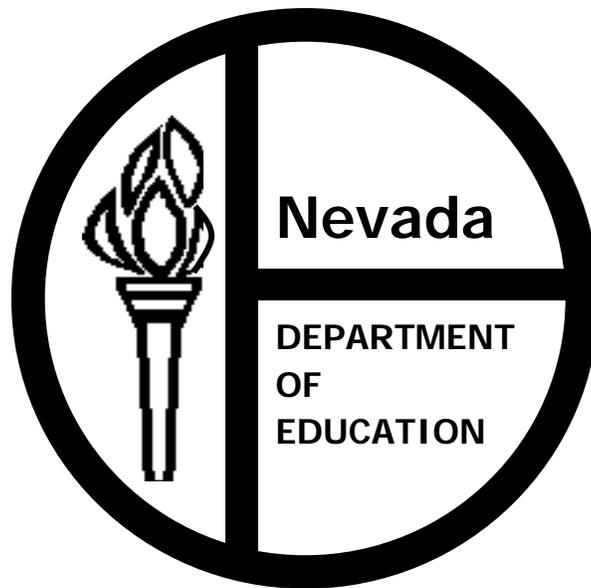


2007-2008
Nevada High School
Proficiency Examination in Writing
TEST COORDINATOR'S MANUAL



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INTRODUCTION AND OVERVIEW

The instructions contained in the school Test Coordinator's Manual are a supplement to the *Procedures for the Nevada Proficiency Examination Program 2007-2008*. This manual describes procedures that district test directors and school test coordinators throughout the state must follow before, during, and after administration of the *Nevada High School Proficiency Examination in Writing*.

All district test directors and school test coordinators must be familiar with the information included in *Procedures for the Nevada Proficiency Examination Program 2007-2008*, Overview and Introduction, Test Security, Students with Special Needs, and HSPE in Writing.

The information in *Procedures for the Nevada Proficiency Examination Program 2007-2008*, the *Test Coordinator's Manual*, and the *Administration Manual* for the HSPE in writing will provide the information necessary to train the classroom test administrators and classroom proctors in each school to administer the HSPE in Writing, according to the policies and procedures mandated by *Nevada Revised Statutes* (NRS) and the *Nevada Administrative Code* (NAC). Any additional questions on test administration or test security procedures should be directed to the district test director.

School District Personnel Responsible for Testing

The following school district personnel have direct responsibilities for the administration of the *High School Proficiency Examination in Writing*:

District Test Director

School Test Coordinator

Classroom Test Administrator or Test Administrator

Classroom Test Proctor or Test Proctor

More information on the specific roles and responsibilities for each of these people can be found in the *Procedures for the Nevada Proficiency Examination Program 2007-2008*, Introduction and Overview, Appendix.

SCHOOL TEST COORDINATOR'S RESPONSIBILITIES

HSPE in WRITING

The school test coordinator has many responsibilities before, during and after the scheduled test administrations to guarantee the integrity of the test administration and the testing materials. The school test coordinator may be the principal or a person delegated by the principal to handle the testing responsibilities. In either case, the principal is ultimately responsible for the testing at the school.

BEFORE THE TEST:

- _____ Carefully read this *Test Coordinator's Manual* as well as *Procedures for Nevada the Proficiency Examination Program 2007-2008*, *Nevada High School Proficiency Examination in Writing Administration Manual 2007-2008*, and any local district directions provided for administering the HSPE in writing. If you need further direction on the test, contact your local district test director.
- _____ Check your district testing schedule for the specific test dates for your district.
- _____ Determine the best testing locations for students (See p. 11).
- _____ Order test materials following your district's instructions.
- _____ Select classroom test administrators, determine the size of each testing group, and determine whether the use of proctors will be necessary (See p. 11).
- _____ Determine the time schedule for administering the test. Follow any local district directions you have been provided. Check to make certain that no fire drills or other special events are planned during the times scheduled for test administration (See pp. 7 and 8).
- _____ Develop lists of eligible students for testing and have these ready to provide to the school test administrators when they give the test. Make certain that students are not tested multiple times (See pp. 8 and 9).
- _____ Provide test schedules to the school personnel who will be involved with testing.
- _____ Check with your special education facilitators, ESL coordinators, and/or 504 building officers for any students who need to receive special testing accommodations. Ensure that procedures for testing these students follow those specified by the Nevada Department of Education. Make certain that students with special needs receive the appropriate accommodations (See p. 13).
- _____ Facilitate a process to make sure answer documents have been correctly coded for Testing Conditions (TC) for only those IEP, LEP or 504 students who have this accommodation specified in their testing Accommodation Plan prior to testing and use accommodation(s) or modification(s) during the test.

- _____ Make certain that procedures are in place to guarantee that hand-bubbled student demographic data will be completed accurately on the answer documents. On barcoded answer documents, TC (Test Conditions), DNP (Did Not Participate), and/or SPC CON (Special Considerations) must be entered, if applicable (See pp. 9 and 10 and Appendix A).
- _____ Develop procedures to be used during the following situations: emergencies such as a student getting sick during testing, unannounced fire drills, and moving students from one location to another if they need time beyond that scheduled to finish the test. Provisions must be made for maintaining the security of the test materials in all situations.
- _____ After receiving testing materials from the district, **immediately** verify that there are enough prompts and answer documents for all students who need to be tested.
- _____ Read the test *Administration Manual* for the HSPE in writing to become familiar with the testing script.
- _____ Provide locked storage for all secure testing materials before and after testing sessions. The locked storage site must have only limited accessibility.
- _____ Develop and provide the training session for classroom test administrators and classroom proctors following the procedures outlined in *Procedures for the Nevada Proficiency Examination Program 2007-2008, Test Security*, “Training Requirements.” The training should include procedures for dealing with emergencies such as a student getting sick, handling of answer documents, and transferring students who need more time to another location. Keep copies of the training materials and sign-in logs for attendance (See pp. 7 -15 in this manual for specific instructions).
- _____ Develop an orderly, documented process for the transfer of secure testing materials each time the testing materials move from one person to another.
- _____ Distribute only the test *Administration Manual* to classroom test administrators, so they can become familiar with the testing procedures.

