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INTRODUCTION

Queen Anne’s County Formative Assessments, Mid-Term and Final Exams are a series of assessments utilized by Queen Anne’s County Public Schools (QACPS) to measure student progress in specific content areas.

Queen Anne’s County Public School System’s educators have played a vital role in developing the assessment plan and the tests themselves. Our educators have been involved in writing test items and reviewing items for content accuracy, difficulty, fairness and appropriateness for the target population.

This Local Assessment Administration Manual (LAAM) provides critical information and instructions for School Test Coordinators (STCs) for the administration of local assessments. Content-area-specific Teacher Test Administration Directions will be supplied to the schools for each administration. These Teacher Test Administration Directions provide specific directions for administering each test and should be closely followed.

DO NOT use this LAAM for State Tests such as MSA and HSA. For each state assessment, a Test Administration and Coordination Manual (TACM) will be provided by MSDE.

Procedures outlined in this LAAM must be followed. Failure to follow proper testing procedures is a violation of the Queen Anne’s County Test Administration and Dissemination of Test Data Policy (April 2015).

By following the procedures in this manual and the Teacher Test Administration Directions, you will help ensure that the tests are valid and equitable for all students. Prior to, during, and following the test administration, comments regarding clarity of directions and information provided in this LAAM and the Teacher Test Administration Directions may be emailed to the Supervisor of Accountability at david.brown@qacps.org.

GENERAL INFORMATION

Testing Accommodations

Testing accommodations for students with disabilities (IEP or 504 plan) or students who are English Language Learners (ELL plan) must be approved and documented according to the procedures and requirements outlined in the document entitled Maryland Accommodations Manual: Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment (MAM), ISSUE ID 201207 or the current (5th) edition of the PARCC Accessibility Features and Accommodations Manual.

No accommodations may be made for students merely because they are members of an instructional group. Any accommodation must be based on individual need documented in the student’s IEP—not on a category of disability area, level of instruction, environment, or other group characteristics.
**Verbatim Reading Accommodation**

Students who have a verbatim reading accommodation documented in their IEP, Section 504 Plan, or ELL Plan, and who receive that accommodation in regular instruction, should receive the accommodation on Local Assessments. Refer to the MAM for more detailed information about the verbatim reading accommodation.

For those students who receive a verbatim reading accommodation, the accommodation may be provided in one of two ways: 1) By a human reader, individually or in a group 2) By the computer, using Kurzweil 3000 screen reader software, ChromeVox, Read&Write or another text to speech application. Individual students or groups of students who receive a human-reader verbatim reading accommodation must have the accommodation provided by a Testing Teacher, Instructional Assistant, or other qualified individual who reads the text word for word exactly as it appears in the paper test. Refer to **Appendix B: Verbatim Reading Rules for Mathematics Items** for a list of mathematics verbatim reading rules that must be followed when a human reader is used to provide the verbatim reading accommodation for math tests.

Electronic copies of the tests will be posted to the Queen Anne’s County Public Schools’ computer network or an alternate approved site. Please consult your Supervisor of Accountability if you have questions about Text to Speech or the verbatim reading accommodation. [Note: A human reader may be used if there are technical difficulties using text to speech software.]

Students using the text to speech software must have familiarity with its operation and have used the system for instruction prior to the test administration. The electronic version of the test is a secure document and should be treated as such.

**Graphic Organizers**

Students who have the use of graphic organizers specified in their IEP and have been using the specified graphic organizers for instruction, may use the graphic organizer during local assessments.

**Errors Found During Testing**

In the event that an error is found on an item in the test book or in the scoring of the assessment, Testing Teachers should notify the STC, who will directly contact the appropriate Content Supervisor. The Content Supervisor will verify the existence of the error and work with the Office of Accountability and the Accountability Specialist to resolve the issue.
TEST SECURITY

Code of Ethics and QACPS Test Administration Policy

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education:

IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL OR NONVERBAL CLUES OR ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANYWAY INFLUENCE A STUDENT’S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND DISCIPLINARY ACTION.

