of these documents, use students' names on the Test Booklets to help you identify which specific Test Booklet or Answer Document is missing. **Any discrepancies must be resolved before students leave the testing room.**

Prepare for the next testing session, if applicable.

**DO NOT USE STAPLES, PAPER CLIPS, OR TIGHT BINDINGS ON ANSWER DOCUMENTS.**

## RETURN OF TEST MATERIALS

All Examiner's Manuals, student rosters, Test Booklets, and Answer Documents should be returned to your School Coordinator as soon as possible. Be certain you account for all materials.

As soon as possible after testing has been completed, you should:

1. **Separate Answer Documents from all other materials.** Answer Documents left inside Test Booklets risk being lost or destroyed.
2. Count the Answer Documents to be certain you have the appropriate number. Then prepare the Answer Documents as follows:
  - a. Be certain that students have recorded the correct information in the proper manner. All errors in gridding must be corrected.
  - b. Erase all stray pencil marks and smudges from the Answer Documents. Be certain nothing has been written on the Answer Documents except in areas designed for recording information. Be certain no correction fluid has been used.
3. Stack the materials in the following order from bottom to top:
  - a. Unused and voided Answer Documents
  - b. Test Booklets
  - c. Examiner's Manual(s)
  - d. Used Answer Documents
  - e. Student Roster (top of stack)
4. Return all materials to your School Coordinator.

## APPENDIX

### State Required Coding (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 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 you or the School Coordinator before sending Answer Documents for scoring. The State-Directed Use Only (SDUA and SDUB) 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 GHSQT. Approved accommodations are listed in the Student Assessment Handbook (SAH). If a student’s IEP, IAP, or EL/TPC 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

Accommodations		
	Students with Disabilities: IEP and Section 504 IAP	English Learners: EL/TPC Plan
<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

## Guidelines for Oral Reading of Test Items to Students with Disabilities

Test items may only be read to students if this specific accommodation is outlined in their IEP, IAP under Section 504, or EL Testing Participation Committee Plan. However, test items may not be explained, translated, or interpreted. Specific instructions for reading items to students are explained below. Please follow these instructions carefully.

See the Student Assessment Handbook for additional information on testing students with disabilities. Call Assessment and Accountability, Georgia Department of Education, (404) 656-2668 or (800) 634-4106 if you need clarification.

### English Language Arts Test

Read all items verbatim except:

#### **Poetry Items**

Read the entire poem. Then if a question refers to a specific part of the poem, such as a stanza or line, re-read the part being referred to.

#### **Items with numbered sentences**

Read the numbered sentences in the order in which the answer choices present them.

#### **Analogy items**

Read analogy questions as “[X] is to [Y] as A: [m] is to [n], B: [o] is to [p], C: [q] is to [r], and D: [s] is to [t].” (The letters in the brackets stand for the specific concepts given in the item.)

#### **Items on grammar, spelling, etc.**

Read the entire sentence once, then re-read the sentence with underlined words and punctuation marks spelled out as they appear in the item. Spell out the answer choices.

Use the examples above to guide oral reading of items not specifically mentioned above.

### Mathematics Test

Follow these guidelines for reading items:

Graphs and tables: *Read the words and numbers in the graph or table, pointing at what you are reading; however, you may **NOT** interpret them in any way.*

Formulas: *Read the letters and numbers as they are printed; do not substitute the words that the letters stand for.*

$v=lwh$

v equals lwh (NOT volume equals length times width times height)

Mathematical Symbols: *Symbols that require some degree of interpretation should not be read aloud. These symbols include but are not limited to  $\geq$ ,  $<$ ,  $\leq$ ,  $>$ , and  $\cong$*

$3x \geq 12$

three x symbol twelve

Units of Measurement: *If a unit of measurement is abbreviated, read the letters instead of what they stand for.*

kg, oz., km<sup>2</sup>, mph, °F      k-g (NOT kilogram); o-z period (NOT ounce), k-m squared (NOT square kilometer), m-p-h (NOT miles per hour); degrees F (NOT degrees Fahrenheit)

Fractions: *Read mixed numbers as:*

$2\frac{3}{4} + 7\frac{8}{10}$       two and three fourths plus seven and eight tenths

*Read fractions without whole numbers as:*

$\frac{3}{4}, \frac{45}{16}$       three over four (NOT three quarters); forty-five over sixteen (NOT as forty-five sixteenths)

Decimals: *Read decimal expressions literally, element by element:*

13.07, 0.888      thirteen point zero seven; zero point eight eight eight;

0.002, .30      zero point zero zero two; point three zero

Dollar Expressions: *Read whole dollar amounts as follows:*

\$1,800, \$34      dollar sign, one thousand eight hundred dollars; dollar sign, thirty-four dollars

*Read dollar expressions with decimals as follows:*

\$13.50, \$45.00      dollar sign, thirteen point fifty; dollar sign, forty-five point zero zero;

\$100.05, \$.45      dollar sign, one hundred point zero five; dollar sign, point forty-five

Parentheses in expressions: *Read literally and sequentially.*

$(-3)^2, (8.3 \times 10^3)$       parenthesis negative three, close parenthesis squared; parenthesis eight point three times ten cubed, close parenthesis

$6^4 - 2^{12}$       six to the fourth power minus two to the twelfth power

{2, 3}      brace two three brace

### **Science Test**

Read all items and “Science Facts and Formulas” (inside front cover of the Test Booklet) verbatim. Read abbreviations as they appear, rather than interpreting them. For items in which the answer choices list Roman numerals that refer to statements, read the statements themselves, not the Roman numerals. Read and point to all words and numbers in graphs and charts. Do not interpret or explain anything.

### **Social Studies Test**

Read all items verbatim. Read abbreviations as they appear, rather than interpreting them. Read and point to all words and numbers in graphs, charts, and maps. Do not interpret or explain anything.