DURING THE TEST:

- _____ Provide class test administrators with your school and district numbers.
- _____ Distribute secure test materials on the day of the test using your orderly, documented process for transferring secure testing materials to the classroom test administrators.
- _____ Monitor test administration.
- _____ Collect the secure test materials no later than the end of the day of testing, again using your documenting process for transfer of secure testing materials from the classroom test administrators. Verify that ALL test materials have been received.
- _____ Collect all writing prompts and scratch paper from the testing session. Keep these materials secure until scores are returned to the schools.

AFTER THE TEST:

- _____ Review and check demographic information on student answer documents to make certain that information is accurate. District and school information must be complete to guarantee the timely return of scores (See page 10 and Appendix C).
- _____ Make certain there are no duplicate answer documents submitted for any students.
- _____ Do not submit answer documents as DNP for students who have withdrawn from your school.
- _____ Prepare answer documents for shipping to the district. Follow the instructions included in Appendix B of this manual as well as any instructions provided by the district test director.
- _____ Verify that the number of documents being submitted for scoring and the number of students scheduled to test during each administration match.
- _____ Immediately report any irregularities in test administration or test security to the district test director.

SUPPORTING INFORMATION ON POLICIES AND PROCEDURES

Test Administration Dates

Students at the various grade levels will have the following opportunities to take the *High School Proficiency Examination in Writing* during the 2007-2008 school year.

High School Proficiency Examination in Writing for School Year 2007-2008

Grade Level	Eligibility Requirement	When Administered
11	At least 11 completed units of credit	October 31, 2007 April 2, 2008
12¹	At least 17 completed units of credit	October 31, 2007 January 30, 2008 April 2, 2008 May 14, 2008 July 16, 2008
Adult	Students who have enrolled in an adult high school diploma program	October 31, 2007 January 30, 2008 April 2, 2008 May 14, 2008 July 16, 2008

¹A student who has not yet earned the required number of credits during the junior year to qualify as a senior, and who begins the senior year credit-deficient but who has an academic plan which projects that he/she will graduate from high school within 2 semesters and by his/her regularly scheduled graduation date, may submit a written request to the district superintendent to take the exams under the 12th grade schedule.

The writing examination **must always be given on Wednesday** of the HSPE testing week. Writing examinations at grades 11 and 12 must be administered to all students in the district at the same time of day. Any other testing schedule is not authorized. Requests for alternate test schedules should be received no later than June 30 prior to the school year affected. If an emergency occurs during the school year, the district test director must contact the Nevada Department of Education Writing Assessment Consultant at least 60 days prior to the scheduled test administration to determine whether an alternate schedule is possible and/or an alternate prompt necessary.

Adult education students must also take the writing test on the prescribed Wednesday of the testing week. These students must use an alternate prompt if they test at any other

time of the Wednesday test day than the 11th/12th grade students. If adults test at the same time as the 11th/12th grade students, they will use the regular prompt. Any other scheduling is not authorized, and requests for alternate schedules must be received by the Writing Assessment Consultant no later than 60 days prior to the scheduled test administration.

To reduce the opportunity for one student to assist another, schedules developed at the district and school levels for regular testing must mandate that all students who are taking the writing tests take them at the same time.

Time Required for Testing

- Allow approximately 10-15 minutes for instructions for the test.
- Allow approximately 120 minutes for both topics on the writing test.
- Additional time in a test-conducive setting **must** be allowed for any student who is working productively at the end of the district-prescribed times.

Providing Additional Time

At the end of the regularly scheduled testing session, classroom test administrators and/or classroom proctors must collect all materials, ask students requiring more time to remain seated, excuse students who have completed the test, and then return materials to the remaining students providing whatever time is necessary for each student to complete the test so long as she/he is working productively. However, both topics **must** be completed the same day, and students must **not** be given an opportunity to interact with their peers or receive assistance prior to completing the test. Those students who remain are **not** to be given a break to leave the room for any reason and return at a later time to complete their tests.

If possible, it is recommended that students who have completed the test prior to the end of the regularly scheduled time period be excused from the test setting. **Their testing materials must be collected and accounted for before allowing the students to leave the testing room.**

If students who need more time must move to another location in the school, the school test coordinator must develop a procedure that maintains the security of the test materials, does not allow students to receive any assistance with the test, and does not provide an opportunity for student interaction.

Who Tests

Public schools, including charter schools, ensure that all students enrolled in grade 11 have an opportunity to test during the October 31, 2007, administration of the HSPE in Writing. Students with an IEP that indicates that they may only participate once on the HSPE writing test must do so during the April 2, 2008, administration while they are

enrolled in grade 11. The school test coordinator is responsible for making certain that every student in Grade 11 is accounted for.

Please see *Procedures for the Nevada Proficiency Examination Program 2007-2008*, HSPE in Writing, “Return of Test Materials,” for additional information on submitting answer documents for special situations such as reclassified juniors and for twelfth graders and adults who are taking the test.

Who Retests

Eleventh grade students who do not pass the October 31, 2007, administration of the HSPE in Writing may retest during the April 2, 2008, administration. They are **not** eligible to test during the January 30, 2008, test administration.