The Test Books and Answer Sheets for all content areas of the Queen Anne’s Public Schools Local Assessment Program are confidential and must be kept secure at all times. Unauthorized use, duplication, or reproduction of any or all portions of the assessment is prohibited. Additionally, divulgence of secure test materials through electronic correspondence such as, but not limited to, email is prohibited.

Secure, Semi-Secure and Non-Secure Materials

All materials must be treated as confidential and placed in a secure area on school or central office premises.

Secure, semi-secure and non-secure materials are as follows:

Secure Materials—Tests, either paper copies or electronic, Kurzweil test files (electronic copies), used Answer Sheets, Answer Keys, Used Scrap Paper

Semi-Secure Materials—Tests files stored in Curriculum Loft or any other QACPS approved LMS.

Non-Secure Materials—Local Assessment Administration Manual (LAAMs), Teacher Test Administration Directions, unused Answer Sheets

Access to Secure and Semi-Secure

Non-secure materials may be used for training at any time. Secure and non-secure materials will be delivered to schools two weeks prior to an assessment. The following is a list of when the secure and semi-secure materials can be viewed and who may view them. Persons not mentioned specifically are to be denied access to secure materials.

STCs may have access to secure and non-secure test materials in order to prepare materials and training sessions. They may open packages of Tests and Answer Sheets as necessary to inventory and prepare materials for distribution to Testing Teachers. Secure test materials must not leave the central office location or school premises. Testing Teachers may have access to all semi-secure and non-secure test materials prior to the test administration. They are not permitted to have access to the secure test materials.
prior to the scheduled test date. Testing Teachers will receive Test Books, Answer Sheets, and secure online test materials from the STC or the department coordinator on the morning of the scheduled test date. All materials must be returned to the STC at the conclusion of testing, after the Testing Teacher has scored the BCRs and bubbled in the scan sheets appropriately.

Department Coordinators (high schools only) will receive testing materials from the STC up to twenty-four hours in advance of the assessment. The department coordinators will distribute the testing materials to their testing teachers on the morning of the assessment.

Accommodators may need access to secure materials prior to the first day of testing in order to prepare students’ accommodations. STCs must consult their Supervisor of Accountability to determine if a specific accommodation warrants the review of Tests prior to testing.

Non-certified staff may have access to secure paper test materials for clerical purposes as approved by the Supervisor of Accountability and only if supervised by the STC. Non-certified staff may perform such activities as assisting with the inventory, distribution of materials and scanning of answer sheets under the direction of the Central Office Accountability Specialist.

Testing teachers may access semi-secure materials at any time for their own reference. They may use these materials as necessary for instructional and testing purposes. They may be requested to print these items to provide testing materials for their classes.

For additional information on access to secure, semi-secure and non-secure materials, see Appendix D

Some Security Guidelines

- Secure Test materials, including answer sheets, may not be copied, duplicated or recorded in any way. Student responses should never be recorded on an answer sheet other than the one provided by the Central Office Test Accountability Specialist.

- Answer Sheets containing responses must be returned, along with all other secure materials, at the end of the testing session. All secure materials must be accounted for by the Testing Teacher before returning them to the STC. The STC should be notified immediately of any discrepancies.

- Testing teachers should collect all used scrap paper at the conclusion of testing and turn these into the STC with the other secure materials. The STC will return these to distributive services for shredding with the used test books.

- Testing Teachers may not alter any formula sheets provided with testing materials, nor may they alter existing diagrams or provide unauthorized diagrams or graphics not included with the testing materials

- Unless directed otherwise by the STC, any tests being checked out by a Testing Teacher on the morning of the scheduled test and not distributed to students during the
test administration should be temporarily stored in a secure location inaccessible to students until the end of the testing session. This may occur if a student is absent. Remember to retrieve these books from their secure location when returning the materials.

- For computer scored testing and online testing, while Brief Constructed Response (BCR) and Extended Constructed Response (ECR) answers are read and scored by the Testing Teacher, the Selected Response (SR) answers should never be hand-scored.

- Breaches of security must be reported to the STC, school Principal, and Supervisor of Accountability immediately.

