



GEORGIA  
HIGH  
SCHOOL  
WRITING  
TEST

February 25, 2015 (Main Administration)  
February 26, 2015 (Make-Up)

# System/School Coordinator's Manual

## Important Notice to All Examiners

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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, or 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 the 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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## I. INTRODUCTION

State Board of Education Rule 160-3-1-.07 requires that all students who entered ninth grade after July 1, 1991, and before July 1, 2013, pass the Georgia High School Writing Test (GHSWT) as one requirement for receiving a high school diploma. The State Writing Assessment Core Development and Advisory Committee assisted the Georgia Department of Education (GaDOE) in developing the high school writing component of the student assessment program. The committee was composed of educators with expertise in the instruction of writing skills and writing assessments. The goal of the Writing Assessment Core Development and Advisory Committee and GaDOE is to create developmentally appropriate assessment procedures to enhance statewide instruction in the language arts. The high school writing assessment serves the purpose of improving writing and writing instruction.

This manual provides instructions for administering the GHSWT. **Read this manual completely before proceeding with any plans.** If you have questions about the instructions, please contact your System Test Coordinator.

### System Coordinators

As System Coordinator, it is your responsibility to instruct School Coordinators regarding appropriate administration procedures, to maintain security of test materials, to distribute the materials to the schools under your jurisdiction, to collect the materials after tests have been administered, and then forward the completed Answer Documents for scoring to the Georgia Center for Assessment (GCA), University of Georgia. You also should familiarize yourself with the information in the *Examiner's Manual*.

### School Coordinators

This manual provides information to assist in implementing the testing program in each school. **Read this manual completely before proceeding with any plans.** If you have questions regarding the testing program or the instructions contained herein, please contact your System Test Coordinator.

## II. TESTING DATES

February 25, 2015	Main Administration
February 26, 2015	Make-Up for Absentees Only
March 4, 2015	Answer Documents due to GCA
April 6-10, 2015	GHSWT results will arrive in systems

The intended purpose of the make-up day is to administer the test to students who are absent on the regularly scheduled date. The make-up day is not an alternative testing date for students whose activities conflict with the regular test administration day.

### III. STUDENTS TO BE TESTED

This administration of the GHSWT is for all 11<sup>th</sup> grade and 12<sup>th</sup> grader students who entered grade 9 for the first time prior to July 1, 2013. Eligible students also include those who are subject to the GHSWT requirement and have left school with a High School Certificate or Special Education Diploma. Students who had not passed the GHSWT and entered grade 9 for the first time prior to July 1, 2005 must be assigned the QCC prompt. It is expected that the System Test Coordinator will have implemented preregistration procedures for all retesters.

Students with disabilities and English Learner (EL) students for whom English is the second language, and who must meet this requirement for graduation, must participate in the assessment. When an Individualized Education Program (IEP) team determines that a student at any grade level 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. **EL students in their first year (12 months) of enrollment in a U. S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.** Considerations for testing students with disabilities are listed in the *Examiner's Manual* and the *Student Assessment Handbook*.

Students who have **no** means of written communication sufficient to complete the GHSWT due to a severe physical disability may apply for a waiver from the GHSWT graduation requirement (Rule 160.3-1.07) through the Department of Education. All waivers must be approved by the State Board of Education. Procedures to apply for a waiver can be found in the *Student Assessment Handbook* (160-1-3.09).

#### Accommodations

English Learner (EL) students and students with disabilities may need testing accommodations in order to participate in statewide assessments. For students with disabilities, the specific accommodations needed should be identified in the student's IEP or IAP, and they should be consistent with the adaptation or accommodation used in the student's current instructional program. For EL students, the Test Participation Committee should meet prior to testing to determine specific accommodations for each student. Only state approved accommodations found in the Student Assessment Handbook may be used on the GHSWT. Should an individual require a more expansive accommodation, approval must be obtained from the GaDOE at least one month in advance of the assessment (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>).

This information should be submitted to the Assessment and Accountability Division by calling the main number at (404) 656-2668 or submitting the form by fax at (404) 656-5976.

<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 (prompt)	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 (prompt) 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	
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

See the Student Assessment Handbook for information on testing students with disabilities. Call the Assessment Administration Division, Georgia Department of Education, (404) 656-2668, if you need clarification. **(See specific instructions in the Examiner’s Manual for using barcode labels and coding students with an SRC.)**

The complete list of standard accommodations for students with disabilities (IEP and Section 504 IAP) and English Learners (EL/TPP Plan) appears on page 6.