Twelfth grade students and adults may retest during any of the administrations that are scheduled. Twelfth grade students must be credit-sufficient to be eligible to test during the twelfth grade/adult-only administrations (See p. 7).

Information on required remediation for students who fail a test for the second time can be found in *Procedures for the Nevada Proficiency Examination Program 2007-2008*, HSPE in Writing, “Remedial Study.”

Student Eligibility

The State Board of Education has adopted regulations (NAC 389.048) defining a student’s eligibility to take these examinations. District test directors and school district personnel involved with the test administration must be aware of these provisions and must implement them within their districts. Penalties for the unauthorized disclosure of HSPE content, through administration to ineligible students, can be severe.

The school test coordinator is responsible for making certain that only students authorized to take the test actually participate in the test administration. Any student testing who is not eligible to test will receive invalidated scores, and this situation must be reported as a test irregularity. Students must retest when eligible to do so (See p. 7).

Test Security Training

The school test coordinator is responsible for planning and implementing the training session for all individuals involved in the administration of the HSPE in Writing, including classroom test administrators and classroom proctors, to review the instructions for test administration, test security, and individual responsibilities, such as distributing and collecting materials, assisting students in marking the demographic information on the answer documents, and monitoring to make certain that each student is working independently.

Detailed information on the required training procedures can be found in *Procedures for the Nevada Proficiency Examination Program 2007-2008*, Test Security, “Training Requirements.”

Coding of Answer Documents

The principal of each school required to participate in a state-mandated examination is also responsible for making certain that coding of answer documents is done accurately. This responsibility is often delegated to the school test coordinator. For further information on participation rates and use of test scores for AYP purposes, refer to *Procedures for the Nevada Proficiency Examination Program 2007-2008, Introduction and Overview*, “School Accountability and AYP.”

Barcode information for the October 31, 2007, 11th grade test administration will be extracted from the State Student Information System approximately one month prior to the test administration. Between the time the extract is pulled and the date of the test administration, the information included in the extracts must be checked by district or school level personnel and any changes in student demographic information must be updated in the district’s student information system. The district test director will provide information on this process.

Most students taking the HSPE in Writing will be using an answer document with a preprinted barcode. If applicable, students with a barcoded answer document must hand-bubble the TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Considerations) fields on these answer documents. Most students will have nothing marked in these three fields. Refer to “Coding Terms and Definitions” in Appendix A at the end of this manual for additional information.

If a student has a change in demographic information, the student will still 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 in the preprinted information on the answer document is inaccurate, then a new answer document must be hand-bubbled with all of the information filled in accurately and completely. 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. Another extract will be pulled prior to scoring the tests, and the updated information in the district’s student information system will be included in the data file used for reporting scores.

For those students who do not have a preprinted barcoded answer document, an answer document must be filled in and submitted for scoring whether the student tests or not. The information on the demographic page for each answer document that is hand-bubbled must be filled in completely and accurately. The district and school codes can be easily referenced by referring to the *Procedures for the Nevada Proficiency Examination Program 2007-2008, Introduction and Overview*, “Appendix.”

If a student is absent or does not test for any other reason, the answer document must be coded appropriately using the DNP (Did Not Participate) code.

Barcoded answer documents for students who are not enrolled at your school during the testing window must be shredded.

School test coordinators must verify that the number of students expected to test matches the number of answer documents being submitted for scoring. Procedures must be in place to guarantee that a student does not take the test twice or that the school does not submit two answer documents for the same student for any reason. NRS 389.017 mandates that the superintendent of schools of each school district and the governing body of each charter school shall certify that the number of pupils who took the examination is equal to the number of pupils who are required to take the examination and who are enrolled in each school in the district or in the charter school.

Significant errors in coding or in identifying students in the district's student information system may be treated as irregularities in test administration and must be reported to the Test Security Coordinator at the Nevada Department of Education.

Scheduling at the School Level

School test coordinators usually provide the school's schedule for the testing and assign school personnel who will actually administer the test.

The examination should be administered by one person, the classroom test administrator, in each testing room with the help of as many classroom proctors as necessary. There should be at least one proctor in addition to the individual administering the test in each testing room. If the test is being administered in large groups, one proctor should be provided for every group of 30 students.

Testing Environment

School test coordinators are involved in making certain that an optimum testing environment is provided for each student taking the test. The policy developed in conjunction with district test directors provides specific direction on what can be displayed on walls and desks, and other information that clearly defines for classroom test administrators what students can and cannot use during the test. See *Procedures for the Nevada Proficiency Examination Program 2007-2008*, Test Security, "Appendix" in "An Appropriate Testing Environment."

Because testing environments can affect students' scores, the following guidelines are provided for planning favorable testing environments.

Size of Testing Sessions: Districts may decide the sizes of testing sessions, but smaller testing sessions (approximately 30 students) provide better testing conditions.

The Room: A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning provides the most supportive conditions for students.

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 blank, front and back, lined or unlined, scratch paper; an answer document; and workspace on which to write.

Devices Not Allowed: Students are not to wear headphones while taking the writing test, nor are they allowed to have pagers, cell phones, PDAs, or any other electronic device on the desk or accessible during the testing as these provide possible means that students might use to receive help on the test.

Materials on Walls: Posters or other materials that provide specific guidance to students taking a state writing assessment must be removed or covered (e.g., graphic organizers, annotated samples of essays or paragraphs, or sample introductory and concluding techniques). The analytic and holistic scoring guides, **original and unmodified**, developed by NDE for the writing assessments may be displayed on the walls during the writing assessments but may **not** be provided to students for use during the test.

Materials on Desks: 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.

Books, dictionaries, thesauruses, notes, or other aids must **NOT** be accessible to students during the *High School Proficiency Examination in Writing*. Items for use after the examination are to be stored away from the student work area; i.e., under desks, chairs, or tables, and must not be accessed until testing materials have been collected from the student.

