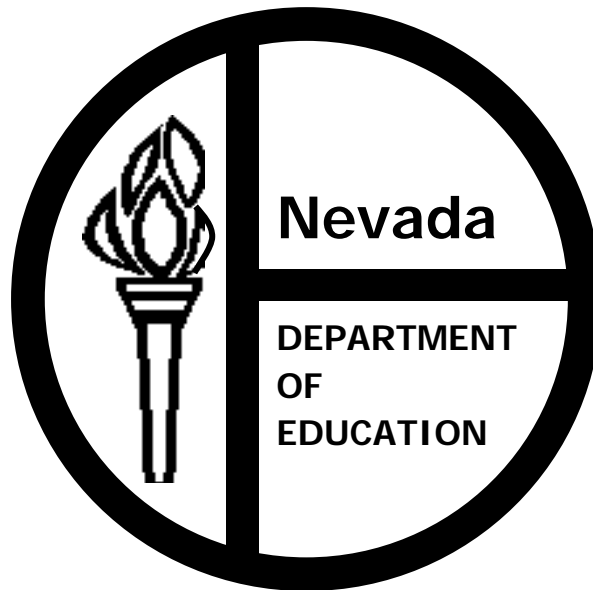


2008-2009
Nevada Fifth & Eighth Grade
Proficiency Examinations in Writing
ADMINISTRATION MANUAL



Nevada Department of Education

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Test Administrator's Responsibilities 5th and 8th Grade Proficiency Examination in Writing

The classroom test administrator has responsibilities before, during, and after the scheduled test administrations to guarantee the integrity of the test administration and the testing materials. The classroom test administrator must be a licensed school employee.

BEFORE THE TEST:

- _____ Attend the test administration refresher training at your school and discuss any questions that you may have.
- _____ Read all directions for test administration in this manual and any additional handouts provided in the test administration refresher training.
- _____ Make certain that you know the school's procedures for dealing with emergencies that might occur during the testing sessions including unannounced fire drills or a student getting sick. Also know the procedures for moving students from one testing location to another if they need additional time and for maintaining the security of testing materials.
- _____ Check room, and cover or remove any posters or materials on the walls that might provide assistance to students. Cover all student desktops if there is any material on them.
- _____ Obtain student rosters and sign-in sheets from your school test coordinator. (Your school test coordinator must verify student eligibility prior to testing. Only those students enrolled in the tested grade level may test.)
- _____ Obtain any necessary accommodation information from your school test coordinator.
- _____ Make certain that you know your school and district testing codes. Your school test coordinator should furnish this information to you.
- _____ Ensure that you have all necessary materials for test administration—No. 2 pencils, blank, lined or unlined, scratch paper, writing test prompts, and an answer document for every student scheduled to test with your class.
- _____ When using barcoded answer documents, ensure that the correct answer document is given to each student.
- _____ **Ensure that students do not bring electronic devices into the testing session and that no personal belongings are on the desk or table tops. All materials to be used during state assessments must be distributed or accessed BEFORE testing begins – students may not have access to any materials in their desks, backpacks, pockets, or any other personal items during the testing session.** Whenever possible, have students store backpacks in the rear of the testing room.

_____ Decide with your school test coordinator whether students will be allowed to use highlighters and colored pencils or pens during testing sessions. If students have been using these aids during regular classroom instruction, they may use them on the test for revising and editing purposes **only**, and these items must be on their desks at the beginning of the testing session. However, students **MUST** use only No. 2 pencils on their answer documents.

_____ Make certain that you know the times that have been allotted for each testing session. Schools may determine the amount of time for each session, but students must be given time in a test-conducive environment either after each testing session or at the end of the final session to complete the test if they are working productively.

DURING THE TEST:

_____ Post a “Testing” sign on your classroom door.

_____ Administer the tests only to those students eligible to take the test in an environment that is free from disturbances and allows each student to do his/her best.

_____ Follow the script in this test administration manual **VERBATIM**.

_____ Provide accommodations as outlined in the students' IEP, LEP, or Section 504 Testing Accommodation Plan, if applicable.

_____ Monitor to make sure students are not hand-bubbling on a preprinted barcoded answer document.

_____ Students may not receive any assistance or use any other materials beyond those specified in the instructions.

- No materials or other instructional aids are allowed. Students may use regular English dictionaries. Dictionaries may be paper or electronic, but no Internet access is allowed.
- Bilingual dictionaries that are word-for-word translations with no explanatory information may be used only by LEP students approved to receive this accommodation.
- A thesaurus or other specialized dictionary is not allowed for any student.
- Highlighters and colored pencils or pens are permitted only for revising and editing for students who are accustomed to using them during daily classroom instruction.
- Students **MUST** use only No. 2 pencils on their answer documents.

_____ Students must **NOT** be left unattended with test materials.

_____ Walk the room and actively monitor students during testing. Make certain that students are on task, that they are using No. 2 pencils on answer documents, and that they are not using any materials, e.g., rough drafts, that they may have worked on at home or outside of class.

_____ Students may **NOT** receive assistance with their writing during a session or in-between sessions.

_____ Prompts may **NOT** be translated into another language.

_____ Provide additional time, as needed, in a test-conducive environment. Follow the school's plan for orderly transition from one testing situation to another, if necessary.

_____ **DISCLOSURE OF TEST CONTENT IS STRICTLY PROHIBITED BY STATE LAW.** Do not discuss, read, review, copy, reproduce, or take notes on prompts. Prompts can be released once your school receives their test scores.

_____ Collect and log in answer documents, prompt sheets, scratch paper, prewriting, and rough drafts at the end of each testing session.

_____ Ensure that test materials are stored in a secure location and all security requirements are followed before, during, and after testing sessions.

AFTER THE TEST:

_____ Collect and log in all materials—answer documents, prompt sheets, scratch paper, prewriting, and rough drafts. Students are to leave the room with only their personal belongings.

_____ Ensure that the number of prompts and answer documents collected is identical to the quantities that were distributed prior to testing. Also, make certain that you have all the prewriting and rough drafts that students worked on during the test.

_____ Log in any unused prompts and answer documents, and include them with the materials to be returned to your school test coordinator. Make certain that incomplete tests are kept separate from the completed tests.

_____ **Conduct the answer document edit procedures listed in Appendix B of this manual.** Make certain that all students have completed the necessary demographic information. On barcoded answer documents, the fields for TC (Test Conditions), DNP (Did Not Participate), and SPC CON (Special Conditions) should be filled in only if applicable. On all other answer documents, information must be bubbled in completely and accurately.

_____ Follow your school's procedures for sorting test materials and return them to your school test coordinator as soon as possible but not later than the end of the school day. Completed answer documents must be treated as secure documents and must not be left unsecured once collected from the students. **DO NOT SEPARATE PAGES OF THE ANSWER DOCUMENT.**

_____ Follow your school's procedures for giving make-up tests to students who were absent for all or part of the testing period.

_____ Report any testing irregularities **IMMEDIATELY** to your school test coordinator.

Administration Procedures for the 5th and 8th Grade Writing Proficiency Examinations

This manual must be used by all test administrators who give the *Nevada Fifth and Eighth Grade Proficiency Examinations in Writing*. It contains a description of the procedures to be used when administering the tests, along with **detailed instructions that must be read to all students taking the test. Classroom test administrators should make sure that they read and understand these instructions thoroughly. Adherence to the procedures and instructions will ensure that students have uniformly favorable testing conditions. **Non-compliance may result in students' scores being invalidated.****

For an overview of the fifth and eighth grade tests, see Appendix D.

GENERAL TESTING INSTRUCTIONS

Test Materials

All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins—**students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

- This *Administration Manual*.
- Student Instructions and Examination Topic for each assigned session (Sessions one and two for 8th grade. Sessions one, two, and three for 5th grade).
- Answer documents – **DO NOT SEPARATE THE TWO PAGES.**
- A supply of No. 2 pencils with erasers for students who do not have them or who break their pencil leads during testing.
- Students who are accustomed to using highlighters and colored pens or pencils during their daily classroom instruction are permitted to use them for revising and editing **ONLY**; however, students **MUST use only No. 2 pencils on their answer documents**. All items must be on their desks at the beginning of each testing session.
- Regular English dictionaries.
- Bilingual dictionaries that are word-for-word translations with no explanatory information may be used only by LEP students approved to receive this accommodation if bilingual dictionaries are part of normal instruction. Dictionaries may be paper or electronic (free-standing only—no Internet access is allowed). A thesaurus or other specialized dictionary or other reference material is not allowed for any student.
- Blank, lined or unlined, scratch paper for each student (for prewriting and rough draft).
- Students may construct their own graphic organizers or patterns, but students may not be provided or given access to any graphic organizers or patterns that will guide them through an organizational process or that will provide assistance with organization.
- A reliable watch or clock.

Prompts

Schools have been provided with both regular and alternate prompts. These prompts may be used only in the following ways:

- Students will use the regular prompt during the two sessions (8th Grade Writing) or three sessions (5th Grade Writing) established by the district and/or school as the testing period within the state's testing window. Any student who is in school for any part of the school's testing period will test using the regular prompt. If a student is absent for one or more of the sessions, that student will continue with the regular prompt if the student returns to school during the time allowed for make-up.
- Students who are absent during the **entire** testing period but who return to school during the state's testing window may make up the test using the alternate prompt. Make-up tests must be completed by the final day of the state's testing window.
- Schools that are not in session during the state's prescribed testing window must use the alternate prompt. The testing window for off-track schools will be established at least 60 days prior to the testing window by the district test director in consultation with the Writing Assessment Consultant at the Nevada Department of Education.

Test Security

The following steps must be taken to ensure the security of materials required for the administration of the Nevada Proficiency Examination Program. Unauthorized persons must not have access to tests prior to test administration. The school test coordinator may be the principal, who has the ultimate responsibility for guaranteeing test security and proper test administration, or a person designated by the principal who assists with those responsibilities in the school.

- State statute requires that all individuals, including classroom test administrators and classroom proctors, involved in the administration of proficiency examinations must be familiar with the general instructions regarding preparation for testing, handling test materials, and test security contained in this *Administration Manual* and the Test Security section of *Procedures for the Nevada Proficiency Examination Program 2008-2009*. A refresher training on test procedures for all personnel involved with giving the test must be held prior to the administration of the writing assessment.
- Locked, secure storage must be provided for copies of *Student Instructions and Examination Topic* for all sessions before test administration. The locked room or file cabinet used for the storage of copies of *Student Instructions and Examination Topic* for each session must not be used for the storage of other materials to which individuals other than the school test coordinator require access, and the school test coordinator should not leave the key to the locked storage area in a location readily accessible to others. Classroom test administrators who keep the tests in their rooms during the two or three day school test window must also provide locked storage for test materials.
- Under no circumstances shall copies of *Student Instructions and Examination Topic* for any of the sessions be circulated among faculty, administrators, or other persons, nor left unattended where students and faculty might have access to them. They are not to be distributed to those who will administer the test until the prescribed date for test administration.