**Students who have a temporary physical impairment (e.g., broken arm or hand) that prevents production of a handwritten response should have testing delayed until the next regularly scheduled administration. Eligible students may be provided accommodations based on a Section 504 Plan to allow participation in the assessment.**

### State Required Coding (SRC)

It is the responsibility of the system or school to grid the codes for eligible students with disabilities, English Learner (EL) students, Title I students, and migrant students in the State Required Code (SRC) section of the Answer Documents. These codes are as follows:

<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

### State-Directed Use

Please note the addition of 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 facility’s assigned identification code. The GNETS codes are listed on page 8. 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. The last columns (SDU B) of this section are reserved for reporting testing irregularities. When System Test Coordinators communicate with the program manager in the Assessment Administration Division at the Georgia Department of Education to report irregularities, instructions for coding in this section will be provided. Note: Only System Test Coordinators should complete this section for testing irregularities.

Should a testing irregularity occur during test administration, contact your System Test Coordinator to report the irregularity. The System Test Coordinator will document the situation on the System Test 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 facility.

Program Name	State-Directed Code
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 Center	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24

**Once Answer Documents are submitted for scoring, coding cannot be changed. Accurate coding is critical for correct reporting of test data.**



#### IV. DESIGNATING SCHOOL COORDINATORS

A School Test Coordinator should be designated for each school. If one has not been appointed, contact the school principal to determine who would best serve in that position.

The School Test Coordinator is responsible for implementing the program at his/her school, for verifying that prescribed administration procedures are followed, and for maintaining test security. School Test Coordinators should have a complete orientation to all testing procedures and should, in turn, see that all Examiners and Proctors in their schools are given an orientation.

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.

#### V. TEST SECURITY

The writing assessment materials are secure test documents. Tests should be kept under lock and key except during actual administration. During the actual test 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.** The actual tests should be delivered to the Examiners as close to the testing date and time as possible. This will ensure that testing materials remain secure. REMINDER: All administered prompts are test secure materials. The prompts are not to be shared with anyone or reproduced in any fashion. The prompts are not to be used as practice writing assignments for students.

It is recommended that students in each testing room sign a roster. The roster should be checked by the examiner for accuracy. **Students caught cheating may have their scores invalidated. Contact the System Test Coordinator if cheating is suspected.**

#### VI. TEST MATERIALS

##### **System Coordinator Responsibilities**

Destroy any writing topics, manuals, and Answer Documents from previous years. **USE ONLY MATERIALS IN YOUR CURRENT SHIPMENT.** Quantities are based on enrollment figures supplied by your system during the ordering process. **The ordering process is important to ensure that schools receive the proper number of writing topics.**

If additional materials are needed, follow these instructions:

- Order materials on the TestTime Web site at <https://gcap.tsars.uga.edu/materials>.
- Click on GHSWT to order materials for the appropriate test.

- The User’s Guide is available from a link after you log into the site OR may be accessed at [https://gcap.tsars.uga.edu/wrt/users\\_guide.pdf](https://gcap.tsars.uga.edu/wrt/users_guide.pdf).
- Place only ONE order for materials so that only one additional shipment is required.
- Place the order no later than five school days before testing to ensure that materials will arrive prior to testing.

**School Coordinator Responsibilities**

The System Coordinator will order an adequate supply of test materials for each school. The School Test Coordinator will inventory materials upon receipt. If short of any items, contact the System Test Coordinator immediately. The following should have been received:

1. **System/School Coordinator’s Manual.** Each School Coordinator should receive a copy of this manual which contains instructions for implementing the testing program at the school level.
2. **Test Examiner’s Manuals.** Each Examiner should receive a copy of the manual. Any extra manuals should be supplied to Proctors.
3. **Writing Topic Page.** Each student will receive one Writing Topic Page. The shrink-wrapped package contains 25 or 5 Writing Topic Pages – one for each student. There are two GPS writing topics, one for the main administration and one for the make-up administration. GPS topics should be distributed to all students who must meet the GHSWT requirement who have not yet passed the test. A QCC writing topic is provided for students who failed the QCC version of the GHSWT as 11<sup>th</sup> graders during the 2006-07 school year or earlier.