Procedures for Administering the High School Proficiency Examination in Writing

Specific instructions for administering the HSPE in Writing are included in the *Nevada High School Proficiency Examination in Writing Administration Manual 2007-2008* and must be followed exactly. The administration manual is revised each year, and the new manual must be used. All old administration manuals for the *HSPE in Writing* must be destroyed.

The administration manuals are not considered secure documents and may be distributed to classroom test administrators prior to the date of the test administration so that test administrators can familiarize themselves with the testing instructions.

The following information must be communicated to classroom test administrators during the training sessions that precede each test administration.

Helping Students: The classroom test administrator must maintain an impartial and professional attitude. In no case should students be given help with the test. However, testing procedures should be made clear. Any questions about procedures for completing the test or correcting answer documents should be answered by repeating or paraphrasing the appropriate sections of the instructions. If a student should ask a question about the test content or the choice of a response, useful and permissible replies include: "Follow the instructions that you were given" and "Do your best."

Monitoring Students: Classroom test administrators and classroom test proctors must circulate throughout the testing area while students are testing to make certain that students are completing the test as directed. Students must never be left alone with test materials.

Students are not allowed to talk with each other about the test(s). Students must not be allowed the opportunity to discuss the test with anyone.

Cheating: Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Answer documents for 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. All instances of cheating require submission of a Report of Test Irregularity.

Students Who Finish Early: Students may bring books or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. While reading is a permissible activity, writing should not be permitted during the *HSPE in Writing*.

Security of Testing Materials: Classroom test administrators and/or proctors are responsible for checking to make certain that all testing materials have been collected from every student before allowing anyone to leave the room at the end of the testing period.

Accommodations for Students with Special Needs

Accommodations are available for IEP, LEP and/or 504 students who have testing Accommodation Plans. For information about testing students with special needs, please see *Procedures for the Nevada Proficiency Examination Program 2007-2008*, [Students with Special Needs](#).

The school test coordinator must make certain that all students with special needs receive the appropriate accommodations, as needed.

Additionally, the school test coordinator should facilitate a process with Special Education Facilitators, ESL Coordinators, and 504 building officers by which answer documents are accurately coded for Testing Conditions (TC) for students who have been identified as IEP, LEP, or 504 and have a testing Accommodation Plan.

Assistance for Students

Students are to receive **no help** during the administration of the writing test beyond making certain that they understand general test directions. No assistance of any kind on individual responses to the writing prompts can be given. School officials who participate in any inappropriate assistance to students can face severe consequences including suspension or revocation of teaching licenses. The administration manual for the *HSPE in Writing* contains additional instructions that must be followed by all school personnel and any others who assist with administration of the tests. All test security and test administration procedures must be strictly adhered to.

- Instructional aids of any kind, such as graphic organizers or colored markers, are not allowed.
- Assistance from a test administrator, proctor, aide, other adults, or other students is strictly prohibited.
- Use of dictionaries, including bilingual dictionaries, any other reference material, or on-line assistance is not allowed during administration of the test.
- Prior to and during testing, a classroom 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.
- Scratch paper may **only** be plain, front and back, unlined or lined. No other pre-printed material is permitted on the front or back except for student identification information.

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, or labels

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

Invalidation of Test Scores

Several circumstances may necessitate invalidating a student's answers and/or scores. Instances of cheating on state-mandated assessments will require invalidation. Answer documents may also need to be invalidated if a test administration or a test security irregularity occurs that affects the validity of a student's scores.

All instances of invalidation require that a Report of Test Irregularity be filed with the Nevada Department of Education. Regardless of the reason for the invalidation, however, the **answer document for the *HSPE in Writing* must be submitted to the Nevada Department of Education with the other writing tests** for inclusion in district and school reports. Students with invalidated scores resulting from a test administration or test security irregularity will be counted as participating in the assessment; however, they will be counted as non-proficient for AYP purposes.

Answer documents for absent students must never be invalidated.

To indicate that answer documents for the *HSPE in Writing* have been invalidated, the following procedure must be used:

Separate the invalidated tests from the other answer documents and return them to the Nevada Department of Education under a separate header sheet. See Appendix B on Shipping Instructions for complete directions on submitting invalidated student responses for the writing test.

Ordering Test Materials

The district test director is responsible for ordering test materials from the Nevada Department of Education. School test coordinators are to follow the procedures established by the district test director for ordering the needed materials from the district prior to the test administration.

Return of Test Materials

All test materials for the *HSPE in Writing* must be returned to the district test director who will in turn send them to the Nevada Department of Education for scoring.

School test coordinators are to follow all instructions that the district test director has issued for the return of answer documents to the district's testing office.

There are, however, specific instructions that all school test coordinators must follow to guarantee that information on the answer documents has been filled in completely and accurately. For hand-bubbled answer documents, all information blocks on ALL pages of the answer document must be completed to identify the student's writing sample. Instructions for returning answer documents to the Nevada Department of Education for both the district and school level can be found in Appendix B at the end of this manual.

It is also the school test coordinator's responsibility to verify that one and only one answer document has been submitted for each student testing. This includes verifying that the number of answer documents submitted for scoring for eleventh graders during the October test administration equals the number of eleventh graders enrolled in the school at that time. More specific information about verifying enrollment counts can be found in *Procedures for the Nevada Proficiency Examination Program 2007-2008, HSPE in Writing*, "Who Tests."

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 for the HSPE, Iowa Tests, writing assessments, and CRTs have been standardized so that information is collected in the same way on each answer document.