- Copies of *Student Instructions and Examination Topic* for each of the sessions must be collected after the test. Upon completion of testing, all materials are to be returned to the school test coordinator in a timely manner and not later than the end of the school day on which the test is administered. The prompts may be released after student results are returned to the site.
- All required materials – No. 2 pencils, copies of *Student Instructions and Examination Topic for Sessions One and Two (and for 5th grade, Session Three)*, answer documents, blank, front and back, lined or unlined, scratch paper, and dictionaries—should be provided at the testing location. These materials, including all scratch paper, should be collected before students leave the test room for any reason. Highlighters and colored pencils or pens are permitted only for revising and editing if students are accustomed to using them during daily classroom instruction, and these items must be on their desks at the beginning of the testing session; however, students **MUST** use only No. 2 pencils on their answer documents. Students may not use any other aids during the test, nor may they bring in prewriting or rough drafts that they have worked on outside of the testing sessions.
- A sufficient number of classroom test administrators and classroom proctors should be provided at the testing site to supervise the testing adequately. At no time should students be left unsupervised with test materials.
- Copies of *Student Instructions and Examination Topic* for any of the sessions may not be copied by any means without the prior authorization of the Nevada Department of Education.

Nevada statutes specifically prohibit the disclosure of the content of the Nevada Proficiency Examinations including topics used in the writing examination. The concern is twofold. First, students should have no knowledge of the topic prior to taking the test. Second, teachers should have no knowledge of the topic so that "teaching to the test" cannot occur either inadvertently or intentionally. (NRS 389.015)

Planning and Administration

Because the testing environment can affect students' performances, the following guidelines are provided for planning a testing situation that allows students to perform at their optimal level and that also provides safeguards for consistent and secure test administration.

Size of Testing Sessions. Districts may decide the size of sessions, but smaller testing sessions (approximately 25-30 students) are recommended.

The Room. Use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating. Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample workspace to accommodate a test, scratch paper (for prewriting and rough draft), and an answer document. Each student should also have access to a regular English dictionary.

When to Test. Test windows for administering the examinations are specified by the Nevada Department of Education. The regulations also require that the test be administered in multiple

sessions. Approximate testing times are given in this manual. If students are still working productively at the end of the test, they **must** be given time to finish in a test-conducive environment. If two sessions are scheduled in one day, students **must** be given at least a 30-minute break between sessions.

Personnel. The examination should be administered by one person (classroom test administrator) in each testing room with the help of as many assistants (classroom test proctors) as necessary. If the test is being administered in large groups, at least one test administrator plus proctor(s) should be provided for every 30 students.

A briefing session must be held for classroom test administrators and classroom proctors before testing to review these instructions and test administration duties, such as distributing and collecting materials, assisting students in marking the demographic information on the answer sheet, and checking the answer sheets for correct completion.

Helping Students. Students are not to be given help with their writing, but testing procedures should be made clear. Words must not be spelled nor shall information be given to students on how to write to the topic, with the limited exception of the class brainstorm/prewriting session for the Fifth Grade Examination in Writing. Writing topics are not to be translated into a student's native language. Teachers are not to review student writing between sessions and must not provide any assistance in revising and/or editing.

Cheating. Any instances of cheating should be handled in the least disruptive manner, consistent with district and school policies. Answer documents from students who cheat must be submitted as invalidated tests. Students who cheat will receive a failing score, be placed in the lowest achievement level, and be referred to the district test director for further appropriate action. Invalidated tests must be submitted separately from the other tests. Use a separate grade/category header sheet for these papers.

Students Who Finish Early. Some students may finish early. However, ANY students who require the full time should be allowed to work without disruption and without feeling rushed. It may ease the classroom test administrator's job considerably if students have study materials, books, or other reading materials available to occupy their time if they finish early. These materials must not be on students' desks while they are taking tests. For students who finish early, reading, writing, and drawing are permissible activities; but students must not talk or in any way disturb others who are still working on their tests.

Instructions for Recording Demographic Information on the 5th and 8th Grade Students' Answer Documents

Do NOT separate the answer document pages. If a document becomes detached, paper clips the pages together. Do Not use staples, glue, or tape.

Before Session One of the writing test, students must fill in the demographic information required on the front and back of their answer sheets. *It is very important that the form numbers on both sheets match and that both sides of the answer document are completed for every student who takes the test.*

For the 2008-2009 administrations of the 5th and 8th Grade Writing Proficiency Examination, an answer document must be submitted for **every** student enrolled at the tested grade level.

Barcoded answer documents have been provided for most fifth and eighth grade students in public schools, including charter schools, who have to take the examination. Students without barcoded documents who take the test must fill in the demographic information required on the first page of their answer documents.

On barcoded answer documents, the following fields must be hand-bubbled: TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Conditions), if applicable. Most students will have nothing marked in any of these fields. The school test coordinator will provide instructions for completing the TC and SPC CON boxes. The DNP field must only be marked if a student is absent and does not take the test at any time during the testing window. Please make certain that the DNP bubble is erased if a student was absent at the beginning of the testing window but shows up later and takes the test. Appendix A contains complete information on the coding of these sections.

The student will use the original barcoded answer document **unless** the school code on the answer document is incorrect. The barcoded answer documents will have the school's three digit number and the school name printed on them. If the school code is inaccurate, then a new answer document must be accurately and completely hand-bubbled. If any other information in the barcoding on the answer document is incorrect, it is not necessary to hand-bubble a new answer document, and the student will use the barcoded answer document to take the test. It is essential that any incorrect information in the overprinting be updated in the student information system immediately. **Do not make corrections on the barcoded answer document.**

For the purposes of these tests, students identified only as Gifted/Talented are not considered special education students.

Complete instructions for filling in the demographic data sections on Side One of students' answer documents are given on the following pages and must be followed exactly. Material to be read aloud to the students is printed in bold and bold italics and is preceded by the word SAY. All other information is for the test administrator and should not be read to the students.

Before reading the directions to students, make sure you know your district number and school number. Your school test coordinator will furnish you with this information. Also, note any instructions your district might have provided for filling out the STUDENT NUMBER block.

If the student is using a barcoded answer document, the teacher or test administrator should ask the students to provide the information requested on the back of the answer sheet by reading aloud the instructions at the end of this section.

When all students are quietly seated with No. 2 pencils and erasers,

Say: **As you know, you will be taking the Nevada Proficiency Examination in Writing. Please DO NOT make any marks on the outside of your answer sheet until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.**

Distribute the answer documents, and then

Say: **Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to continue. Are there any questions?**

(Pause to answer questions.)

Say: **Everyone, turn your answer documents to page 2. Check the serial number printed on this page with the serial number printed on page 4 of the answer document. If the two numbers do NOT match, please let me know now.**

(Hold up a sample answer document and point to the serial number areas.)

- ✓ *If the Serial numbers do not match or are missing, do not use the test form. Contact your school's test coordinator for a new form.*

NAME BLOCKS:

Say: **Close your answer documents so that you are looking at the front page. Those of you that have an answer sheet with a barcode on it, please don't make any marks until I ask you to. Please just sit quietly until students without barcoded documents fill in the blanks.**

(Pause and show the barcoded area on the documents.)

Say: **If you have an answer document without a barcode, locate the blocks labeled LAST NAME, FIRST NAME, and MI that are located at the top of the front of your answer sheet.**

(Hold up a sample answer sheet and point to the NAME blocks.)

Say: **Starting with the first box on the left side, print one letter of your legal last name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. If your last name has a hyphen or an apostrophe in**

it, do not leave a space for the punctuation. For example, if your last name is "O'CONNOR," print "OCONNOR" in the boxes provided. In the spaces labeled FIRST NAME, print one letter of your legal first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled MI, print your middle initial. If you do not have a middle name, do not print anything in this space.

(Pause to allow students time to fill in this information.)

Say: Each box has a column of circles below it. Darken in the circle in the first column that has the same letter as the letter in the box above it. Repeat the process for each of the other letters in your name. Mark only one circle in each column. Completely erase any incorrect marks. Be careful not to make any stray marks. Are there any questions? (Pause to answer questions.) You may now darken the appropriate circles.

(Check to make sure that each student is filling in the circles correctly.)

BIRTH DATE BLOCK:

Say: Locate the block labeled DATE OF BIRTH, next to the blocks for your name.

(Hold up the form and indicate the appropriate box.)

Say: This is for recording your date of birth. In the blank box at the top of the first column, write the abbreviation for the month in which you were born. Are there any questions?

(If necessary, answer questions.)

Say: Write the day of the month on which you were born in the boxes under "DAY," using the numbers 01 to 31.

(This is a good time to circulate and make sure students with barcoded documents do not also hand-bubble them.)

Say: Under "Year," write the last two numbers of the year in which you were born. For example, if you were born in 1995, you would write 95; or if you were born in 1994, you should write 94.

(Pause)

Say: Under each number you have written for month, day, and year, darken the circle containing the number you have written above. Make sure that you darken a circle in each column, including circles with zeros in them where zeros have been written in the box above. For example, for 01, the left circle containing the 0 should be darkened, and the right circle containing the 1 should be darkened. Are there any questions?

(If necessary, answer questions.)

PROGRAMS BLOCK:

- ✓ *Program information should be obtained from and completed by authorized school personnel, i.e., special education personnel or school counselors to indicate IEP, ELL (LEP), 504, Migrant (MIG), Free and Reduced Lunch (FRL) or Targeted Title 1 students. G/T may be coded if your district chooses. Please see Appendix A and your school test coordinator for additional coding information. **Remember that student submitted Alternate Response Mode documents must have the full IEP, LEP, 504 submitted as well.***

GENDER BLOCK:

Say: **Locate the GENDER block.**

(Hold up a form and point to the correct block.)

Say: **In this block, darken the circle for your gender: M for male or F for female.**

(Pause)

TESTING CONDITIONS (TC) BLOCK:

- ✓ *School personnel will fill in the appropriate bubble to indicate the testing conditions for R (Regular), A (Accommodations), or M (Modifications). Accommodations are available **only** to IEP, 504, and LEP students, as indicated on the testing Accommodation Plans for each group of IEP, Section 504, and LEP students. Modifications are available **only** for IEP students, as indicated on their testing Accommodation Plans. This block does not need to be coded for students testing under standard conditions with no accommodations as the scoring program will default to R.*

YEARS IN SCHOOL (YIS) BLOCK:

Say: **Locate the block labeled YIS (YEARS IN SCHOOL) below the date of birth block. Fill in the circle "0" for After CD (count day) if you enrolled in this school after count day of this year, or you initially enrolled before count day, but you have not been enrolled continuously since count day of this year.**

Fill in circle "1" for Before CD (count day) if you have been enrolled continuously in this school from and including count day of this year or before.

(Pause to answer questions.)