RECEIPT OF MATERIALS

Delivery of Materials

Test materials will be delivered directly to the schools. They will be sent to the School Test Coordinator’s attention. Please alert all appropriate staff members to expect the delivery and to secure the delivery immediately. The tests books should be boxed by content area. Answer sheets will be delivered to the school separately from the test books. These will be delivered within 1 week of the assessment.

Kurzweil versions of the test will be posted on the school server in the Kurzweil Quarter Tests Folder. This folder is only accessible to members of the network group SPEDW. Prior to the test day, the IEP chairperson or STC will copy these files to the Kurzweil Student Test User’s home folder. Students will have access to these files on the day when the test accommodator logs into the network as the Kurzweil student, kurzweilXXX. (XXX representing the 3 letter school code as assigned by ComTek.) Prior to testing the accommodator should insure that the Kurzweil account used by the student has been set up for secure testing (See Appendix B). When testing is complete the STC or IEP chairperson should delete the files from the Kurzweil Student Folder.

Versions of the tests used by other Text to Speech software will be posted to the computer network in approved locations. School Test Coordinators will be informed on availability and location of these materials.

Online tests will become available within the testing platform on the scheduled day of testing and will need to be released to the student by the School Test Coordinator or the Testing Teacher. For online testing assistance, School Test Coordinators should contact the Accountability Specialist at the Central Office.
Inventory of Test Materials by the School Test Coordinator

Please follow these steps upon receipt and processing of test material shipments:

1. Confirm that you have received all boxes listed on the Assessment Checklist form. If a content box (or boxes) is missing, contact the Office of Accountability immediately and report the missing items.

2. Confirm that you have received the correct number of tests in each content area. If you do not have the correct number of tests within a content area, contact the Office of Accountability immediately and report the missing items.

3. Return signed the Assessment Checklist to the Office of Accountability with any comments on the contents and delivery of the testing materials via board mail.

RETURN OF MATERIALS

Upon conclusion of testing, the STC will box up the test books and used scrap paper. These materials will be returned to Distributive services and destroyed.

Completed Answer sheets will be hand carried to the Board of Education Office or one of the scanning schools by the school’s designated scan operator. There they will be scanned and the score will be transmitted to Performance Matters. Under no circumstances should answer sheets be sent through Board Mail or left unattended. After scanning, the answer documents should be stored in a secure location in case any questions arise concerning the accuracy of the score.

SCANNING PROCEDURES

Scheduling
School Scanning personnel who will be scanning at the central office must make arrangements with the Accountability Specialist to arrange a designated scanning time for each assessment administration for their school. Schools that scan at remote locations will coordinate a scanning schedule with the STC of the school that houses the remote scanner. Currently scanning can be done at Sudlersville Middle School, Queen Anne’s County High School and Kent Island High School in addition to the central office.

Score Availability
Assessment scores are usually available for official review through Performance Matters within 30 minutes of scanning. Assessments are generally available in ScanView for viewing and fixing of scanning issues almost immediately.
**High School Final Exams**

Typically, high school final exams are given on two half days of school with the students taking their exams in the morning. It is highly recommended that the high school scan operators scan each morning’s exams during the afternoon of the day that they are completed. This will provide for the prompt return and availability of scores for the teachers to use to calculate student grades.

**Make Up Tests**

In the event that a student’s assessment is unable to be scored with the rest of the class, the answer sheet should be hand delivered from the STC to the Accountability Specialist. **The scan sheets should never be sent via board mail.** These students’ answer sheets will be scanned as soon as possible by the Accountability Specialist and the student scores posted to Performance Matters.