The HSPE 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 their district test director. The fields of TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Considerations) will have to be hand-bubbled in on the barcoded answer documents, only 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 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 hand-bubbled with all of the information filled in accurately and completely. 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. Another extract will be pulled on the day of the test, and the updated information in the district's student information system will be included in the data file used for reporting scores.

An answer document for all students **without** preprinted barcoding must be completely and accurately hand-bubbled. Additionally, students must not also hand-bubble barcoded answer documents.

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 used in the name fields, such as hyphens or apostrophes. 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 2007-2008, Students with Special Needs*. Please note that the use of modifications is **only** allowed for students with an IEP, and **only** if the IEP testing Accommodation Plan indicates that the modification is necessary for use on the assessment.

Code	Testing Condition
R	Regular Conditions
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 ○ Exit ≤ 2 yrs ○ Exit > 2yrs	<p>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.</p> <p>A former IEP student who has been exited from the IEP program less than or equal to 2 years.</p> <p>A former IEP student who has been exited from the IEP program greater than 2 years.</p>
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 such through a home language survey and an initial proficiency assessment and has not exited the ESL program.
Former LEP ○ Exit ≤ 1 yr ○ Exit ≤ 2 yrs ○ Exit > 2 yrs	<p>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.</p> <p>A former LEP student who has been exited from the LEP program less than or equal to one year.</p> <p>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.</p> <p>A former LEP student who has been exited from the LEP program for more that two years.</p>
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 CONSIDERATIONS

This section will be coded only for those students described by one of these categories.

Code	Category
S	NASAA: Student participated in the state's alternate assessment (NASAA).
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

Instructions for Return of Answer Documents for the HSPE in Writing to the Department of Education

Preparing Writing Assessment Answer Documents for Shipping

Make certain that only the new answer documents have been used. Destroy the old answer documents for the *HSPE in Writing*. Seniors and adults must use the 2007-2008 harvest orange-colored answer documents. Eleventh-grade students will use the spice brown-colored answer documents. On hand-bubbled answer documents, all information blocks on each sheet of the answer document must be filled in with the information requested. The demographic sections of the answer document identify the student as well as the district and school that will receive the reports. Without this complete, accurate information, students may not receive their scores.

General Instructions for Submitting Writing Forms

All parts of the answer document must be returned to the Nevada Department of Education. Only those answer documents with writing on them will be scored with the exception of those from IEP students using an alternate response mode (See B-3). All answer documents, including those for students who did not participate, must be returned with documents to be scored. Use only the 2007-2008 answer documents. The old forms cannot be processed through the scanning or scoring program, and, if used, students will not receive scores.

HSPE Writing Assessment

- Do NOT separate the demographic page from the writing page.
- Do submit answer documents for every student who is absent and did not take the test. Fill out a Grade/Category Header Sheet indicating that these students “Did Not Participate.”
- Do submit answer documents for students who begin the writing test but do not complete it. These answer documents should be included with the other answer documents to be scored.
- Do submit an answer document for every student who was tested using the NASAA. Include these answer documents under a “Did Not Participate” header sheet.
- Do not submit an answer document bubbled as DNP, “Did Not Participate,” for a student who is withdrawn from your school.
- Do submit an answer document for any student who cheats or whose test must be invalidated because of a test irregularity that impairs the validity of the test. Fill out a Grade/Category Header Sheet, and mark the box for “Invalidated Scores.”
- Do fill out a Grade/Category Header Sheet for each category of answer sheet, as needed: Regular Topic, Alternate Topic, Did Not Participate, Special Handling, or Invalidated Scores. Barcoded answer documents and hand-bubbled answer documents may be intermingled and submitted together under the appropriate header sheet.
- Make certain that the count for each of the categories is accurate.

Replacing Damaged or Incorrect Answer Documents

The two halves of an answer document are numbered so that the computer can identify and match them after they are separated during the scoring process. It is essential that electronic coding on the demographic page and the writing topic page of an answer document matches. If one of these sheets is damaged and must be replaced, both sheets must be replaced. Examples: If the writing section of an answer document is damaged so that a new form must be used for this test, the demographic part of the new answer document must also be completed and submitted; if the demographic section of an answer sheet is damaged, all responses, including the writing samples, must be copied to a new form before submitting the documents for scoring. The student must transfer the writing from one answer document to another. The original test must be paper-clipped to the newly copied answer document and a note attached explaining what has happened.

If an old answer document was mistakenly used, the same procedure outlined in the previous paragraph must be followed so that all information on both pages of the answer document is transferred to a new answer document.

If a student has had a change in demographic information (e.g., Programs), the student will still 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 in the preprinted information is inaccurate, then a new answer document must be hand-bubbled with all of the information filled in accurately and completely. 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. Another extract will be pulled on the day of the test, and the updated information in the district's student information system will be included in the data file used for reporting scores.

Do not make corrections on the barcoded document as the scanner will not read any fields except the barcode, TC, DNP, and SPC CON. It is important that those three fields are filled in, if applicable.

Batching at the School Level

Following these instructions will guarantee that scores are returned in a timely and accurate manner. School personnel are the key to success, and attention to detail at the school level can avert many potential problems. A lost or improperly packaged answer document is a serious matter.

- Use copies of the forms that are provided in this Appendix for returning answer documents to the Nevada Department of Education. **Do not create different forms.**
- Using the required roster of students who took the writing assessments or proficiency examinations,¹ please prepare the answer documents for shipping to ensure that the number of documents packed for shipping agrees with the number of documents for students who tested. The person preparing the package should print his/her name as well as initial the count on the Grade/Category and School Header Sheets. This is the person the district test director will contact if the count upon receipt of the

¹ This roster is required by AB 214, passed by the 2002 Legislature, and is essential in accounting for all testing materials before they are returned. The roster may be a sign-up sheet that indicates the student's name and the test(s) to be taken or a preprinted roster where students can initial by their names and verify the number(s) of the test booklet(s) received, when appropriate.

documents either at the district or state level does not agree with the count indicated on the School Header Sheet.