YEARS IN DISTRICT (YID) BLOCK:

Say: **Locate the block labeled YID (YEARS IN DISTRICT).**

Fill in circle "0" for After CD (count day) if you enrolled in this school after count day of this year, or you initially enrolled before count day, but you have not been enrolled continuously since count day.

Fill in circle "1" for Before CD (count day) if you have been enrolled continuously in this school from and including count day of this year or before.

RACE/ETHNICITY BLOCK:

- ✓ *Only one circle is to be filled in. If the student considers herself/himself to be a member of two or more groups, she/he is to fill in the space for the one group with which she/he most closely identifies.*

Say: **Locate the block labeled RACE/ETH (ETHNICITY) to the right of YIS and YID. The RACE/ETH block is for recording your racial/ethnic background. The ethnic/racial groups that I am about to describe have been provided by the United States Department of Education. For each group, I will read the group name and the code letters of the space you should darken if you are a member of that group. If you are a member of more than one group, please fill in the space for the ONE group with which you most closely identify.**

The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the circle containing the letters "I" in the Ethnicity block.

The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian Subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the circle containing the letter "A" in the Ethnicity block.

The next group is HISPANIC. This group includes people of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the circle containing the letter "H" in the Ethnicity block.

The next group is BLACK, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the circle containing the letter "B" in the Ethnicity block.

The next group is WHITE, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the circle containing the letter "C" in the Ethnicity block. Are there any questions? (Pause.) Check again to make certain that you have darkened only one circle in this block.

GRADE BLOCK:

Say: **Locate the GRADE block. In this block, darken the circle for the grade you are in.**

DNP (DID NOT PARTICIPATE) BLOCK and SPC (SPECIAL CONDITIONS):

- ✓ *School personnel will fill in the DNP section for those students who are absent or who did not test for any other reason. School personnel will also fill in the information in SPC*

CON for the students included in these categories. (See Appendix A and your school test coordinator for instructions on filling out this information.)

Say: **You will not be filling out the DNP or the SPC CON (Special Conditions) block on the answer document.**

DISTRICT NUMBER (DIST #) BLOCK:

- ✓ *Make certain that your school test coordinator has provided you with your correct district code.*

Say: **Locate the block labeled DIST # (DISTRICT NUMBER), which is at the lower left on your answer document, below where you wrote and bubbled in your last name.**

(Hold up a sample answer document and point to the correct block.)

Say: **In the boxes at the top of this block, write the numbers _____ using one digit per box. (Pause) Next, under each box, you will find a column of circles with numbers in them. Darken the circle in each column that has the same number in it that you wrote in the box directly above.**

(Pause)

SCHOOL NUMBER (SCHOOL #) BLOCK:

- ✓ *Make certain that your school test coordinator has provided you with your school's correct code number.*

Say: **Locate the block labeled SCHOOL # (SCHOOL NUMBER), which is next to the district number. In the boxes at the top of this block, write the numbers _____ using one digit per box.**

(This is a good time to circulate again to make sure students with barcoded documents do not also hand- bubble them.)

Say: **Next, under each box, you will find a column of circles with numbers in them. Darken the circle in each column that has the same number in it that you wrote in the box directly above.**

(Pause)

STUDENT NUMBER BLOCK:

- ✓ *There are nine boxes provided for the student's ID number. If the student's ID number contains fewer than nine digits, the number must be left-justified with no leading zeros. If a student does not have an assigned student number, the district should assign one. This field **must** be filled in.*

Say: **Locate the block labeled STUDENT NUMBER, which is next to the school number. (Hold up a sample answer document and point to the STUDENT NUMBER box.) Starting with the box on the left side, print one number of your student number in each box. Do not add dashes or leave spaces between series of numbers.**

(Pause to allow students time to fill in this information.)

Say: **Each box has a column of circles below it. Darken in the circle in the first column that has the same number as your student ID number. Repeat the process for each of the other numbers in your student ID number. Mark only one circle in each column. Completely erase any incorrect marks. (Pause) You may now darken the appropriate circles.**

(Pause to allow students time to fill in this information.)

STUDENT INFORMATION ON LAST PAGE OF ANSWER DOCUMENT:

Say: **Now everyone, even those of you with answer documents that have barcodes, turn to the last page of your answer document and print your name, your teacher's name, school name, and county name in the spaces provided at the top right side of the page, right here.**

(Hold up an answer document to demonstrate the appropriate section. It may be helpful to write some of this information on the board or overhead.)

Say: **Immediately after the school name, print the school number, which is (_____.)**

(Pause)

Say: **You should now have filled in all of the necessary information. Please erase any stray pencil marks you may have made on your answer sheet.**

(Pause)

Say: **Do NOT separate the answer document pages. They must be attached when you turn your test in at the end of the assessment.**

Collect the answer documents as they will not be needed until Session Two for 8th grade and Session Three for 5th grade of the writing assessment. ***Please do not staple, glue, or tape anything to the answer documents.***

Teachers or administrators should verify the students' completion of the demographic data and check the demographic page of the answer document for completeness and accuracy.

Also verify that students with barcoded answer documents did not also hand-bubble their personal information, i.e., Name, Birth Date, and etc. **Note: IEP, LEP, and 504 students with testing Accommodation Plans and who test using accommodations, may have the Programs Block, Testing Conditions (TC) Block, and/or Special Conditions (SPC) Block hand-bubbled on answer documents.**

Fifth Grade Time Requirements and Instructions

Note: For the prewriting session, you must use the script beginning on page 17 of this administration manual along with the student testing instructions. The times given below indicating student progress through the writing process are guidelines only. Schools may determine the amount of time allotted for each session; however, students, if they are working productively, must be provided the time they need in a test-conducive environment to finish the assessment.

All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins—**students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

SESSION ONETOTAL TIME: APPROXIMATELY 65 MINUTES

Assessment Instructions and Preparation: Approximately **10** Minutes

You will need the following.

- *Student Instructions and Examination Topic for Session One*, one per student
- **No. 2 pencils must be used on the answer document**, with erasers as needed, and blank, lined or unlined, scratch paper for students for prewriting and for the rough draft
- Highlighters, if appropriate. Highlighters and colored pens or pencils are permitted for students who are accustomed to using them during daily classroom instruction, and these items must be on their desks at the beginning of testing session. They are for revising and editing **ONLY**.
- Regular English dictionaries
- Bilingual dictionaries with word-for-word translations only for LEP students approved to receive this accommodation and who use them as part of their classroom instruction

Instructions for Session One begin on page 17. Read them aloud and verbatim.

Writing Time Required for Session One:	Approximately 50 minutes
Prewriting:	Approximately 30 minutes
Writing the Rough Draft:	Approximately 20 minutes
Collecting Test Materials:	Approximately 5 minutes

If Session Two is scheduled for the *same day*, a 30-minute minimum break between sessions is required. (All three sessions are **not** to be conducted in one day.)

If Session Two is to be conducted on the *following day*, all materials must be returned to the test coordinator's office or stored in a secure, locked place. Collect copies of *Student Instructions and Examination Topic for Session One*, prewriting, and rough drafts. Using only paperclips, attach students' writing to their instruction sheets or put them in a folder for each student. Teachers may not review their students' work in between writing sessions, and students may not take any portion of the test home to work on outside of the testing sessions.

- Bilingual dictionaries with word-for-word translations only for LEP students approved to receive this accommodation and who use them as part of their classroom instruction
- Answer documents, with completed demographic data, first and last page

Instructions for Session Three begin on page 23. Read them aloud and verbatim.

Total Writing Time for Session Three: Approximately **40** Minutes

Editing, copying to answer document, and proofreading: App. **35** Minutes

(Note: If a student is working productively at the end of time provided for Session Three, that student must be provided time in a test-conducive environment to complete his/her work.)

Collecting Test Materials: Approximately **5** Minutes

Collect Answer documents. **Do Not Separate Pages.**

Return answer documents, *Student Instruction*, and rough drafts for each session to the test coordinator's office as requested.

Note: Do not send students' prewriting and/or working drafts to the Department of Education **unless** the student began the test but was unable to complete it during the scheduled test window. Incomplete tests may be submitted for participation credit, and they will not be scored. Evidence of student work (prewriting or rough draft) must be paper clipped (**No staples, glue, or tape**) to and submitted with the answer document. Prewriting and rough drafts for all students who completed the assessments must be kept in secure storage, if retained, or they may be destroyed at the school site.

Students that complete their writing using an Alternate Response Mode must have accompanying their answer documents their complete IEP or 504 documentation for this accommodation.

Writing Test Instructions for 5th Grade—Session One

See that all students are quietly seated and have clear desks, except for pencils, highlighters (if appropriate), erasers, and blank, lined or unlined, scratch paper for prewriting and rough drafts. All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins—**students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

*(Note: Classroom test administrators are to read all information printed in **bold** and in **bold italics**. The sentences in **bold italics** are from the Student Instruction Sheet. Sentences in **bold** contain additional information for the students that is not included on the Student Information Sheet.)*

Say: **Today you will take part in a writing test. I will now pass out the instructions. DO NOT begin writing until you are told to do so.**

(Pass out the *Student Instructions and Examination Topic for Session One*; then)

Say: **I am now going to read the instructions for STEP 1: INTRODUCTION TO THE WRITING TEST printed on the instruction sheet. Please read the instructions silently as I read them aloud.**

Say: *You should have some blank scratch paper, lined or unlined, No. 2 pencil(s.) (If students will be using highlighters, colored pencils or colored pens, mention it here.) and this instruction sheet on your desk. You may not have access to any materials in your desks, backpacks, pockets, or any other personal items during the testing session.*

Today you're going to write about an experience that you or someone you know had with _____. (Check the wording on the Student Instruction Sheet for the prompt and insert that wording here.) **On the blank scratch paper in front of you, write down as many ideas as you can about experiences that you or someone you know had with _____.** (Repeat the phrasing that is on the student's instruction sheet.) **Neither I nor anyone else can help you. There is to be no talking during this time.** (Give students quiet work time.)

(Pause for two to ten minutes as students work on this activity. You may **not** help them come up with ideas, ask students to elaborate on their ideas, or may **not** lead any discussion.)

Say: **Now let's share, as a group, some of your ideas.**

*The teacher should make a list of the ideas that students share on the board or on an overhead. The teacher acts **ONLY** as a scribe for this activity and may not lead discussion or encourage further specifics about the basic lists that students produce on any of the ideas shared (approximately, five to ten minutes). **Cease discussion about specific details and information that expands upon the basic list of ideas that students produce.** After all student ideas have been shared and recorded,*

Say: **Now you will begin to think about what you will write. Remember, you must write on the following: _____.** (Read the writing prompt on the Student Instruction Sheet.)

Say: **You have our list, and you have your own list. Decide what you want to write about.** (Pause briefly [approximately, two to five minutes] to allow students to think about what they want to write on.)

Let's read the prompt one more time to help you focus on your idea. (Read the prompt on the Student Instruction Sheet.)