<p><b>Writing Topics</b></p> <p>GPS Prompts</p> <ul style="list-style-type: none"> <li>• Main Administration: Form 1XX (<b>on green paper</b>)</li> <li>• Make-up Administration: Form 1XX (<b>on salmon paper</b>)</li> </ul> <p>QCC Prompt</p> <ul style="list-style-type: none"> <li>• Form 0XX (<b>on white paper</b>)</li> </ul>
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4. **Planning/Prewriting Page.** This unlined page is for any type of prewriting activity. The shrink-wrapped package contains 25 or 5 sheets – one for each student.
5. **Drafting Page.** This lined page is provided for writing the initial draft. The shrink-wrapped package contains 25 or 5 sheets – one for each student.

**Items 3, 4, and 5 are packaged together.**

6. **Answer Document.** These scannable Answer Documents are for recording demographic information and writing the final draft. There should be one for each student being tested. The shrink-wrapped package contains 25 or 5 Answer Documents.
7. **School Building Answer Document Transmittal Forms.** There should be a transmittal form for each school. The transmittal forms will not be pre-coded. Please ensure that the system and school codes are correct. Each School Coordinator should be provided a form with the correct school code.

**Reminder: For special programs (GNETS programs, alternative programs, etc.), a separate header sheet must identify each home school where students are reported to. School codes of 6XXX should not be used.**

Take time to review all materials, especially the *Examiner's Manual*. Pens are not provided; have students bring a blue or black ink pen and a No. 2 pencil to testing. Pens are needed for the final draft of the GHSWT.

## VII. PREPARING FOR THE TEST ADMINISTRATION

The GHSWT is to be administered at 9:00 a.m. (or as close to that hour as possible) on February 25, 2015. The make-up administration is February 26, 2015. There will be no extension of this testing window; students unable to test in the window must wait until the next scheduled test administration. The total administration time for the writing test will be between one hour fifty minutes and two hours (this includes distribution and completion of Answer Documents, Writing Topic Pages, Prewriting Pages, and Drafting Pages). Smaller groups of students will require less time for the distribution of materials. **Students are allowed a maximum of 100 minutes of writing time. Extra time is not allowed unless specified in a student's IEP, IAP, or EL/TPC plan.** See the test administration schedule on the following page. If, however, ALL students finish before the time is over, the Examiner should conclude the test period.

**REMEMBER:** Students will manage their time better if informed of the general limits. It is equally important not to keep students sitting restlessly in the testing room if the group finishes early. Please plan for these various contingencies.

## Testing Schedule

	Minutes
Distribute Answer Documents . . . . .	5-10
Complete Answer Documents . . . . .	10
Distribute Topic, Prewriting, and Drafting Pages . . . . .	5-10
Planning/Prewriting . . . . .	15
Drafting . . . . .	35
Revising and Editing . . . . .	25
Final Draft . . . . .	20
Proofreading . . . . .	5

Students unable to test on the established dates (main or make-up administrations) must wait until the next scheduled test administration. Avoid scheduling a test after an assembly or special event, and make certain testing schedules are cleared with the administration.

### Announcement of Testing

Advance announcements should be made to students about the date and the purpose of the test. **If it is not the usual procedure to furnish pens and pencils, students should be asked to bring two No. 2 pencils with erasers and a blue or black ink pen. The final draft must be written in pen.** It is important to give all classroom teachers advance notice of the scheduled assessment date so they may adjust lesson plans and personal schedules.

DO NOT tell students to bring their own scratch paper. All extra paper students use must be provided by the Examiner. Remind students that references (of any kind), study materials, and correction fluid are not permitted.

### Environment

To prevent confusion, arrangements for rooms and seating should be completed prior to the time of test administration. Each school determines whether large or small group (classroom) administration will better meet its needs. Either method is satisfactory, provided sufficient staff is assigned to conduct a smooth administration and maintain the integrity of the testing situation.

Students should be seated so that each person has enough room to take the test. Writing surfaces should be large enough to accommodate a Writing Topic Page and an Answer Document. Seating should be arranged so that students will not be tempted to copy other students' responses. It is desirable to maintain as normal a classroom situation as possible, but special provisions should be made to ensure a quiet environment. Hanging a "Do Not Disturb—Testing" sign on the door is recommended.

## Examiners and Proctors

Prepare a list of Examiners and record the amount of materials each will require. Certified staff must be designated as Examiners. It is recommended that professional staff serve as Proctors. Examiners and Proctors should receive training in proper assessment procedures.

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. Duties that may be assigned to Proctors are given in the *Examiner's Manual*.

Meet with the Examiners and Proctors to acquaint them with the testing program and the materials. Examiners should receive a copy of the *Examiner's Manual* and have an opportunity to review it prior to the day of testing. A simulated administration would help familiarize Examiners with procedures and reveal possible problems.

