2010-2011
Nevada Grade Eight and High School Proficiency Examinations in Writing

TEST COORDINATOR MANUAL

Nevada Department of Education

Keith W. Rheault

Superintendent of Public Instruction

Office of Assessment, Program Accountability, and Curriculum

Nevada Writing Assessment Website

http://www.doe.nv.gov/statetesting/writingassess.html

TABLE OF CONTENTS

INTRODUCTION AND OVERVIEW 2

SCHOOL TEST COORDINATORS RESPONSIBILITIES 3

SUPPORTING INFORMATON ON POLICIES AND PROCEDURES 5

- **Test Administration Dates** 5
- **Suggested Testing Times** 6
- **Providing Additional Time** 6
- **Participation** 7
- **Test Security Training** 7
- **Coding of Answer Documents** 8
- **Scheduling at the School Level** 8
- **Administering Procedures/Testing Environment** 9
- **Accommodations for Students with Special Needs** 11
- **Invalidations of Test Scores** 11
- **Ordering Test Materials** 11
- **Return of Test Materials** 11

CODING TERMS AND DEFINITIONS Appendix A

INSTRUCTIONS FOR RETURN OF ANSWER DOCUMENTS Appendix B

EDIT PROCEDURES FOR ANSWER SHEETS Appendix C

SCORING RUBRICS FOR HSPE IN WRITING Appendix C

INTRODUCTION AND OVERVIEW

The instructions contained in the school Test Coordinator Manual are a supplement to the *Procedures for the Nevada Proficiency Examination Program 2010-2011*. 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 Grade Eight and High School Proficiency Examinations 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 2010-2011*, Overview and Introduction, Test Security, Students with Special Needs, Grade Eight and HSPE in Writing.

The information in *Procedures for the Nevada Proficiency Examination Program 2010-2011***,** the *Test Coordinator Manual*, and the *Administration Manual* for the Grade Eight and HSPE in writing will provide the information necessary to train the classroom test administrators and classroom proctors in each school to administer the Writing examinations 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 *Grade Eight and High School Proficiency Examinations 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 2010-2011*.

SCHOOL TEST COORDINATOR RESPONSIBILITIES

The school test coordinator responsibilities before, during, and after the scheduled test administrations aid in guaranteeing the integrity of the testing materials and administration. The school test coordinator may be the principal or a person delegated by the principal to handle the testing responsibilities; however, the principal is ultimately responsible for the testing at the school.

BEFORE THE TEST:

_____ Carefully read this *Test Coordinator Manual* as well as *Procedures for Nevada the Proficiency Examination Program 2010-2011, Nevada Grade Eight and High School Proficiency Examination in Writing Administration Manual 2010-2011,* and any local district directions provided for administering the Grade Eight or HSPE in writing. If you need further direction on the test, contact your local district test director.

_____ Follow your district guidelines for the order, maintenance, and return of testing materials.

_____ Check your district testing schedule for the specific test dates.

_____ Determine the best testing locations for students, selecting test administrators and proctors, and determining testing group size.

_____ Determine the time schedule for administering the test, following any district directions you have been provided.

_____ Develop lists of eligible students for testing and have these ready to provide to the school test administrators when they give the test and to make certain that students are not tested multiple times.

_____ Provide test schedules to the school personnel who will be involved with testing.

_____ Check with your special education facilitators, ELL coordinators, and/or 504 building officers for any students who need to receive special testing accommodations. Make certain that students with special needs receive the appropriate accommodations.

_____ Prior to testing facilitate a process by which answer documents will be correctly coded for Testing Conditions for only those IEP, LEP, or 504 students who have accommodations specified in their Testing Accommodation Plans and will use accommodation(s) or modification(s) during the test.

_____ Make certain that procedures are in place to guarantee that hand-bubbled student identifying information will be completed accurately on the answer documents.

_____ 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 the times scheduled to finish the test. Provisions must be made for maintaining the security of the test materials in all situations.

_____ Upon receiving testing materials from the district, **immediately** verify that there are enough prompts and answer documents for all students who will be testing.

_____ Read the test *Administration Manual* for the Grade Eight and HSPE in writing to become familiar with the testing scripts.

_____ Provide locked storage with limited accessibility for all secure testing materials before and after testing sessions.

_____ Develop and provide the training session and documentation of such for classroom test administrators and classroom proctors following the procedures outlined in *Procedures for the Nevada Proficiency Examination Program 2010-2011*.

_____ Develop an orderly, documenting 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.

_____ Provide classroom test administrators with your school and district numbers.

DURING THE TEST:

_____ Distribute secure test materials on the day of the test using your orderly, documenting process for transferring secure testing materials.