Now choose an idea, and write on your paper what you chose to write about. (Pause)

Say: **Once you have decided what you want to write about, think of some of the things that you might write about the specific idea you have chosen. As you think of things to include in your writing, write them down on your paper in whatever format works for you: a list, a cluster, an outline, and/or any other prewriting pattern that helps you think what to include in your writing. You must do this work on your own. No one can help you with it.**

Remember you must not help students in any way with the test content. You may answer questions that have to do with the testing procedures. Please remind students they may also use English dictionaries, but you may not provide assistance in using the dictionary. You may define, using synonyms, in English only, specific words from the writing prompt. You may **NOT** provide any examples, explanations, or use the words in sentences. Prompts may **NOT** be translated into a student's native language.

Students must do this additional prewriting individually. Do **NOT** lead students in any further structured prewriting on their own SPECIFIC prompt topic.

Say: **You will have _____ minutes** (*whatever amount of time seems reasonable for the group of students*) **to do this work. Are there any questions?**

(Answer any questions related to test procedures.)

Say: **Now, you may spend another 5 minutes** (*or whatever amount of time seems reasonable for the group of students*) **doing your own prewriting.**

At the end of the time allotted,

Say: **Some of you may not be finished with your prewriting. You will have more time, if you need it, after I read the instructions for the rough draft. Please follow along as I read STEP 2: BEGIN WRITING YOUR ROUGH DRAFT.**

Say: **The teachers who score your writing will decide how well your paper does these things:**

1. **Ideas** – *Is your writing clear with enough details?*
2. **Organization** – *Does your paper have a beginning, a middle that tells things in order, and an end?*
3. **Voice** – *Does your paper sound as if you really understand and care about what you are writing?*
4. **Conventions** – *Does your paper use sentences and have correct capital letters, punctuation, and spelling?*

Say: **Now, on the paper in front of you, use your ideas to begin your rough draft. You should begin putting down ideas to use in your writing. Use a pencil so that you can make changes easily. Remember that a good piece of writing uses descriptive words to give information. Try to include details about what can be seen, heard and felt. Organize your writing so your paper has a beginning, a middle, and an end.**

Say: **You should write on the idea you were given. If you do not write on the assigned idea or if your writing is very rude or offensive, your paper will not be scored. Writing that is too short – two or three sentences – also may not receive a score.**

Say: **Remember, your final copy will need to fit on one page of the answer document. (Hold up an answer sheet to show students the size of the space on the answer document so they know how long their writing can be.)**

Say: *You will be doing all of your writing here in class during three writing sessions, and no one can help you during that time.*

Say: **You may spend the remaining time today continuing your own prewriting, but you can begin your rough draft if you feel ready. You will have a total of _____ minutes (whatever number of minutes you want to allot) of writing time today. You will have as much time as you need in the next writing session to complete your writing as long as you are working productively. You might want to write on every other line of your rough draft. That way, you will have room to make changes before you do your final copy.**

Are there any questions?

(Pause to answer any questions.)

Say: **You may begin.**

If it is helpful, post the time when the session will end where it is visible to all students. Record the starting time.

When 10 minutes of the testing period remain,

Say: **You have 10 minutes left to work on your rough draft today. Don't worry if you haven't completed it by that time as you will have more time tomorrow to finish this piece of writing.**

When another 10 minutes have gone by,

Say: **Today's writing session has ended. Remember, you'll have additional time tomorrow. Please write your name in the upper right-hand corner of your instruction sheet and on EACH sheet of your prewriting and rough draft and hand in all of your work.**

Collect *Student Instructions for Session One*, student prewriting, and student rough drafts. Using paper clips, attach prewriting and rough draft, or put each student's work in a separate folder so that nothing is lost.

Return the writing and testing materials to the school test coordinator's office, or store them in a locked, secure place until Session Two.

Writing Test Instructions for 5th Grade—Session Two

See that all students are quietly seated and have clear desks, except for pencils and erasers. Highlighters and colored pencils or pens are permitted for revising and editing for students who are accustomed to using them during daily classroom instruction. Students are not to have **ANY** papers on their desks at the beginning of the testing period. If a student needs extra paper for revision, you may supply it. The students should have easy access to regular English dictionaries.

All materials to be used during state assessments must be distributed or accessed BEFORE testing begins. Students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.

(Note: Classroom test administrators are to read all information printed in **bold** and in **bold italics**. The sentences in **bold italics** are from the Student Instruction Sheet. The sentences in **bold** contain additional information for the students that is not included on the Student Information Sheet.)

Say: **We are about to begin Session Two of the writing assessment. I am now going to pass out your prewriting and rough drafts, along with the Student Instructions and Examination Topic for Session Two. Remember, you may not have access to any materials in your desks, backpacks, pockets, or any other personal items during the testing session.**

Pass out the students' prewriting and rough drafts, instruction sheets from Session One and Student Instructions and Examination Topic for Session Two.

Say: **I am now going to read the instructions for Session Two. Please read the instructions silently as I read them aloud.**

Say: **You should now have in front of you only the following materials:**

- 1. This instruction sheet for Session Two**
- 2. Any prewriting you did from Session One**
- 3. Your rough draft from Session One (You may not bring any other draft that you worked on outside of the first session into this session.)**
- 4. No. 2 pencil(s)**
- 5. (Read this item only if students will be able to use them during the test.) Highlighters and colored pencils or pens**

You may also use a regular English dictionary. A thesaurus or other specialized dictionary is NOT allowed.

First, take a minute to look over your prewriting and your rough draft. Remember, your writing must be on the following idea: _____
(Read the prompt on the Student Instruction Sheet.)

Say: **If you have not finished the rough draft of your paper, please do so before you go on to STEP 3: REVISING AND EDITING.**

Say: **I am now going to read the instructions for STEP 3: REVISING AND EDITING printed on the instruction sheet. Please read the instructions silently as I read them aloud. As you think about these questions, you can use them to help make your writing better.**

Say: **After you have re-read everything you wrote, think about the following questions. Put a check in each box when you can answer YES to that question.**

1. *Is my story or paper about the general idea of _____? (Insert prompt topic here.)*
2. *Does my writing include details and descriptions?*
3. *Does my story or paper have a beginning, middle, and end?*
4. *Does my writing sound as if I really care about what I wrote?*

Make any changes in your writing that will make it better. When you revise, you can change things, move parts around, add ideas, or take things out. Remember, your final draft must fit on one page of the answer sheet.

Now, re-read all of your own writing AGAIN, and look for any mistakes that you can fix.

5. *Have I corrected my spelling mistakes? (You may use a regular English dictionary if you wish.)*
6. *Have I put capital letters and punctuation marks where I need them?*
7. *Are all my thoughts written in complete sentences? Does my paper follow all the rules of grammar, usage, punctuation, capitalization, and sentence structure? Do I start a new paragraph when I introduce a new idea?*

Your teacher and classmates are NOT allowed to help you revise or edit. You must do this for yourself.

Say: **Are there any questions?** (Pause to answer any questions.)

Say: **You will have _____ minutes** (*whatever amount of time you want to allot*) **to finish your rough draft, revise, and edit. Remember that as you revise, you are not permitted to talk about your changes or any part of your writing with other students or adults. You may use a regular English dictionary to help you. When you are finished revising and editing, your writing should not be more than one page long. I will tell you how long you have been working as we go along and approximately where you should be in the test so that you spend enough time on all sections of the test.**

If helpful, post the ending time where it is visible to all students and record the starting time. When 10 minutes have passed,

Say: **You have been working for 10 minutes. You should be finishing your rough draft and beginning the process of revising and editing your draft.**

When 10 minutes remain,

Say: **You have been working for _____ minutes on revising and editing your rough draft. You will have 10 more minutes in this session to work on this section of the test.**

When another 10 minutes have gone by,

Say: **This writing session has ended for today. You will have one more session to complete your writing test. At that time, as long as you are working productively, you will have as much time as you need to complete the test. Please write your name in the upper right-hand corner of your instruction paper and on EACH sheet of your prewriting and rough draft. You must turn in all your work at this time.**

Collect *Student Instructions for Sessions One and Two*, student prewriting, and student rough drafts. Collect ALL materials from students. Using paper clips only, attach prewriting and rough drafts, or put them in a separate folder for each student, so that nothing is lost.

Return them to the test coordinator's office, or store them in a locked, secure place until Session Three.

NOTE: If Sessions Two and Three are scheduled for the same day, please allow students at least a **30-minute break** between the sessions. **At least two of the three sessions must be scheduled on separate days.**

You might wish to facilitate passing out materials for Session Three by placing the students' prewriting and rough drafts inside their answer documents at this time.

Writing Test Instructions for 5th Grade—Session Three

See that all students are quietly seated and have clear desks, except for No. 2 pencils and erasers. The students are not to have ANY papers on their desks at the beginning of the testing period. If later a student needs extra paper for revision, you may give him/her some. The students should have easy access to regular English dictionaries.

All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins—**students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

(*Note: Classroom test administrators are to read all information printed in **bold** and in **bold italics**. The sentences printed in **bold italics** are from the Student Instruction Sheet. The sentences in **bold** contain additional information for the students that is not included on the Student Information Sheet.*)

Say: **We are about to begin our final session of the writing assessment. I am now going to pass out your prewriting and rough drafts, the instruction sheets you used previously, the *Student Instructions and Examination Topic for Session Three*, and your answer document. Remember, you may not have access to any materials in your desks, backpacks, pockets, or any other personal items during the testing session.**

You may not use any other materials than the ones I have given you to complete the test. I will also give you the answer document for your final draft. Do not make any marks on the answer document until I tell you to do so. Be careful not to separate the two pages of your answer sheet. They must be attached when you hand them in at the end of the test.

Pass out the students' prewriting and rough drafts, all instruction sheets, and answer documents. Make certain that each student receives the answer document with his/her own name.

Say: **I am now going to read the instructions for Session Three. Read the instructions silently to yourself as I read them aloud.**

Say: *You should now have in front of you:*

- 1. This instruction sheet for Session Three*
- 2. Your instructions and any prewriting you did from Session One*
- 3. Your rough draft from Session One*
- 4. Your instructions, including editing checklist, from Session Two*
- 5. An answer document where you will copy your writing*
- 6. No. 2 pencil(s)*

Say: *If your answer document already has a name on it, make sure it is your name.*

Say: **Now turn to the last page of your answer document. Make sure your name, your teacher's name, school name, and county name are in the spaces provided at the top right side of the page. If they are not filled in, fill in the needed information now.**

(Hold up an answer document to demonstrate the appropriate section. It may be helpful to write some of this information on the board or overhead.)

Pause to allow students to fill in the information.

Say: **Remember, your writing must be on the following idea:** _____
(Read the prompt on the Student Instruction Sheet.)

Say: **Are there any questions?** (Pause)

Answer any questions; then continue reading from STEP 4: COPYING WRITING TO ANSWER DOCUMENT AND PROOFREADING.