Remind Examiners and Proctors about the need to use the correct packages of materials for each testing session and that dictionaries and other study aids are not allowed for the GHSWT. **EXCEPTION: EL students taking the GPS version of the GHSWT may use a word-to-word translation dictionary if indicated in their EL/TPC Plan.** Any electronic devices that could allow students access to information (e.g., cell phone, PDA, calculator, etc.) are not permitted in the testing area.

Emphasize to the Examiners the importance of using only current materials. **Examiners must NOT use old Answer Documents even in emergency situations. Any old Answer Documents in their possession should be returned to the System Test Coordinator.**

## VIII. DISTRIBUTION OF TEST MATERIALS

### System Coordinators

Remember that the Georgia Writing Assessments are secure materials. Writing topics should not be distributed to anyone for viewing prior to the time of testing. Since orders will be shipped for each school, School Test Coordinators should prepare for test administration prior to the day of the test. This can lessen the possibility of errors and shortages. System training for School Coordinators should include procedures for the following:

1. Assembling the materials for each examiner as early as possible in order to verify needed quantities for each form of the test. **The coordinator should break open shrink-wrapped materials in order to inventory items and to provide accurate quantities to examiners.**
2. Completing the appropriate School Building Answer Document Transmittal Form.

3. Keeping a record of all materials sent to the school. The Inventory Control Form can be used for this purpose. School Coordinators should advise the System Coordinator if additional materials are needed.
4. Providing training for all examiners and allowing time review all instructions, including those in the *Examiner's Manual*.

### **School Coordinators**

Test materials should be prepared for distribution to the Examiners well in advance of the administration date. This can lessen the possibility of errors and shortages. **A systematic way for each Examiner to receive materials should be developed.** The materials should be distributed to Examiners on the day of testing, and a check should be made at this time to assure the supply is adequate.

Keep track of the number of *Examiner's Manuals*, Writing Topic Pages, and Answer Documents each Examiner receives so that amounts can be reconciled after testing is completed. Examiners should account for any discrepancies.

Each Examiner should receive an *Examiner's Manual* prior to the day of testing. On the day of testing, classpacks should be distributed, along with extra pens and pencils. Examiners also should have a timing device and a "Testing—Do Not Disturb" sign.

## **IX. MONITOR TESTING**

The **System Test Coordinator** should visit in the schools during testing to ensure that appropriate procedures are followed. In particular, observe if test security is being maintained, if good testing conditions have been established, and if Examiners are adhering to guidelines and directions in the *Examiner's Manual*. Encourage School Test Coordinators, Principals, and other designated persons to monitor testing sites in their buildings. Remind School Test Coordinators of the following:

- The deadline for return of Answer Documents must be observed.
- To avoid delays in processing the system's Answer Documents, remind School Test Coordinators to verify counts recorded on Transmittal Forms and to double-check Answer Documents for stray marks, double grids, use of correction fluid, and incomplete names or other identifying information.
- **There is a Form Number on the front of each Writing Topic Page. IT IS ESSENTIAL THAT STUDENTS ENTER AND GRID THIS NUMBER ON THEIR ANSWER DOCUMENTS. See the *Examiner's Manual* for detailed instructions.**

**School Coordinators** should arrange to monitor the testing sessions if other staff are conducting the testing. If there are multiple testing rooms, the Coordinator and some other responsible person(s) (such as the Principal and/or Assistant Principal) should visit the testing sites to make certain testing is proceeding smoothly and in accordance with

directions outlined in the *Examiner's Manual*. Be certain visits include any special sites where students with disabilities and/or EL students are being tested.

## **X. PREPARATION OF ANSWER DOCUMENTS**

Examiners should pay close attention to the directions in the *Examiner's Manual* regarding preparation of Answer Documents. Lack of information or improper coding of Answer Documents results in time lost at the scoring facility and/or inaccuracies in score reporting. Each item requested is necessary for analysis and reporting of accurate information.

### **Answer Document Data**

Information requested on page 1 of the Answer Document must be accurately completed. Some of the requested information also needs to be gridded.