- Double check to determine that the number of answer documents being submitted is equal to the number of students who are enrolled and need to be tested.
- After being checked for correct entry of the appropriate “Testing Conditions” codes, papers for special education students should be batched with those for regular students in the appropriate grade level.
- Student answer documents using an alternate mode of response (computer typing or Braille) or any other test documents that need special handling should be placed in a separate envelope and marked “Special Handling.” These papers should be included in the count box for Special Handling. The envelope should then be placed in the same box as the other papers being submitted.

Batching the *HSPE in Writing* at the School Level

1. If both 11th and 12th graders tested, sort the answer documents BY GRADE. Each grade has a different colored answer sheet. Barcoded and hand-bubbled sheets may be intermixed within each grade level.
2. For the *HSPE in Writing*, DO NOT SEPARATE THE DEMOGRAPHIC SHEET FROM THE WRITING PAGE.
3. Count the number of documents in each group and log the count on a separate Grade/Category Header Sheet for each grade and category listed above. Check the appropriate boxes for grade and category. (See “High School Proficiency Test in Writing Grade/Category Header Sheet” in this Appendix).
4. When steps 1 through 3 have been completed for all grade levels tested, complete the School Header Sheet in this Appendix.
5. Pack and return the answer documents to the school district office, as directed by the district test director. After completing the above steps, private, exempt, and other non-district affiliated schools should return answer documents to the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum.

Batching at the District Level

1. For the *HSPE in Writing*, check to make certain that answer documents have NOT been separated.
2. Check to make sure that the 11th grade answer documents are submitted separately from the 12th grade answer documents. Twelfth grade papers are scored first and scores returned as soon as possible. If a 12th grade paper is included with the 11th grade papers, the scores will be delayed significantly. Each grade level has a different colored answer document.
3. Batch answer sheets by school and ensure that the appropriate Grade/Category and School Header sheets are used to separate different categories and grades. Place the School Header Sheet on top of the documents being submitted from that school. In packing boxes for shipment to the Nevada Department Education, please package all 12th grade documents together and all 11th grade documents together. The two grades may be packed in the same box, but keep the 12th grade documents separate from the 11th grade documents. Do not intermingle 11th and 12th grade documents in the packing.

4. Complete the District Header Sheet and place it on top of the stack of documents from the district.
5. Place groups of completed answer documents in boxes (or shipping envelopes for smaller numbers of answer sheets), keeping all documents in the same school and grade together. If more than one container is needed, mark the containers 1 of 6, 2 of 6, etc.
6. Tape the boxes (or envelopes) securely and ship to:

Nevada Department of Education
Assessment, Program Accountability, and Curriculum
Room 107
700 East Fifth Street
Carson City, Nevada 89701

7. Ship by a means that will ensure that the Nevada Department of Education receives your tests as quickly as possible and that provides you with either a receipt (e.g. certified mail, return receipt requested) or a method of tracing the shipment (UPS, FedEx).

Answer documents should be shipped as soon as possible after testing so that the Department will receive them NOT LATER THAN the following dates:

Test Date	Deadline for Receipt of Documents
October 31, 2007	November 9, 2007
January 30, 2008	February 8, 2008
April 2, 2008	April 11, 2008
May 14, 2008	May 16, 2008 by Noon
July 16, 2008	July 25, 2008

Please note that answer documents for the May test must be received by the Department of Education by noon on the Friday following the test date because tests will be scored on May 17, 2008, so that schools will have the scores prior to graduation.



***Nevada High School Proficiency Examination Program
Grade/Category Header Sheet
High School Proficiency Test in Writing***

District Name _____ **District #** _____

Date _____

School Name _____ **School #** _____

THIS FORM MUST BE COMPLETED BY YOUR SCHOOL'S TEST COORDINATOR. Sort answer documents by category – Regular (REG), Alternate (ALT), Incomplete (IN), Did Not Participate (DNP), Invalidated Scores (IS), or Special Handling (SH). **Do NOT separate** demographic pages from writing topic pages. Then fill out a Grade/Category Header Sheet for each group *as needed*. Check one box in each area below. You could have as many as 8 separate groups. Place this header sheet on top of each group of answer documents described by this sheet after you have completed it.

DO NOT SEPARATE DEMOGRAPHIC PAGES FROM WRITING PAGES

1. Check **ONE** grade level:

	11 th Grade	12 th /Adult
--	------------------------	-------------------------

2. Check **ONE** Category:

	Regular Topic (REG)	Alternate Topic (ALT)
	Invalidated Scores (IS)	Did Not Participate (DNP)
	Special Handling (SH)	

ENTER TOTAL NUMBER OF ANSWER DOCUMENTS _____

Print full name _____



Nevada Proficiency Examination Program

School Header Sheet

District Name _____ District # _____ Date _____

School Name _____ School # _____

School test coordinators should use this School Header Sheet to submit writing answer documents from each school for scoring. Follow all the instructions on this sheet.

PUBLIC AND CHARTER SCHOOLS: Based on the information from the Grade/Category Header Sheets, complete this School Header Sheet; then forward all Header Sheets and writing answer documents to your district office.

PRIVATE, EXEMPT, AND OTHER NON-DISTRICT-AFFILIATED-SCHOOLS: Based on the information from the Grade/Category Header Sheets, complete this School Header Sheet; then forward all Header Sheets and writing answer documents to be submitted for scoring directly to the Department of Education. Documents **must** be shipped in time to arrive in the Department of Education Assessment Office (room 107) *for HSPE no later than the second Friday following testing administration and February 1, 2008, for 5th and February 22, 2008, for 8th.*

GRADES 5 AND 8:

- Do **not** separate the demographic pages from the writing pages.
- Enter the total number of documents from your school in each category to be submitted for scoring.