Say: **I am now going to read the instructions for STEP 4: COPYING WRITING TO ANSWER DOCUMENT AND PROOFREADING printed on the instruction sheet. Please read the instructions silently as I read them aloud.**

Say: *Turn to the inside of your answer document where there is a lined writing page. This is where you will copy your final draft. Copy your writing onto the answer document using a No. 2 pencil. Do not skip lines. (Hold up an answer document to show students the appropriate section.)*

Make your final copy as neat as you can so that it is easy for others to read. You may carefully cross out or add words. You may print or use cursive writing. You will not be scored on your handwriting, but it is important that the readers be able to read what you have written.

After you copy your writing, read it over to yourself. Be sure you did not leave out words or punctuation marks. Ask yourself one more time if everything you have written makes sense.

Say: **Are there any questions?**

(Pause to answer questions.)

Say: **You may begin.**

- ✓ Monitor the room to make sure that students are using only No. 2 pencils on the answer document.
- ✓ Under no circumstances are the students to receive **ANY** help. Students may not use a rough draft that they completed outside of the testing session. Students should attempt to make their final drafts neat and legible. However, neatness will not alter scores unless the illegibility results in misreading. Cross-outs and insertions are allowed.

If helpful, post the end time and record the starting time.

When ten minutes remain in whatever time you have allowed students,

Say: **By this time, you should have copied your writing onto the answer document and should now be proofreading your work. If you aren't yet finished copying your rough draft to the answer document, continue working. As long as you are working productively at the end of this session, you will have what time you need to complete the test.**

When ten minutes have gone by,

Say: **This writing session has ended. If any of you need additional time to finish your test, please raise your hand now.** *(At this point, students who are working productively must be given additional time to finish the test in a test-conducive environment. Follow the instructions provided by your school test coordinator for giving students the time they need to finish the test. Students, including those with accommodations, who need additional time are not to be left unsupervised and may not interact with peers prior to completing the test.)*

Collect Student Instructions for all three sessions, prewriting, rough drafts, and answer documents. **DO NOT SEPARATE PAGES OF THE ANSWER DOCUMENTS.** Student Instruction Sheets with the prompt on them may be kept in locked storage to be released after student results are returned to schools.

Important: **Completed** answer documents should have no prewriting or rough drafts attached to them when submitted for scoring. **Incomplete** answer documents where students did the prewriting and/or rough draft but were unable to transfer any work to the answer document may be submitted with the prewriting and/or rough drafts paper-clipped to them. The incomplete papers should be returned to your school test coordinator in a separate group from the completed answer documents as they will be submitted under a separate header sheet. These papers will not be scored but will be coded so that students will count as participating in the assessment. Writing

designated for scoring must be limited to each student's answer document. If answer documents should inadvertently become separated, **DO NOT STAPLE, GLUE, OR TAPE** sheets together. Use only paper clips, making sure the form numbers on each page match. If the form numbers are different, a new answer document must be completed to be submitted for scoring.

Students that complete their writing using an Alternate Response Mode must have accompanying their answer documents their complete IEP or 504 documentation for this accommodation.

Eighth Grade Time Requirements and Instructions

The times given below indicating student progress through the writing process are guidelines only. Schools may determine the amount of time allotted for each session; however, students, if they are working productively, must be provided the time they need in a test-conducive environment to finish the assessment.

All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins—**students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

NOTE: It is very strongly recommended that all 8th grade students in a specific school begin the testing process at the same time and early in the day to give students equal and ample opportunity to complete the test. Waiting to begin a test until the last hours of a day does not afford those students who need additional time to get that time.

PRIOR TO SESSION ONE APPROXIMATELY 15 MINUTES

NOTE: Demographic data must be completed prior to the time allotted for Session One.

SESSION ONE TOTAL TIME: APPROXIMATELY 50 MINUTES

Test Instructions and Preparation: Approximately **10** Minutes

You will need the following.

- *Student Instructions and Examination Topic for Session One*, one per student
- No. 2 pencils with erasers as needed, and blank, lined or unlined, scratch paper for students for prewriting and for the rough draft
- Highlighters, if appropriate. Highlighters and colored pens or pencils are permitted for students who are accustomed to using them during daily classroom instruction, and these items must be on their desks at the beginning of testing session. They are for revising and editing **ONLY**; students **MUST use No. 2 pencils on their answer documents.**
- Regular English dictionaries
- Bilingual dictionaries with word-for-word translations only for LEP students approved to receive this accommodation and who use them as part of their regular instruction

Instructions for Session One begin on page 28. Read them aloud and verbatim.

Total Writing Time:	Approximately 35 minutes
Prewriting:	Approximately 15-25 minutes
Writing Rough Draft and Revising:	Approximately 10-20 minutes
Collecting Test Materials:	Approximately 5 minutes

At the end of the session, collect copies of *Student Instructions and Examination Topic for Session One*, prewriting, and rough drafts. Attach students' writing to their instruction sheets or put them in a folder for each student.

If Session Two is scheduled for the same day, at least a 30-minute minimum break between sessions is required.

If Session Two is to be conducted on the following day, all materials must be returned to the school test coordinator's office or placed in locked, secure storage.

Prior to Session Two, teachers, designated school personnel, or test administrators should check the accuracy of the demographic data, following the edit procedures in Appendix B. While doing so, there should be no review of student writing.

SESSION TWO TOTAL TIME: APPROXIMATELY 50 MINUTES

Writing Instructions and Test Preparation:	Approximately 10 Minutes
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You will need the following.

- Previous session's prewriting and/or rough draft
- *Student Instructions for Session Two*, one per student
- Paper and No. 2 pencils
- Highlighters, if appropriate. Highlighters or colored pencils and pens are permitted for students who are accustomed to using them during daily classroom instruction, and these items must be on their desks at the beginning of testing session. They are for revising and editing **ONLY**; students **MUST use No. 2 pencils on their answer documents.**
- Regular English dictionaries
- Bilingual dictionaries with word-for-word translations only for LEP students approved to receive this accommodation and who use them as part of their instruction
- Answer documents with demographics completed, one per student.

Read instructions on *Student Instructions and Examination Topic for Session Two* aloud.

Total Writing Time:	Approximately 35 Minutes
Revising and Editing:	Approximately 15 Minutes
Copying to Answer Document and Proofreading:	Approximately 20 Minutes

(Students who are working productively at the end of the assigned testing time must be given additional time in a test-conducive environment to complete the test. Follow your school's plan for student who did not finish testing in the allotted time. Students must not be left

unsupervised and may not interact with peers prior to completion of the test.)

Collecting Test Materials:

Approximately **5** Minutes

At the end of the session, collect the answer documents. **Do Not Separate Pages.** Return answer documents and *Student Instructions* for each session as directed to the school test coordinator's office.

Note: **Completed** answer documents should have no prewriting or rough drafts attached to them when submitted for scoring. **Incomplete** answer documents where students did the prewriting and/or rough draft but were unable to transfer any work to the answer document may be submitted with the prewriting and/or rough drafts paper-clipped to them. The incomplete papers should be returned to your school test coordinator in a separate group from the completed answer documents as they will be submitted under a separate header sheet. These papers will not be scored but will be coded so that students will count as participating in the assessment. Writing designated for scoring must be limited to each student's answer document. If answer documents should inadvertently become separated, **DO NOT STAPLE, GLUE, OR TAPE** sheets together. Use only paper clips, making sure the form numbers on each page match. If the form numbers are different, a new answer document must be completed to be submitted for scoring.

Students that complete their writing using an Alternate Response Mode must have accompanying their answer documents their complete IEP or 504 documentation for this accommodation.

Writing Test Instructions for 8th Grade-Session One

See that all students are quietly seated and have clear desks, except for pencils, erasers, and blank, lined or unlined, scratch paper for prewriting and rough drafts. Highlighters or colored pencils or pens, for revision and editing only, are permitted for students who are accustomed to using them during daily classroom instruction. Students **MUST use only No. 2 pencils on their answer documents.**

All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins—**students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

*(Note: Classroom test administrators are to read all information printed in **bold** and in **bold italics**. Sentences in **bold italics** are from the Student Instruction Sheet. Sentences in **bold** contain additional information for the students that is not included on the Student Information Sheet.)*

Say: **Today you will take part in a writing assessment. I will now pass out the instructions. DO NOT begin writing until you are told to do so. You may not have access to any materials in your desks, backpacks, pockets, or any other personal items during the testing session.**

Pass out the *Student Instructions and Examination Topic for Session One*.

Say: **I am going to read the instructions for STEP ONE: INTRODUCTION TO THE ASSESSMENT** printed on the instruction sheet. Please read them silently as I read them aloud.

Say *You will be participating in a writing assessment. Teachers trained in the evaluation of writing will identify the strengths and weaknesses in your paper and will look for these traits:*

- *Clear, interesting ideas and the development of those ideas*
- *Effective organization*
- *Strong word choice that contributes to a strong voice*
- *Varied sentences and correct conventions such as grammar, capitalization, punctuation, usage, spelling, sentence structure, and paragraphing*

Your paper will receive a score for each of these four traits.

You must do all of your writing during the two writing sessions here at school.

Say: **Are there any questions?**

(Answer questions if necessary.)

When there are no more questions, continue by reading the instructions for STEP TWO: PREWRITING and STEP THREE: WRITING THE ROUGH DRAFT.

Say: **I am now going to read the instructions for STEP TWO: PREWRITING and STEP THREE: WRITING THE ROUGH DRAFT.** Please read them silently as I read them aloud.

Say: **STEP 2: PREWRITING**

You will be asked to write on the following prompt: _____ (Read the prompt on the Student Instruction Sheet.).

Say: *Begin by thinking about what you want to write. You may use the scratch paper on your desk to make notes, an outline, a cluster, or to write down ideas in any way that will help you. As soon as you feel ready, begin writing your rough draft.*

Say: **STEP 3: WRITING THE ROUGH DRAFT**

Write your rough draft on the scratch paper on your desk. Use a pencil so that you can make changes easily. Write on the prompt you were given. If you do not write on the assigned prompt or if the content of your writing sample is judged to be objectionable or obscene, your paper will not be scored. Writing that is too short – two or three sentences – also will not receive a score.

Remember that your final copy will need to fit on one page of the answer document.

Say: **Are there any questions?**

You must not help students in any way with the test content, but you may answer questions that have to do with the testing procedures. Please remind students they may also use English dictionaries, but you may not provide assistance in using the dictionary. You may define, using synonyms, in English only, specific words from the writing prompt. You may **NOT** provide any examples, explanations, or use the words in sentences. Prompts may **NOT** be translated into a student's native language.