### **Barcode Labels (Student Demographic Information)**

Systems will NOT receive barcode labels to pre-identify demographic information on student Answer Documents. Please follow these instructions carefully to ensure that all student demographic information is completed correctly on the answer document:

- 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 name, date of birth, number of times tested, form number, ethnicity, race, grade, gender, and Georgia Testing Identifier (GTID). See the back page of this manual for a completed sample of page 1 of the Answer Document.
- 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 SRC code is embedded in the barcode label; however, the information in the "For Teacher Use Only" area should be bubbled for ANY student with an IEP, IAP, or an EL/TPC Plan. Be certain to complete the Accommodations section if accommodations were provided for the assessment. In addition, if applicable, indicate that the accommodations resulted in a conditional administration (see sample on page 20). Also, indicate the nature of the accommodations by bubbling in the circles labeled (S) indicating setting; (P) indicating presentation, (R) indicating response, and (SC) indicating scheduling (see page 6).
- **If a student is eligible for an EL deferment, mark the EL Deferred bubble.** EL students in their first year (12 months) of enrollment in a U.S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.

- If a student was present for the test administration but did not attempt to write, mark the PTNA bubble. **NOTE: If students attempted to write, the PTNA bubble should not be marked.**
- Examiners must be certain that students receive the correct Answer Document and writing prompt for testing.

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

The SRC code is to be used for special coding of Answer Documents for students with disabilities or EL students. All students identified as special education, Section 504, or EL, or students who are eligible for Title I Reading, Title I Math, or Migrant services must be coded in the SRC box (see page 7 for SRC codes). The SRC is embedded in the barcode label; however, the information should also be bubbled for ANY student with an SRC code. If students receive accommodations during test administration, mark the appropriate bubble (IEP, Section 504 IAP, or EL/TPC) on the Answer Document. Also, mark the bubble indicating the nature of the accommodation. If the student received no accommodations during test administration, leave this area blank, but mark the appropriate SRC. Mark the bubble indicating that the administration resulted in a conditional administration if applicable. **All students who are identified with an SRC should be marked appropriately in the SRC box and in the Accommodations box.**

### **Accommodations**

There is an accommodations section on page 1 of the Answer Document. If a student received accommodations, mark the bubble for IEP, Section 504 IAP, or EL/TPC. If appropriate, indicate that the accommodations resulted in a conditional administration of the test. A list of approved accommodations appears in the Student Assessment Handbook (SAH). Accommodations not listed must be pre-approved by GaDOE.

### **Form Number**

**There is a Form Number on the front of each Writing Topic Page. IT IS ESSENTIAL THAT STUDENTS ENTER AND GRID THIS NUMBER ON THEIR ANSWER DOCUMENTS.**

### **Student GTID/FTE Numbers**

The state will make every effort to aid systems in keeping track of student scores, but use of ID numbers is essential. A list of GTID numbers should be available to use for verification. We are no longer collecting FTE numbers.



## **XI. TEST ADMINISTRATION INSTRUCTIONS**

School Coordinators, Principals, or others who may be designated should monitor all sites in the school where testing is conducted. Any irregularities in procedures should be documented and reported to the System Test Coordinator immediately. Any test administration problems should be documented and reported.

Examiners should be observed to make certain they are following all directions in the *Examiner's Manual*, using appropriate materials, and observing guidelines for tasks such as test security, timing of test sections, and answering student questions. If Examiners are working in test rooms without Proctors, arrangements should be made to give short breaks to Examiners.

Make certain that the GHSWT is administered in one sitting. Students should not be allowed to work on their compositions outside the testing room or outside the regular testing schedule.

COMPLETED ANSWER DOCUMENTS MAY NOT BE COPIED IN PART OR IN WHOLE EITHER MANUALLY OR BY MACHINE. Examiners or others should not make marks or notations on the Answer Documents other than to write "VOID" on any documents that are not to be scored.

## **XII. PROCEDURES AFTER ADMINISTRATION OF THE TESTS**

Upon completion of the administration of the GHSWT, all materials – used and unused – must be returned to the School Test Coordinator.

1. Examiners must account for all test materials. School Test Coordinators should resolve any discrepancies with Examiners.
2. All used and unused test materials should be packaged and returned to the location designated by the System Test Coordinator.

## **XIII. ASSEMBLING AND RETURNING COMPLETED ANSWER DOCUMENTS**

The following are procedures for the **School Test Coordinator** for assembling and returning the completed Answer Documents to the System Test Coordinator.