_____ Monitor test administration.

AFTER THE TEST:

_____ Collect all test materials no later than the end of the day of testing, documenting the material transfer. Verify that ALL test materials have been received.

_____ Collect all writing prompts and scratch paper (shred prewriting and rough drafts) from the testing session.

_____ **Do not make copies of student answer documents**.

_____ Review and check student identifying information on any hand-bubbled fields.

_____ Verify that the number of documents being submitted for scoring is equal to the number of students scheduled to test during each administration.

_____ Verify that **no** duplicate answer documents are submitted for any students.

_____ 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.

_____ Immediately report any irregularities in test administration or test security to the district test director.

SUPPORTING INFORMATION ON POLICIES AND PROCEDURES

Grade Eight Test Administration Date

All grade eight students are eligible and must take the Proficiency Examination in Writing. **Districts must choose one day during the testing window of February 7-18, 2011 for all of their 8th grade students to test using the regular prompts.** NDE very strongly suggests that 8th grade students test on one of the Wednesdays during the two week testing window as high school students do. This will allow for one district chosen make up day for absent students to make up the test using the Alternate Prompts.

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. Any other testing schedule is not authorized.

If a change must occur, the district test director must contact the Nevada Department of Education Writing Offices at least 30 days prior to the scheduled test administration to determine whether an alternate schedule is possible and/or an alternate prompt is necessary.

HSPE Test Administration Dates and Eligibility Requirements

Students at the various grade levels will have the following opportunities to take the *High School Proficiency Examination in Writing* during the 2010-2011 school year.

HSPE in Writing for School Year 2010-2011

Grade Level	Eligibility Requirement	When Administered
11	At least 11 completed units of credit or 4 semester of high school	November 17, 2010 March 09, 2011
12	At least 17 completed units of credit or 6 semesters of high school	November 17, 2010 March 09, 2011 May 4, 2011(graduation ready) July 13, 2011(graduation ready)
Adult	Students who have enrolled in an adult high school diploma program	November 17, 2010 March 09, 2011 May 4, 2011 July 13, 2011

Students who begin their senior year as credit deficient but have an academic plan projecting high school graduation by the end of the **current** school year may submit a written request to the district's Superintendent of Schools to take the writing examination under the 12th grade schedule. School districts should maintain detailed documentation for students who meet these criteria.

Students who are enrolled in grade 12 or in an adult education program are eligible to test during the May administration only if all other state and district requirements for graduation have been satisfied (NAC 389.051). Twelfth grade students must be credit/graduation ready to test in either the May or July administrations.

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. **Administration of Nevada High School Proficiency Examinations to students not eligible to participate constitutes an unauthorized disclosure of test content and is strictly prohibited by state law (NRS 389.015).**

The HSPE writing examination **must always be given on Wednesday** of the HSPE testing week. 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. Any other testing schedule is not authorized. If a change must occur, the district test director must contact the Nevada Department of Education Writing Offices at least 30 days prior to the scheduled test administration to determine whether an alternate schedule is possible and/or an alternate prompt is necessary.

Adult education students must also take the writing test **on the prescribed Wednesday** of the testing week. If adult programs convene outside of the regular high school day, after 3:30pm, these students must use an alternate prompt. The regular high school day is considered to be 6:30am-3:30pm. If adults test during the regular high school day, they will use the regular prompt. Any other scheduling is not authorized.

Suggested Testing Times for both Grade 8 and HSPE

- Allow approximately 10-15 minutes for instructions for the test.
- Allow a minimum of 120 minutes for both topics on the writing test, but plan for students that will need additional time.
- 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

Prior to testing, develop a plan for students who will need additional testing time either to stay in the same location or to move to another location. Your plan needs to make sure security is maintained and that students are not afforded opportunity to interact or receive assistance.

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 in a single uninterrupted testing session. Remaining students 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. **All testing materials must be collected and accounted for before students may leave the testing room.**

Participation

Public schools, including charter schools, must ensure that all students enrolled in grade 8 have an opportunity to test during the testing window of February 7-18, 2011. Districts choose the one testing day during this window for the regular test administration for grade 8 and one additional day to allow for absent students to make up the test using the Alternate Prompt. The school test coordinator is responsible for making certain that every student in Grade 8 is accounted for.

Public schools, including charter schools, must ensure that all students enrolled in grade 11 have an opportunity to test during the November 17, 2010 administration of the HSPE in Writing. The school test coordinator is responsible for making certain that every student in Grade 11 is accounted for.

Eleventh grade students who do not pass the November 17, 2010 administration of the HSPE in Writing may retest during the March 09, 2011 administration. They are **not** eligible to test during the May or July administrations.