You may tell students that they may use any form of prewriting they wish (outlining, listing, clustering, etc.). However, students **MUST** do this prewriting individually. No one may help them, nor are they to use any materials besides those specified in the instructions. **DO NOT LEAD STUDENTS IN ANY STRUCTURED PREWRITING ACTIVITIES.**

Say: **You must do this work on your own. No one can help you with it. You may use only the materials you had on your desk from the beginning of this session.**

Say: **Remember, you may want to begin by spending time doing some prewriting, and you can begin your rough draft whenever you feel ready. You will have _____ minutes (*whatever time is allotted*) to finish this part of the assessment. I will tell you when 10 minutes have gone by. At that time, you should have begun or be close to beginning your rough draft. Ten minutes before the end of the first writing session, I will tell you that you have 10 minutes to finish working on your rough draft. Are there any questions?** (Pause)

You might want to write on every other line of your rough draft. That way, you will have room to make changes before you do your final copy.

(Answer any questions that do not provide help with ideas or the content of student writing.)

Say: **You may begin.**

If helpful, record the starting and ending times for the session in a prominent place. When 10 minutes have gone by,

Say: **You have been working for 10 minutes and are probably working on your rough draft. If you haven't already started your rough draft, you need to start soon.**

When ten minutes remain in the session,

Say: **You have been working for _____ minutes, and you have 10 minutes remaining in this writing session. You should have most of your rough draft complete.**

When another 10 minutes have gone by,

Say: **This writing session has ended. Tomorrow you will have time to finish this test. Please write your name in the upper right-hand corner of EACH sheet of your prewriting and rough draft. You must hand in all your work at this time. You may not bring anything to tomorrow's session to use on the test that you have worked on outside of this testing period. If by the end of tomorrow's session, you have not**

finished the test and you are working productively, you will be given whatever time you need to complete the test.

Using paper clips, attach prewriting and rough draft so nothing is lost. **DO NOT STAPLE, GLUE, OR TAPE ANYTHING TO THE ANSWER DOCUMENTS.** Collect *Student Instructions for Session One*, student prewriting, and student rough drafts. Store them in a secure place until Session Two. If Session Two is the next day, return all materials to the school test coordinator's office after checking demographic sections for accuracy, or place the test materials in secure, locked storage.

NOTE: If Sessions One and Two are scheduled for the same day, there must be at least a 30-minute break between the sessions. You might wish to facilitate passing out materials for Session Two by placing the students' prewriting and rough drafts inside their answer documents.

Writing Test Instructions for 8th Grade—Session Two

See that all students are quietly seated and have clear desks, except for No. 2 pencils, erasers and highlighters or colored pencils or pens, if appropriate. Highlighters and colored pencils or pens are permitted for revising and editing for students who are accustomed to using them during daily classroom instruction. **Students must use No. 2 pencils on their answer documents.** The students are not to have ANY papers on their desks at the beginning of the testing period. If later, a student needs extra paper for revision, you may supply it. The students should have easy access to a regular English dictionary.

All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins. **Students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

*(Note: Classroom test administrators are to read all information printed in **bold** and in **bold italics**. Sentences in **bold italics** are from the Student Instruction Sheet. Sentences in **bold** contain additional information for the students that is not included on the Student Information Sheet.)*

Say: **We are about to begin Session Two of the writing assessment. I am now going to pass back your prewriting and rough drafts, along with the *Student Instructions and Examination Topic for Session Two* and the answer document. They must be attached when you hand them in at the end of the assessment. You may not use any other work that you did outside of the testing period for Session One. Remember, you may not have access to any materials in your desks, backpacks, pockets, or any other personal items during the testing session.**

Pass out the students' prewriting and rough drafts, *Student Instructions and Examination Topic for Session Two*, and answer documents.

Say: *You should now have in front of you:*

- *This instruction sheet for Session Two.*
- *Your prewriting and rough draft from Session One.*
- *An answer document where you will copy your writing after revising and editing.*
- *(Read this item only if students will be able to use them during the test.)
Highlighters and colored pencils or colored pens.*

Be sure you have the answer document with your name on it. Follow my [“your teacher’s” on the instruction sheet] directions in making sure that the numbers on both sides of the answer document match.

(Have students check that the numbers on page two and page four are the same ones. Hold up an answer document to demonstrate where the numbers are located. If a student has an answer document where the numbers are different, give the student a blank answer document and fill in the correct demographic information.)

Say: **Now turn to the last page of your answer document. Make sure your name, your teacher's name, school name, and county name are in the spaces provided at the top right side of the page. If they are not filled in, fill in the needed information now.**

(Hold up an answer document to demonstrate the appropriate section. It may be helpful to write some of this information on the board or overhead.)

Pause to allow students to fill in the information.

Say **Remember, your writing must be on the following topic:** _____
(Read the prompt on the Student Instruction Sheet.)

Say: **I am now going to read the instructions for STEP 4: REVISING AND EDITING and STEP 5: COPYING WRITING TO ANSWER DOCUMENT AND PROOFREADING. Please read them silently as I read them aloud.**

Say: **STEP 4: REVISING AND EDITING**

Plan on taking about 15 minutes to revise and edit your paper. Leave yourself about 20 minutes to copy your paper onto the answer document and to proofread your final copy. Your teacher will remind you when there are 10 minutes left in this session. Let your teacher know if you need more time. As long as you are working productively, you will be given the time you need to finish.

Read your rough draft and decide what revisions you would like to make. When you revise, you can change things, move parts of your paper around, add ideas, or take things out. Remember that your final copy will be limited to the one page on the inside of your answer document. Ask yourself one more time if your paper makes sense. After you are finished with your revisions, you should edit your paper. Check your spelling, punctuation, capital letters, and grammar to make sure they are correct. You may also use a regular English dictionary if you wish. Neither your teacher nor your peers are allowed to help you revise or edit. You must do this work yourself.

Say: **STEP 5: COPYING WRITING TO ANSWER SHEET AND PROOFREADING**

When you are done revising and editing, copy your paper onto the answer document. You must use a No. 2 pencil to write on the answer document. Do not skip lines. Make your final copy as neat as you can so that it is easy for others to read. You will not be scored on your handwriting, but it is important that the readers be able to read what you have written. Make certain that your writing is dark enough and large enough to be read.

After you copy your paper onto the answer document, read it over to yourself. Be sure you did not leave out words or punctuation marks. If you need to add a word or cross something out, go ahead. Your score will not be lowered because of any corrections you make.

Say: **You have approximately 15 minutes (or whatever amount of time has been allotted) to do your revising and editing, but you may begin your copying onto the answer document whenever you are ready. You will have a total of _____ minutes (whatever time you have allotted) to revise, edit, copy your writing to the answer document, and proofread your final draft. I will tell you when 15 minutes have gone by. At that time, you should have begun copying your writing onto the answer document. Ten minutes before the end of this writing session, I will tell you that you have ten minutes to finish copying and proofreading your writing. If at the end of the session, you have not finished and you have been working productively, you will be given additional time to finish. Are there any questions?**

(Answer any questions that do not have anything to do with ideas or content of student writing.)

Say: **Remember to make your final draft as readable as possible. You may print or use cursive writing. If you must erase or add words, please do so carefully and make sure that your writing is easy to read. You may begin.**

If helpful, record the starting time and post the ending time.

Under no circumstances are the students to receive ANY help on their revising or editing. Students should attempt to make their final drafts neat and readable. However, neatness will not alter scores unless the illegibility results in misreading. Cross-outs and insertions are allowed.

When 15 minutes have gone by,

Say: **You have been working for 15 minutes. If you have not finished your rough draft, you should finish it shortly. If you have finished, copy your writing onto the answer document with a No. 2 pencil and proofread your work. Make your final drafts as neat as possible. If you must cross out words or make insertions, please do so neatly. Remember, you need to begin your copying soon.**

When ten minutes remain in the testing time allotted,

Say: **By this time, you have should have copied your writing onto the answer document and should now be proofreading your work. If you aren't yet finished copying your rough draft to the answer document, continue working. As long as you are working productively at the end of this session, you will have what time you need to complete the test.**

When ten minutes have gone by,

Say: **This writing session has ended. If any of you need additional time to finish your test, please raise your hand now.** *(At this point, students who are working productively must be given additional time to finish the test in a test-conducive environment. Follow the instructions provided by your school test coordinator for giving students the time they need to finish the test. All students who need additional time are not to be left unsupervised and may not interact with peers prior to completing the test.)*

Collect all test materials, and then follow whatever instructions your school test coordinator has given for providing additional time for students who are still working productively.

Collect Student Instructions for the two sessions, prewriting, rough drafts, and answer documents. **DO NOT SEPARATE PAGES OF THE ANSWER DOCUMENTS.** Student instruction sheets with the prompts on them may be released after student results are returned to schools.

Note: **Completed** answer documents should have no prewriting or rough drafts attached to them. **Incomplete** answer documents where students did the prewriting and/or rough draft but were unable to transfer any work to the answer document may be submitted with the prewriting and/or rough drafts attached using paper clips. Please keep these papers separate from the completed tests as they will be submitted under a separate header sheet. These papers will not be scored but will be coded so that students will count as participating in the assessment. Writing designated for scoring must be limited to each student's answer document. If answer documents should inadvertently become separated, **DO NOT STAPLE, GLUE, OR TAPE** sheets together. Use paper clips, making sure the form numbers on each page match.

Students that complete their writing using an Alternate Response Mode must have accompanying their answer documents their complete IEP or 504 documentation for this accommodation.

Appendix A

Coding Terms and Definitions Used on Answer Documents in NPEP Assessments

This appendix provides definitions to assist school and district personnel in coding answer documents correctly. Each administration manual for the individual tests in the NPEP has specific instructions for completing each section on the answer documents. To minimize confusion, all answer documents have been standardized so that information is collected in the same way on each answer document.

The Fifth and Eighth Grade Proficiency Examinations in Writing will use barcoded answer documents for the majority of the students who are required to test. Prior to receipt of the answer documents, school personnel must verify student demographic information as directed by the district test director. The fields of TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Conditions) will have to be bubbled in on the barcoded answer document, if applicable. These fields should not be filled in by the student taking the test.

The barcoded answer documents will have the school's three-digit number and the school's name printed on them. If the school code in the preprinted information on the answer document is inaccurate, then a new answer document must be accurately and completely hand-bubbled. If any other information is incorrect, it is not necessary to hand-bubble a new answer document. However, it is essential that the information be updated in the district's student information system as quickly as possible.

An answer document for all students without a barcoded must be completely and accurately hand-bubbled.

NAMES:

The student's legal first and last names along with the middle initial must be used on the answer document. No nicknames or shortened versions of the legal name may be used. There should also be no punctuation such as hyphens or apostrophes in the name fields. For example, if a student's last name is "O'CONNOR", bubble "OCONNOR" on the answer document. If a student's last name is "SMITH-JONES," then "SMITHJONES" will be bubbled on the answer document.

RACE/ETHNICITY:

The instructions require that only ONE group be selected. If the student completes this section and could be considered a member of two or more groups, the student should be instructed to choose the group with which he/she most closely identifies.