1. **Check Student Identification Information.** Examiners should check each Answer Document to make certain students completed and gridded information requested on page 1 of the Answer Document correctly. Check Answer Documents to make certain student identification information has been properly recorded.
2. **Preparation of School Building Answer Document Transmittal Forms.** All of the information requested on the form must be filled in and/or gridded as appropriate. This form will be used during the processing of Answer Documents to identify the school. Verify that the school code bubbled is correct. The

“Number of Students Tested” should include all students tested. Place the completed Transmittal Form on top of the assembled Answer Documents. NOTE: For special programs (GNETS programs, alternative programs, etc.), a separate header sheet must identify each home school where students are reported to. **School codes of 6XXX should not be used.**

3. Arrange GHSWT materials in the following order (bottom to top).

**BOTTOM**

- Voided Answer Documents, Writing Topic Pages
- Unused Planning/Prewriting Pages
- Unused Drafting Sheets
- Unused Answer Documents
- Unused Writing Topic Pages
- Used Writing Topic Pages
- Used Planning/Prewriting Pages
- Used Drafting Sheets
- *Examiner’s Manuals*
- Completed Answer Documents

**TOP**

- Transmittal Form

4. Return GHSWT materials to the System Test Coordinator according to local instructions given to you.

<p><b>DO NOT USE STAPLES, PAPER CLIPS, RUBBER BANDS, OR ANY FASTENERS THAT MIGHT DAMAGE THE EDGES OF THE ANSWER DOCUMENTS.</b></p>
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#### **XIV. COLLECTION OF TEST MATERIALS**

The following are procedures for the **System Test Coordinator** for collecting test materials from School Test Coordinators.

1. Observe timelines. If necessary, send reminders to School Test Coordinators about the return of materials to the System Test Coordinator.
2. As Answer Documents are received, check to verify that answer documents have been completed correctly. Make certain that form numbers and any other required information have been completed.
3. **REMINDER: For special programs (GNETS programs, alternative programs, etc.), a separate header sheet must identify each school where students are reported. School codes of 6XXX should not be used.**
4. A School Building Answer Document Transmittal Form must be completed for each school by the School Test Coordinator. The number of completed Answer Documents should equal the number on the Transmittal Form. If there are any

discrepancies, resolve them with the School Test Coordinator. Be sure to show the corrected counts on the Transmittal Form. Also, check Transmittal Forms to ensure that School Test Coordinators have entered and gridded all information and have the correct school code.

5. Ensure that the appropriate School Building Answer Document Transmittal Form is on top of Answer Documents for that school. Loosely bind the Answer Documents (with Transmittal Form on top) with paper bands. Do not use paper clips, rubber bands, or any other fasteners that might damage the edges of the Answer Documents. This is extremely important since any damage will interfere with proper machine scanning of the Answer Documents.

## **XV. RETURN OF ANSWER DOCUMENTS**

The following are procedures for the **System Test Coordinator** for returning answer documents to the Georgia Center for Assessment.

1. Ensure the Answer Documents are in the original shipping cartons or envelopes. All Answer Documents from a single school should be grouped and placed in the same carton.
2. Ensure all cartons are taped securely. Be sure to number the cartons so that the Georgia High School Writing Test Answer Documents are in carton 1. You may use the original box shipping labels to number the cartons.
3. When all Answer Documents have been returned to you, record the total number on the bottom of the completed Inventory Control Sheet. This should be placed on top of the scoreable documents in the carton to be numbered 1.
4. All cartons must be numbered using the original box shipping labels: Box (beginning with 1) of (total number of cartons). If you are sending only one carton, it should be numbered 1 of 1. If you are sending more than one carton, they should be numbered accordingly (e.g., 1 of 4, 2 of 4, etc.). Please ensure that the scoreable materials (i.e., completed answer documents) are placed in the carton numbered 1.
5. **REMINDER: Only used Transmittal Forms, Answer Documents, Inventory Control Sheets, and Packing Lists are to be shipped to GCA. Follow procedures sent to you by Georgia Center for Assessment for pick-up and delivery of test materials. Call GCA if you have any problems with shipping (1-888-392-8977).**

## **XVI. DISPOSITION OF REMAINING MATERIALS**

The remaining test materials should be dealt with by **System Test Coordinators** as follows:

1. All test materials should be removed from the schools. Resolve any discrepancies with the School Test Coordinator between the number of materials sent to the school and the number returned.
2. All Writing Topic Pages and *Examiner's Manuals* must be destroyed after testing. It is the responsibility of the System Test Coordinator to ensure that these materials are removed from the school and destroyed.

The correct disposition of test materials is extremely important. If there are any questions, contact the Assessment Administration Division, Georgia Department of Education, (404) 656-2668.