In rare circumstances, there may be a need for the Testing Teacher to have more rapid access to the students’ scores in order expedite grade calculations of final exams for report cards. In this unusual case, with approval from the STC, the Testing Teacher may hand score the test prior to returning it to the Accountability Specialist. In this event, the Testing Teacher must score the test without making any marks or corrections on the answer sheet and without violating the rules about duplicating secure materials. The Testing Teacher must verify the weighting of the answers. The point values for each question are not always equal. This variation is calculated when the answer sheet is scanned and must be accounted for if the test is hand-scored to expedite results. Once scored, the STC must submit the answer sheet to the Accountability Specialist to be scanned and recorded in Performance Matters with the rest of the class.
Appendix A: Queen Anne’s County Public Schools Test Administration and Certification of Training Form

This form must be signed by all individuals having access to test materials during any QACPS test administration. This includes:

- School Test Coordinators
- Test Examiners
- Instructional Assistants or other personnel who provide accommodations to students with disabilities and/or students who are English Language Learners
- Teachers or others who support a test administration or who have access to test materials.

Only persons who are employees or agents of the school district and who have signed this form may supervise, administer, proctor, or assist with the administration of the test. The school system must retain completed forms on file as specified in COMAR Section 13A.03.04.03.

This is to certify that:

- I understand that the county assessment materials are confidential and I agree to abide by all of the regulations governing test administration and data reporting policies and procedures as specified in COMAR Section 13A.03.04.
- I understand that it is a breach of professional ethics to provide verbal or nonverbal clues or answers, teach items on the test, share prompts, coach, hint, or in any way influence a student’s performance during the testing. The only materials students may use are those authorized in the test’s teacher directions or the county Local Assessment Administration Manual.
- I know that copies of test materials, including items and other documents that are labeled as secure, are confidential and must be kept secure at all times. Unauthorized use, transportation, duplication, or reproduction of any portion of these assessment materials is prohibited.
- I understand the making notes about, making answer keys for, writing about, or discussing with persons not involved in the test administration, the content of the actual test or any part thereof, including teacher demonstrations, student activities, and reading passages, is prohibited.
- I understand that I may not provide any part of the test materials for examination or other use by any other party except as indicated in the Local Assessment Administration Manual.
- I understand that I may not disseminate any of the test materials to any other party.
- I know that accommodations for students must be limited to those documented in the student’s IEP, 504 plan, or ELL plan.
- I know that the test must be administered on the dates specified within the allowed window.
- I know that the test materials must be returned to the STC before the end of the testing day.
- I know that, unless part of the directions for administration, I may not read any activity to a student unless part of an allowable accommodation. Students unsure of the question or an answer should be told only to reread the question and give their best response. Although I know I can encourage students to respond to each question, I know I cannot tell students to change their responses.

_________________________________________ Name (Please print)  ______________________________ Date

_________________________________________ Signature  ______________________________ School

This form can be completed electronically at https://docs.google.com/a/qacps.org/forms/d/e/1FAIpQLSciwCI_imMBlDd8oFO8yFTqSgXzDwsF4Dp-p9_rnp2EId_qf0A/viewform
Appendix B: Verbatim Reading Rules for Mathematics Items

In general, numbers in the Mathematics assessments must be read properly, according to the rules provided below and on the next page, unless by reading the numbers according to these rules the reader cues the student to the answer of a test item. In those rare cases, readers must use the “Exception Guidance” rules at the end of this appendix to determine an alternate reading of the numbers that will not cue the student to the correct answer.

Proper Reading of Numbers and Symbols

- Numbers over 100 do **not** include the word “and.”
  Example:
  115 is read “one hundred fifteen.”
  115 is **not** read “one hundred and fifteen.”

- Any number followed by .0 is read as the whole number.
  Example:
  2.0 is read “two.”
  0.0 is **read** “zero.”

- Decimals are read using place value (i.e., tenths, hundredths, thousandths). Leading zeros are **not** read.
  Example:
  0.2 is read “two tenths.”
  0.2 is **not** read “zero point two.”
  2.3 is read “two and three tenths.”
  2.3 is **not** read “two point three.”
  $4.65 is read “four dollars and sixty-five cents.”
  $4.65 is **not** read “four point sixty-five.”

- When reading quantities in parentheses, the text should be read “the quantity of [whatever is in the item], quantity closed.”
  Example:
  \((x + 5) – (7x – 4) = 70\) is read “the quantity of \(x\) plus 5, quantity closed, minus the quantity of \(7x\) minus 4, quantity closed, equals seventy.”