Code	Race/Ethnicity
I	American Indian/Alaskan Native
A	Asian/Pacific Islander
H	Hispanic
B	Black, not of Hispanic origin
C	White, not of Hispanic origin

TESTING CONDITIONS:

This section applies **only** to a student with an IEP, a student receiving services under Section 504, or a student identified as Limited English Proficient (LEP) and **only** if the student has a testing Accommodation Plan and used accommodations on the test. See *Procedures for the Nevada Proficiency Examination Program 2008-2009, Students with Special Needs*.

Code	Testing Condition
R	Regular Conditions (no accommodations or modifications)
A	Accommodations (available only to IEP, 504, LEP students)
M	Modifications (available only to IEP students)

YEARS IN SCHOOL:

Code	Years in School
0	Student who enrolled in the school after count day or student who initially enrolled before count day but who has not been continuously enrolled from and including count day.
1	Student continuously enrolled in the school from and including count day or before.

YEARS IN DISTRICT:

Code	Years in District
0	Student who enrolled in the district after count day, or student who initially enrolled before count day but who has not been continuously enrolled since count day.
1	Student continuously enrolled in the district from and including count day or before.

PROGRAMS:

Program	Description
IEP	A student who is identified as having a disability under the Individuals with Disabilities Education Act (IDEA) and is receiving special education and/or related services in accordance with a current Individualized Education Program (IEP). Gifted and talented students are not included here.
Former IEP	A student who was previously identified as a student with a disability under the Individuals with Disabilities Education Act (IDEA) and has exited all special education and/or related services by (1) eligibility team determining that the student no longer meets eligibility, (2) eligibility team determining that the student no longer requires special education and/or related services, and (3) the student does not have a current Individualized Educational Program (IEP). A former IEP student score is counted as an IEP student for two year after exiting special education programming in accordance with the above.
○ Exit ≤ 2 yrs	A former IEP student who has been exited from the IEP program less than or equal to 2 years.
○ Exit > 2 yrs	A former IEP student who has been exited from the IEP program greater than 2 years.
504	A student who is protected from discrimination under Section 504 of

	the Rehabilitation Act of 1973 and who is receiving services in accordance with an accommodation plan.
LEP	A student who has been identified as a limited English proficient student through a home language survey, an initial language proficiency assessment, and has not exited the ESL program.
Former LEP	A student who has exited the ESL program by (1) achieving an overall “proficient” (level 5) score on the English Language Proficiency Assessment (ELPA), (2) achieving a level 4 or 5 on each of the subsections of listening, reading, writing, and comprehension, and (3) achieving “approaching standards” on the AYP assessment. A Former LEP student score is counted as an LEP student for two years after exiting the program.
○ Exit ≤ 1 yr	A former LEP student who has been exited from the LEP program less than or equal to one year.
○ Exit > 1 yr & ≤ 2 yrs	A former LEP student who has been exited from the LEP program more than one year but less than or equal to two years—in second year after exiting.
○ Exit > 2 yrs	A former LEP student who has been exited from the LEP program for more than two years.
Immigrant	An individual (ages 3-21) enrolled in a school who was not born in the United States and who has not been attending school in the United States for more than three (3) full academic years. (An academic year is from count day to testing day.)
F/RL	A student who qualifies for the Free or Reduced Lunch Program.
MG	A migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.
Title 1 Target	A student who has been identified for services in a school receiving Title I Targeted Assistance funding Note: In Nevada, most Title I students are enrolled in school-wide programs and are not included in this category.
G/T	A student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

DID NOT PARTICIPATE (DNP):

Code	Reason for Non-participation
A	Absent: Student currently enrolled but absent during test administration.
O	Other: Student currently enrolled but did not participate for some other reason.

SPECIAL CONDITIONS:

Code	Category
S	NASAA: Student participated in the state’s alternate assessment.
B	Braille: Student used a Braille form of the assessment.
N	New in Country: An immigrant student identified as LEP who is enrolled in a U.S. school for the first time during the current academic year.

Appendix B

Edit Procedures for Answer Documents

CHECK EACH ANSWER SHEET TO ENSURE THAT:

- there are no stray pencil marks outside the area provided for writing;
- all marks on the demographic sheet that will be machine scanned are marked darkly in pencil;
- students have not hand-bubbled demographic areas on barcoded documents; IEP, LEP, and 504 students may have Programs and Testing Conditions hand-bubbled;
- all erasures are complete; and
- student information is completed on the last page of the answer document.

CHECKS ON THE DEMOGRAPHIC PAGE:

I. First and Last Name Blocks: Required. Each category must be left-justified.

II. Middle Initial: Coded in last column of name block

III. District Number and School Number: Required. The District and School numbers must be coded correctly or results cannot be reported to the correct school and district. Get these numbers from your school test coordinator.

IV. Student Number: Required. The student number must be left-justified and without leading zeros.

V. Date of Birth: Required.

VI. Gender: Choose one only.

VII. Grade: Required. A grade must be recorded or students will not appear on reports.

VIII. Programs: Appropriate school personnel, school test coordinator, special education facilitator, ESL specialist, and/or 504 building officer, should have filled in the information on the demographic page for ALL students who qualify for one or more of the following programs. A student may belong to one or more of the programs and should have all programs that apply marked.

Reference Appendix A and your school test coordinator for complete coding information for the Programs Block of the demographics page of the answer document.

Testing Conditions (TC): This column should be coded by the school test coordinator, school special education facilitator, ESL specialist, and/or 504 building officer and only for IEP, LEP, and Section 504 students, if applicable. If a student takes the test using no accommodations, nothing needs to be bubbled in this section. This section applies **only** to a student with an IEP, a student identified as Limited English Proficient (LEP), or a student receiving services under Section 504 and **only** if the student has a testing Accommodation Plan and used accommodations on the test. The M (modifications) applies **only** to a student with an IEP and should be bubbled in **only** if the student used a modification that has been specified on the IEP testing

Accommodation Plan. See *Procedures for the Nevada Proficiency Examination Program 2008-2009*, Students with Special Needs for further information.

- **R** if the IEP, LEP, or Section 504 student tests using regular conditions
- **A** if the IEP, LEP, or Section 504 student has a Testing Accommodation Plan and tests using one or more accommodations
- **M** if an IEP student has a Testing Accommodation Plan and tests using one or more modifications

IX. Ethnicity (ETH): Choose one only.

X. YID (Years in District) and YIS (Years in School): Only one possibility may be coded in each section.

Appendix C

An Appropriate Testing Environment

All students should have the opportunity to test under the same conditions. Students should demonstrate that they can transfer the knowledge and skills learned during regular classroom instruction to the testing situation, and apply the knowledge and skills to the task of answering developmentally appropriate questions in the content areas defined by the standards.

The following test administration procedures must be adhered to:

- Place-value indicators, number lines, charts, or posters that provide specific factual information (e.g., multiplication charts, hundreds charts, fraction-decimal-percent equivalency charts) that could assist students in computation, answering questions regarding facts, or problem solving on the math sections of an assessment must be removed or covered with blank, opaque material.
- Posters or other materials that provide specific guidance to students taking a state writing assessment (e.g., graphic organizers, annotated samples of essays or paragraphs, or sample introductory and concluding techniques) must be removed or covered with blank, opaque material.
- Student desk/table tops must be cleared of any material not specified in the test administration manual. Material that is affixed to desk tops must be covered with blank, opaque material.
- Students may use **only** materials and/or supplies that are specified in the test administration manuals or provided with the test booklet for a **specific** test and grade level.
- Students may not have access to personal materials during testing.
- Test administrators should arrange to have the permissible materials available for distribution to students **prior to** testing.
- Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identification information.
- Prior to and during testing, a test administrator must follow the script provided in the test administration manual and cannot provide additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.

The following aids have been developed for the purpose of providing appropriate assistance to students and are permitted for use with the CRT or HSPE in reading, math, and science:

- CRT written-response checklist for grades 4 and 5 provided by the NDE
- CRT written-response rubric for grades 6 through 8 provided by the NDE
- HSPE formula sheet provided by the NDE

The following may be displayed during assessments, but individual copies may not be provided to students for use during the test:

- Analytic and holistic scoring guides provided by the NDE
- Word walls or word lists without definitions, visual aids, labels, or color coding.

Materials provided by the NDE may not be paraphrased or modified.

For information regarding testing students with accommodations, see the Students with Special Needs section in *Procedures for the Nevada Proficiency Examination Program 2008-2009*.

APPENDIX D

Information on 5th and 8th Grade Writing Assessments

OVERVIEW OF THE 5TH GRADE ASSESSMENT

Purpose of the Assessment

The purpose of the Nevada Proficiency Examination in Writing at grade five is to provide information for students, teachers, parents, and administrators to use to focus on specific areas for individual assistance in writing instruction that will lead to practice with and attainment of the statewide writing standards. This test is also used in determining Adequate Yearly Progress for schools because it measures two of the English Language Arts Content Standards. The scores on this test are combined with the reading test scores to determine a school's participation rate and proficiency level with Nevada's English Language Arts Content Standards.

- Number of topics: One
- Length of writing: No more than one page
- Students who are accustomed to using highlighters and colored pens or pencils during their daily classroom instruction are permitted to use them for revising and editing **ONLY**. These items must be on their desks at the beginning of a testing session; however, students **MUST use No. 2 pencils on their answer documents**.
- Regular English dictionaries
- Bilingual dictionaries that are word-for-word translations with no explanatory information may be used only by LEP students approved to receive this accommodation if bilingual dictionaries are part of normal instruction.
- Dictionaries may be paper or electronic, but no Internet access is allowed. A thesaurus or other specialized dictionary or other reference materials are not allowed for any student.
- Administration: Three writing sessions
 - Session One: prewriting, rough draft, revision (approximately 65 minutes)
 - Session Two: drafting, revision, editing (approximately 50 minutes)
 - Session Three: revision, editing, final draft, proofreading (approximately 50 minutes)

NOTE: The times listed here are approximations only as this is not intended to be a timed test. Schools may allot the amount of time that they want for any given section of the test. It is highly recommended that no time period be less than the amount of time listed for each testing session. Any student who is working productively at the end of a scheduled session may be allowed to continue working in a test-conducive environment until completion of that portion of the testing, or additional time can be provided at the end of the final session for completing the test. Whichever way schools choose, students must be given the time they need to complete the test in a test-conducive environment if they are working productively. *If students are given additional time, including students testing with accommodations, they must not be allowed an unsupervised break or an opportunity to interact with peers before completing a part or session of the test.*

Districts will decide whether the writing sessions will be scheduled on two or three consecutive days. However, if two of the three sessions are on the same day, a **minimum** 30-minute break between sessions is required. All three sessions should NOT be held on one day.

5th Grade Scores

This test was designed to assist teachers and students with writing instruction in their classrooms. For grade five, a composite score of 12 or above on all four traits on the examination indicates the student meets the standard for this grade level. A score of 3 or above on an individual trait indicates the student meets the standard on that trait for that grade level.