Enter number of answer documents in the spaces provided below.

<i>Grade Level</i>	REG	ALT	INC	DNP	IS	SH
<i>Grade 5</i>						
<i>Grade 8</i>						

GRADES 11, 12 AND ADULT:

- Do **NOT** separate the demographic pages from the writing pages.
- Tally the total number of documents submitted from each test administrator, sorted by grade (11th grade separate from grades 12 and adult) and category– Regular (REG), Alternate (ALT), Did Not Participate (DNP), Invalidated Scores (IS) or Special Handling (SH).
- Enter the total number of documents from your school in each category on this School Header Sheet.

Enter number of answer documents in the spaces provided below.

<i>Grade Level</i>	REG	ALT	DNP	IS	SH
<i>Grade 11</i>					
<i>Grade 12 and Adult</i>					



Nevada Proficiency Examination Program District Header Sheet

High School Proficiency Examination in Writing

District Name _____ District # _____ Date _____

Use this District Header Sheet to submit writing answer documents from your district for scoring. Before packing your district's answer documents, sort them by school. Include the School Header Sheet for each school that indicates the total number of writing answer documents submitted for scoring. Documents must be shipped in time to arrive in the Department of Education Assessment Office (room 107) *no later than the second Friday following the writing test administration.*

1. Based on the information from the School Header Sheets, fill out the District Header Sheet.
2. Enter the total number of answer documents from your district to be submitted for scoring on the line labeled "District Total."
3. Pack the answer documents and Grade/Category Header Sheets from each school. Place the School Header Sheets on top of each school's group of documents.
4. See "Batching at the District Level" in this Appendix.

DISTRICT TOTAL _____ ENTER NUMBER OF ANSWER DOCUMENTS IN THE BOXES PROVIDED BELOW.

<i>School Name</i>	<i>Grade 11</i>					<i>Grade 12 and Adult</i>				
	<i>Do NOT Separate Answer Documents</i>					<i>Do NOT Separate Answer Documents</i>				
	REG	ALT	DNP	IS	SH	REG	ALT	DNP	IS	SH

APPENDIX C

Edit Procedures for Answer Sheets

Check each answer sheet to ensure that:

- there are no stray pencil marks on the answer document timing tracks or grid areas to be read by the scanner and no stray pencil marks outside the writing area;
- students have not hand-bubbled demographic data onto preprinted barcoded answer documents;
- all marks on the demographic sheet to be read by the scanner are marked darkly in #2 pencil; and
- all erasures are complete.

Barcoded answer documents for IEP, Section 504, and LEP students should have the TC section on the answer document filled in, only if those students have testing Accommodation Plans and used accommodations or modifications to take the test. Modifications are available only to IEP students.

Students who were absent must have the correct bubble in DNP marked. If a student was marked absent but showed up late and took the test, the DNP bubble must not be marked.

The Special Considerations field must be filled in for those students who qualify for one of the designations.

Appropriate school personnel should have filled in the information on the demographic page on hand-bubbled answer documents 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.

Program:

- **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 years after exiting special education programming in accordance with the above. This section should be bubbled by the special education facilitator. If the student has been exited from the program for less than or equal to two years, bubble “Exit ≤ 2yrs”; if the student has been exited for more than two years, bubble “Exit > 2 yrs.”

- **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. This coding on hand-bubbled answer documents should be done only by ESL teachers/specialists. If the student has been exited from the program less than or equal to one year, then bubble, “Exit ≤ 1 yr”; if a student has been exited for greater than one year, but less than or equal to two years, then bubble “Exit > 1 yr & ≤ 2 yrs”; if the student has been exited more than two years, bubble “Exit > 2 yrs.”
- **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 1 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.

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, Section 504, and LEP students, if applicable. If a student takes the test using no accommodations, nothing needs to be bubbled in. 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 an 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 Accommodation Form. See *Procedures for the Nevada Proficiency Examination Program 2007-2008*, Students with Special Needs for further information. If a student with an IEP, a student with a Section 504 Plan, or a student identified as Limited English Proficient (LEP) does not qualify for the use of accommodations, do not mark anything in this section.

- **R** if the IEP, Section 504, or LEP student tests using regular conditions.
- **A** if the IEP, Section 504, or LEP 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.

Do not mark anything in this section for students who are not classified as IEP, LEP, or Section 504 students and do not have testing Accommodation Plans.

Student errors in coding demographic information on the answer documents may result in delays, inaccurate reports, or omissions in reporting test results and may affect AYP determinations.

*****In order to ensure the prompt reporting of the HSPE results, school-level personnel must check the coding of the following information on all answer documents prior to packing the documents for scoring. If a barcoded answer document has an incorrect school number in the visible information, then a new answer document must be hand-bubbled. (See Coding Instructions, Appendix A)**

CHECKS ON THE DEMOGRAPHIC PAGE:

1. **First and Last Name Blocks: Required.** Must not be blank or contain unintentional blanks. *Each must be left justified.* Students must use their legal first and last names on the answer documents. **Most common problems:** 1) Name is not left-justified-First letter of name not coded in leftmost column; 2) Somewhere within the name, a column is skipped or two successive letters are coded in the same column: 3) Name is entered in the blanks provided but is not coded in the bubbles; 4) Student uses a name other than his/her legal name.
Middle Initial: Coded in last column of name block. **Most common problems:** 1) Middle initial is coded in some other column; 2) Two bubbles are filled in.
2. **District Number and School Number: Required.** Numbers are included in *Procedures for the Nevada Proficiency Examination Program 2007-2008, Overview and Introduction*, "Appendix", and must be coded correctly if results are to be reported to the correct school and district. Please check carefully. **Most common problem:** Bubbles are filled in incorrectly or not at all.
3. **Student Number: Required.** The scoring program for these examinations requires that a district or local student ID number be entered here. It must be left justified. The first digit must be other than a zero.
5. **Date of Birth: Required.** Birthdates are used to distinguish students with identical names in alphabetical state roster report. **Most common problem:** Digits are not bubbled in appropriate columns or date of test instead of date of birth is entered in this block.
6. **Gender: Most common problem:** Neither possibility is coded.