- A pair of numbers within parentheses and separated by a comma is read as an ordered pair.
  Example:
  \((6, 8)\) is read “the ordered pair six (slight pause) eight”
• Fractions are read using names for the values in the numerator and the denominator.
  Example:
  1/2 is read “one-half.”
  1/2 is not read “one over two.”
  4/5 is read “four-fifths.”
  4/5 is not read “four over five.”
  6 2/3 is read “six and two-thirds.”
  6 2/3 is not read “six and two over three.”

• Percentages are read using the word “percent.”
  Example:
  48% is read “forty-eight percent.”
  48.5% is read “forty-eight and five-tenths percent.”
  48.5% is not read “forty-eight point five percent.”
  0.07% is read “seven hundredths percent.”
  0.07% is not read “point zero seven percent.”

• The absolute value symbol \(|a|\) is read “the absolute value of . . . ”
  Example:
  \(|4|\) is read “the absolute value of four.”
  \(|-4|\) is read “the absolute value of negative four.”
  \(-|4|\) is read “the negative of the absolute value of four.”
  \(-|-4|\) is read “the negative of the absolute value of negative four.”

Proper Reading of Notations in Geometry

\(\overline{AB}\) is read “Line A B”
\(\overrightarrow{CD}\) is read “Ray C D”
\(\overline{EF}\) is read “Line Segment E F”

Proper Reading of Simple and Back-to-Back Stem-and-Leaf Plots

Simple and back-to-back stem-and-leaf plots are read in the same way.

• Read the title first.
• Read the numbers in each row from left to right.
  o In a simple stem-and-leaf plot:
    ▪ In each row, read the stem digit(s) [pause] then read the leaf digit(s)
    ▪ Do not identify the digits as either “stem” or “leaf"
In a back-to-back stem-and-leaf plot:
- In each row, read the leaf digit(s) on the left side [pause] read the stem digit(s) [pause] then read the leaf digit(s) on the right side
- Do not identify the digits as either “stem” or “leaf”

- Read the key(s) last.
  - In the key for a simple stem-and-leaf plot:
    - Read the stem digit [pause] then read the leaf digit
    - Do not identify the digits as either “stem” or “leaf”
  - In the keys for a back-to-back stem-and-leaf plot:
    - In the left side key, read the leaf digit [pause] read the stem digit
    - In the right side key, read the stem digit [pause] then read the leaf digit
    - Do not identify the digits as either “stem” or “leaf”

**Proper Reading of Fractions and Ratios in Probability**

When probabilities are written as fractions, they should be read as fractions.
Example: The probability $\frac{3}{8}$ should be read “three-eighths”

When probabilities are written as ratios, they should be read “___ to ___”
Example: the probability 3:8 should be read “three to eight”

**Proper Reading of Operations Symbols**

The multiplication symbol “x” and the multiplication dot “•” should be read “times”
Example: 3 x 4 should be read “three times four”
Example: 3 • 4 should be read “three times four”

The division symbol “÷” should be read “divided by”
Example: 20 ÷ 2 should be read “twenty divided by two”

The addition symbol “+” should be read “plus”
Example: 9 + 6 should be read “nine plus six”

The subtraction symbol “-” should be read “minus”
Example: 11 – 7 should be read “eleven minus seven”
Proper Reading of Inequality Symbols

4 < x “Four is less than x”
4 ≤ x “Four is less than or equal to x”
4 > x “Four is greater than x”
4 ≥ x “Four is greater than or equal to x”

Exception Guidance

Exceptions to verbatim reading in Mathematics occur when the verbatim reading cues the student to the correct answer.

- If the item asks:
  What is the place value of the 4 in the number 1,423?
  You should read “What is the place value of the 4 in ‘one comma four two three’?” If you read the number correctly, you will be reading the place value, and inadvertently providing the student with the correct answer.

- When a number is given in standard form and the item asked for the word name, or the reverse, follow the examples below.
  Example:
  What is the word name for 268?
  You should read, “What is the word name for ‘two six eight’?”
  (Read the answer choices as written.)

  (Read the question as written.)