OVERVIEW OF THE 8TH GRADE ASSESSMENT

Purpose of the Assessment

The purpose of the *Nevada Proficiency Examination in Writing* at grade eight is to provide administrators, teachers, parents, and students with information about student proficiency in writing. Specifically, Nevada law mandates that a student who fails to "demonstrate adequate achievement in writing may be promoted to the next grade, but the results of this examination must be evaluated to determine what remedial study is appropriate." (NRS 398.015) The analytic trait format of the test is designed to give information that will assist with specific guidance for further writing instruction. The results of this test will be used in determining Adequate Yearly Progress for schools. The writing scores will be combined with the reading scores to determine the school's participation rate and proficiency level with the Nevada State Language Arts Content Standards.

- Number of topics: One
- Length of writing: No more than one page
- Students who are accustomed to using highlighters and colored pens or pencils during their daily classroom instruction are permitted to use them for revising and editing **ONLY**. These items must be on their desks at the beginning of testing session; however, students must use No. 2 pencils on their answer documents.
- Regular English dictionaries
- Bilingual dictionaries that are word-for-word translations with no explanatory information may be used only by LEP students approved to receive this accommodation if bilingual dictionaries are part of normal instruction.
- Dictionaries may be paper or electronic, but no Internet access is allowed. A thesaurus or other specialized dictionary or other reference materials are not allowed for any student.
- Administration: Approximately two 35-minute writing sessions
 - Session One: prewriting, rough draft, revision
 - Session Two: revision, editing, final draft, proofreading

NOTE: The times listed here are approximations only as this is not intended to be a timed test. Schools may allot the amount of time that they want for any given section of the test. It is highly recommended that no time period be less than the amount of time listed for each testing session. Any student who is working productively at the end of a scheduled session may be allowed to continue working in a test-conducive environment until completion of that portion of the testing, or additional time can be provided at the end of the final session for completing the test. Whichever way schools choose, students must be given the time they need to complete the test in a test-conducive environment if they are working productively. *If students are given additional time, including students testing with accommodations, they must not be allowed an unsupervised break or an opportunity to interact with peers before completing a part or session of the test.*

It is very strongly recommended that all 8th grade students in a specific school begin the testing process at the same time and early in the day to give students equal and ample opportunity to complete the test. Waiting to begin a test until the last hours of a day does not afford those students who need additional time to get that time.

Districts will decide whether both writing sessions are scheduled on the same day or over two consecutive days. However, if both sessions are scheduled on the same day, a **minimum** 30-minute break between sessions is required.

8th Grade Scores

A composite total of 12 or more for all four traits is required to demonstrate that the student meets the standard on this assessment. A score of three or better on an individual trait indicates the student meets the standard on that trait.

FOR BOTH 5TH AND 8TH GRADES

Make-Up

Absent students can make up the test if the make-up can be scheduled before the end of the final week allowed statewide for each of the testing periods. All students who need to make up the test must use an alternate prompt unless the student began the test during the regularly scheduled school test window using the regular prompt. That student may complete the test using the regular prompt before the end of the statewide test window. The answer document for a student who begins the test but does not complete it will be submitted under a special header sheet. The student’s name must appear on the rough draft and/or prewriting that is to be paper-clipped to the inside of the answer document as proof that the student participated. These papers will not be scored but will be coded so that the student will count as participating. An answer document that is submitted as incomplete must have the student’s prewriting and/or rough draft paper-clipped to the answer document to be counted as incomplete. An absent student on the answer document is one who is not in school during the testing window and does not have an opportunity to begin the test.

For students who miss any session(s), each district will determine whether make-up sessions will be provided

Method of Scoring

Each student’s writing will be read by two trained educators and scored on each of four writing traits: ideas and content (development), organization, voice, and conventions. Each student will receive a score of 1 to 5 (a 5 being the highest score possible) for each trait. The scores received on each trait will be added together to determine the composite score.

The following score ranges will be used to determine achievement levels:

ACHIEVEMENT STANDARDS	Composite Scores
ED—Emergent/Developing: Student does not apply skills/strategies and requires extensive remediation.	0-7.5
AS—Approaches Standard: Student inconsistently and/or incompletely applies skills/strategies and requires targeted remediation.	8-11.5
MS—Meets Standard: Student consistently applies skills without need for remediation.	12-15.5
ES—Exceeds Standard: Student comprehensively and consistently applies and generalizes skills/strategies in a variety of situations.	16-20

The Developmental 5-Point Scale

The scoring guide's 5-point scale can be conceptualized as a developmental continuum, yielding descriptive and prescriptive information for curriculum and instruction as illustrated in the scale below.

Score	Level of Development	Developmental Description
1	BEGINNING	Searching, exploring, struggling - looking for a sense of purpose or way to begin
2	EMERGING	Moments that may engage the reader - stories/ideas buried within the text
3	DEVELOPING	Writer begins to take control, begins to shape ideas - writing gaining definite direction, coherence, momentum, sense of purpose
4	MATURING	More control, writer has confidence to experiment
5	STRONG	Writer in control, skillfully shaping and directing the writing - evidence of fine tuning

Appendix E

Scoring Rubrics for Writing Traits NEVADA STATE WRITING PROFICIENCY EXAMINATION ANALYTIC SCORING GUIDE*

IDEAS AND CONTENT (DEVELOPMENT)

5: This paper is clear, focused, and interesting. It holds the reader's attention. Relevant anecdotes, details and/or evidence enrich the central theme or story line. Ideas are fresh and engaging.

- The writer seems to be writing from experience and/or knowledge showing insight/creativity.
- The writing has balance; main ideas stand out.
- Supporting, relevant details give the reader important information that he or she could not personally bring to the text.
- The writer works with and shapes ideas, making connections and sharing insights.
- The writer controls and develops the topic in an enlightening way.

3: The paper is clear and focused. The topic shows promise, even though development is still limited, sketchy, or general.

- The writer seems to be writing from experience and/or knowledge but has some trouble going from general observations to specifics.
- Ideas are reasonably clear and purposeful, even though they may not be explicit, detailed, expanded, or personalized to show in-depth understanding.
- The writer is developing the topic. Even though it is fairly easy to see where the writer is headed, more information is needed to "fill in the blanks."
- Support is present but doesn't go far enough yet in expanding, clarifying, or adding new insights.
- Themes or main points blend the original and the predictable.

1: As yet, the paper has no clear sense of purpose. To extract meaning from the text, the reader must make inferences based on sketchy details. More than one of the following problems is likely to be evident:

- The writer may restate the topic but has not yet begun to develop it in a meaningful way.
- Information is very limited or unclear.
- The text is very repetitious or reads like a collection of random thoughts from which no central theme emerges.
- Everything seems as important as everything else; the reader has a hard time sifting out what's critical.
- The writer lacks a sense of direction.

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ORGANIZATION

5: The organization enhances and showcases the central idea or thesis. The order or structure is compelling and moves the reader through the text.

- Organization flows so smoothly the reader hardly thinks about it.
- An inviting introduction draws the reader in, and a satisfying conclusion leaves the reader with a sense of completion.
- Details seem to fit where they're placed; sequencing or structure is logical and effective.
- Transitions are smooth and weave the separate threads of meaning into a cohesive whole.
- Progression of ideas is very well controlled; the writer delivers needed information at just the right moment and then moves on.

3: The organizational structure is strong enough to move the reader from point to point.

- The organization, despite a few problems, does not interfere with the main point or storyline.
- The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not leave the reader with a sense of completion.
- Sequencing or structure is usually logical. It may sometimes be too obvious or create some confusion.
- Transitions often work well; however, some connections between ideas may be weak or may call for inferences.
- Progression of ideas is fairly well controlled, although the writer sometimes spurts ahead too quickly or spends too much time on the obvious.

1: The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a random, haphazard manner or list, or else there is no identifiable internal structure at all. More than one of the following problems is likely to be evident:

- Lack of organization makes it hard for the reader to understand the main point or storyline.
- The writer has not yet drafted a real lead or conclusion.
- Sequencing of details is limited or nonexistent.
- Transitions are vague or missing; connections between ideas are confusing or incomplete.
- Progression of ideas is not controlled; too much time is spent on minor details, or there are hard-to-follow leaps from point to point.

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VOICE

5: The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text, and the writing is writing to be read.

- The writing is appropriate to purpose and audience.
- The paper is honest. It has the ring of conviction.
- The word choice brings the topic to life and clarifies the writer's attitude towards the subject.
- The writer establishes a strong connection with the reader and clearly convinces the reader of the writer's commitment to the topic.

3: The writer seems sincere, but not genuinely engaged, committed, or involved. The result is earnest, but short of compelling.

- The writer seems aware of an audience but stands at a distance to avoid risk.
- The writing communicates in an earnest manner and may occasionally interest or move the reader.
- The word choice reveals the writer's attitude toward the topic in some places but may become general, vague, tentative, or abstract in other places.
- The writer establishes a connection with the reader and demonstrates some commitment to the topic; however, the writing hides as much of the writer as it reveals.

1: The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the writing is flat, lifeless, or mechanical. More than one of the following problems is likely to be evident:

- The writer does not connect with the audience or have a sense of purpose.
- The writing communicates on a functional level. There is no presence of the writer on the page.
- The word choice tends to flatten all potential highs and lows of the message.
- The writer is not yet sufficiently engaged to take risks or make a commitment to the topic.

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CONVENTIONS

5: The writer demonstrates a good grasp of grade appropriate standard writing conventions (grammar, capitalization, punctuation, usage, spelling, sentence structure, paragraphing) and uses them effectively to enhance readability. Errors tend to be so few and minor the reader can easily skim right over them unless specifically searching for them.

- Grammar and usage are correct and contribute to clarity and style.
- Internal punctuation and external punctuation contain few, if any, errors and guide the reader through the text.
- Spelling is almost always correct, even on more difficult words.
- Sentence structures are varied and add to the stylistic effect.
- Capitalization is correct.

3: The writer shows reasonable control over a limited range of grade appropriate standard writing conventions. The writer handles some conventions well but may make some errors that do not significantly distract the reader.

- Usage and grammar are almost always correct.
- External punctuation is almost always correct; grade appropriate internal punctuation is present.
- Spelling is usually correct on high frequency words, and some more difficult words may be misspelled.
- Sentences are generally structured correctly and show some variety; an occasional run-on or fragment may be present.
- Capitalization is almost always correct.

1: Errors in grade appropriate spelling, punctuation, usage and grammar, capitalization, sentence structure and/or paragraphing repeatedly distract the reader and make the text difficult to read. More than one of the following problems is likely to be evident:

- Errors in grammar and usage are very noticeable and interfere with meaning.
- Punctuation is often missing or incorrect.
- Spelling errors are frequent, even on common words.
- Sentence structure is seriously flawed; run-ons and fragments may impede meaning.
- Capitalization is incorrect or missing.

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