7. **Grade: Required.** The Grade bubble may not be blank, and only one may be selected. Reports are generated using the grade coded by the student. Incorrect coding will result in the generation of incorrect reports for the school and district.
8. **PROGRAMS and Testing Conditions (TC):** The PROGRAMS section should be filled in only for students who fit into one of these categories. The TESTING CONDITIONS section should be filled in only for IEP, LEP, or 504 students, if applicable. If nothing is bubbled in this section, the program will default to R for Testing Conditions. More than one bubble may be filled in for PROGRAMS. Only one Testing Condition will apply.
9. **Years in District (YID) and Years in School (YIS):** Only one possibility may be coded.
10. **Ethnicity: Most common problem:** More than one possibility is coded.

CHECKS ON THE WRITING TEST PAGE:

Ensure that student name and school name are legible on the Topic A page. Also make sure that there are no stray marks in the timing marks along one edge of each page, in the scoring area at the bottom of each page, or in the marked serial code number block in the margin on the last page.

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION IN WRITING SCORING GUIDE

STUDENTS SHOULD BE REWARDED FOR WHAT THEY DO WELL IN
RESPONSE TO THE TOPICS.

All responses are to receive an appropriate score.

Readers should remember that papers were written within the constraints of a time limit (120 minutes for both topics) and without the use of a dictionary.

Papers that fall into the following categories **MUST** be given to the Table Leader:

- **THE PAPER IS CLEARLY OFF-TOPIC.**
Off-topic papers are those whose content does not correlate with the assigned topic, not merely those in which the writer appears to have misunderstood the assignment.
- **THE PAPER CONTAINS OBSCENE OR EXTREMELY OBJECTIONABLE MATERIAL.**
- **THE PAPER IS BLANK.**
- **THE PAPER CONTAINS INSUFFICIENT WRITING FOR EVALUATION.**
- **THE PAPER IS WRITTEN IN A FOREIGN LANGUAGE.**

<p>SCORE “SIX”</p> <p>A six paper is superior. It exemplifies ALL OR MOST of the following:</p> <ul style="list-style-type: none"> • Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight. • Clarifies and defends or persuades with precise and relevant evidence; clearly defines and frames issues. • Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea or theme. • Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner. • Uses multiple sentence structures and word choices effectively and with a sense of control for stylistic effect. • Commits few, if any, errors in standard English rules for grammar/usage and mechanics. 	<p>SCORE “FIVE”</p> <p>A five paper is distinctly above average. It displays ALL OR MOST of the following:</p> <ul style="list-style-type: none"> • Focuses and develops ideas in an effective and detailed manner. • Defends and/or persuades with important and relevant evidence; defines and frames issues. • Organizes ideas clearly and coherently using structures appropriate to purpose. • Communicates a sense of commitment to the topic and to the audience's involvement. • Uses varied sentence structure and word choice effectively. • Commits few errors in standard English grammar/usage and mechanics. 	<p>SCORE “FOUR”</p> <p>A four paper is adequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Adequately focuses and develops ideas with detail. • Defends and/or persuades with support and clarity, using relevant evidence. • Organizes ideas in a satisfactory manner with adequate coherence and logic. • Uses a voice that is appropriate to audience and purpose. • Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable. • Commits some errors in standard English grammar/usage and mechanics that do not impede meaning; indicates basic understanding of conventions.
<p>SCORE “THREE”</p> <p>A three paper is inadequate. It is clearly flawed in SOME OR ALL of the following ways:</p> <ul style="list-style-type: none"> • Focuses, but may not display mature or well-developed content. • Attempts defense or persuasive stance but position is unclear and/or evidence is brief, tangential or based solely on personal opinion. • Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic. • Lacks sincerity of purpose in the writer’s attempt to involve the audience appropriately. • Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate. • Contains flaws in standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions. 	<p>SCORE “TWO”</p> <p>A two paper is very weak. It reveals serious and persistent problems in communication. It compounds the weaknesses of the three paper in SOME OR ALL of the following ways:</p> <ul style="list-style-type: none"> • Lacks focus and development; may list items with little or no supporting detail. • Defends or persuades from a stance that is unclear or absent; evidence is vague or missing. • Contains serious flaws in structure, organization and coherence. • Attempts, but fails in the writer’s attempt to involve the audience appropriately. • Uses sentence structure and word choice that are highly limited, simplistic, or otherwise inappropriate. • Displays consistent violations in standard English rules of grammar/usage and mechanics that impede understanding. 	<p>SCORE “ONE”</p> <p>A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It illustrates SOME OR ALL of the following:</p> <ul style="list-style-type: none"> • Simply repeats the topic or fails to provide adequate development. • Fails to establish a position and/or develop persuasive view; evidence is not apparent. • Shows almost no structure, organization or coherence. • Does not address the audience appropriately. • Uses limited and/or immature sentence structure and word choice. • Overwhelms the reader with serious violations of standard English rules, grammar/usage and mechanics.