  What is twenty-two thousandths in standard form?

  Read the answer choices as shown below:

  A 0.022 is read “A (slight pause) zero point zero two two”
  B 0.22 is read “B (slight pause) zero point two two”
  C 2.02 is read “C (slight pause) two point zero two”
  D 2.20 is read “D (slight pause) two point two zero”
Appendix C: Test Administration and Security Procedures for the Kurzweil

For schools that use the Kurzweil 3000 software to administer verbatim reading accommodation to students taking local assessments the following procedures should be followed to ensure the integrity of test administration and to maintain test security:

1. Perform “Locking Out” of features on the Kurzweil 3000, as follows: Go to “Tools,” “Lock Features,” disable and password protect all features except “Reading enabled” and “Customization enabled.”

2. Customize the toolbar by going to “Tools” and “Customize toolbar,” and enabling only the reading controls. All other toolbar icons must be removed.

3. Go to the “Edit” menu and ensure that the “Enable editing” option is unchecked.
### Appendix D: Secure, Semi-Secure and Non-Secure Materials

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<thead>
<tr>
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<th>Non-Secure Materials</th>
<th>Semi-Secure Materials</th>
<th>Secure Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples</strong></td>
<td>- Local Assessment Administration Manual (LAAMs)</td>
<td>- Pre Tests</td>
<td>- Summative Assessments Questions</td>
</tr>
<tr>
<td></td>
<td>- Teacher Test Administration Directions</td>
<td>- Mid-Course Formative Assessments</td>
<td>- Final Exams / Post Tests questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Benchmark Formative Assessments</td>
<td>- Completed Answer sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Unused Answer Sheets</td>
<td></td>
</tr>
<tr>
<td><strong>Distribution</strong></td>
<td>- Distributed from Central office</td>
<td>- Distributed from Central office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Curriculum Loft or LMS</td>
<td>- Posted on Curriculum Loft or LMS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Google Drive</td>
<td>- Posted on School Network or other approved location</td>
<td></td>
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<tr>
<td></td>
<td>- QACPS Website</td>
<td>- Online assessment platform</td>
<td></td>
</tr>
<tr>
<td><strong>Duplication</strong></td>
<td>- May be duplicated at schools by STC or Testing Teacher</td>
<td>- Primary printing done at central office</td>
<td>- Printing done at central office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- May be duplicated at schools by Testing Teacher with authorization of Content Supervisor</td>
<td>- May be duplicated at school by STC with authorization of Supervisor of Accountability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Answer Sheets may be printed at school, but not duplicated</td>
<td>- Answer Sheets may be printed at school, but not duplicated</td>
</tr>
<tr>
<td><strong>Teacher Access</strong></td>
<td>- Testing Teachers may have access before, during and/or after testing.</td>
<td>- Testing teachers may have access before and/or after testing.</td>
<td>- Testing teacher receive these materials on the day of the assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Accommodators may receive these materials prior to first day of testing in order to prepare for student’s accommodations.</td>
</tr>
<tr>
<td><strong>Student Access</strong></td>
<td>- Students have no need to access these materials, but there is no restrictions on their access to it.</td>
<td>- Teachers may use these materials with students after the assessment to review the content and guide instruction.</td>
<td>- No student access is permitted before testing or after assessment is completed.</td>
</tr>
<tr>
<td><strong>Parent Access</strong></td>
<td>- Parent have no need to access these materials, but there is no restrictions on their access to it.</td>
<td>- Parents wishing access to these materials should contact STC or Content Supervisor.</td>
<td>- Parents wishing access to these materials should contact STC or Content Supervisor.</td>
</tr>
<tr>
<td><strong>After Testing</strong></td>
<td>- May be discarded at the school at any time</td>
<td>- Unused answer sheets may be securely destroyed by the STC.</td>
<td>- Used Answer sheets must be scanned at Central office or remote scanning site.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Test materials may be securely destroyed by the Testing Teacher at school after student review.</td>
<td><strong>SR items should not be hand scored.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Should be retained for 1 semester in case scoring questions arise</td>
</tr>
</tbody>
</table>