Twelfth grade students and adults may retest during the November and March administrations that are scheduled and if they are credit/graduation ready may test in either the May or July administrations.

Information and help with special situations and required remediation for students who fail a test for the second time can be found in *Procedures for the Nevada Proficiency Examination Program 2010-2011*.

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 Writing Examinations. The training is required in order to review the instructions for test administration, test security, and individual responsibilities, such as distributing and collecting materials, assisting students in bubbling student identifying 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 2010-2011*.

Coding of Answer Documents

The principal of each school participating in state-mandated examinations is responsible for making certain that coding of answer documents is done accurately. This responsibility is often delegated to the school test coordinator.

Most students taking the Grade Eight and/or HSPE in Writing will use an answer document with a barcode. If applicable, school test coordinators will need to facilitate a process by which the barcoded answer documents for some IEP, LEP, and/or 504 students are hand-bubbled for Testing Conditions. Most students will have nothing marked in Testing Conditions field. Refer to Appendix A.

It is necessary to use the documents provided for each student. **Only** if the school code in the preprinted information on the answer document is inaccurate, will a new answer document need to be accurately and completely hand-bubbled.

For those 8th and 11th grade students who do not have a barcoded answer document, an answer document must be hand-bubbled and submitted for scoring whether the student tests or not. Hand-bubble 12th and Adult documents for those grade level students testing who do not have a barcoded document. See your District Test Director for your school codes.

If an 8th or 11th grade student is absent or does not test for any reason, the answer document must be coded appropriately using the Did Not Participate field.

Barcoded answer documents for 8th and 11th grade students who have been withdrawn prior to testing must be bubbled Not Enrolled in the Did Not Participate field.

Do Not create a completely hand-bubbled (non-barcoded) document for a student who is Not Enrolled at testing time.

If you receive barcoded documents for students who have already passed, clip them together, write across them "already passed" and return them with all other returns.

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 testing and assign school personnel who will actually administer the test. **However, for all grade levels,**

NDE very strongly recommends that testing take place early in the day on a schedule that has all students beginning the test at the same time. Take into consideration the time suggestions and allow the time for every student to be able to finish, planning for students that will need more than the suggested time. Remember the writing examination is not a timed test.

The examination should be administered by one licensed 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 25-30 students.

Administration Procedures/Testing Environment

Specific instructions for administering the Grade Eight and HSPE in Writing are included in the *2010-2011 Nevada Grade Eight and High School Proficiency Examination in Writing Administration Manual* and must be followed.

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.

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.

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

Size of Testing Sessions: Districts may decide the sizes of testing sessions, but smaller testing sessions (approximately 25-30 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 workspace on which to write where there is room for blank, both sides, lined or unlined, scratch paper; an answer document; and the writing prompt.

No Electronic Devices: 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 before, during, or after testing. (Exceptions are made for IEP students under very specific, allowable circumstances. See your procedures manual 2010-2011.)

Materials on Walls: Instructional posters or other materials that provide any guidance to students taking a state writing assessment must be removed or covered (e.g., graphic organizers, annotated samples of essays or paragraphs, 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.

No Books, Dictionaries, Thesauruses, Notes, or Other Aids: No reference materials may be accessible to students during the *Grade Eight and High School Proficiency Examinations in Writing*. Items for use after the examination are to be stored away from the student work area and must not be accessed until testing materials have been collected from the student.

Helping Students: In no case may students be given assistance of any kind on responses to writing prompts. However, testing procedures should be made clear. Any questions about procedures for completing the test should be answered by repeating 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."

The classroom test administrator must maintain an impartial and professional attitude. 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 *Grade Eight and 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 as detailed in *Procedures for the Nevada Proficiency Examination Program 2010-2011* must be strictly adhered to.

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 to anyone during a testing session.

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 under an Invalidated Score Header sheet. 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 student desks while they are taking tests. While reading is a permissible activity, writing is not permitted during writing examinations.

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.

The school test coordinator must make certain that all students with special needs receive the appropriate accommodations, as needed. It may be necessary to obtain special permission for certain accommodations. The school test coordinator may begin the process by contacting the district test director who will in turn contact the State Test Security Coordinator. For information about testing students with special needs, please see *Procedures for the Nevada Proficiency Examination Program 2010-2011*.

Invalidation of Test Scores

Several circumstances may necessitate invalidating a student's 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.

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 Grade Eight and 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 but have writing on their answer documents will be counted as participating on the assessment.

Please do **not** invalidate answer documents for absent students.

To indicate that writing assessment answer documents have been invalidated, separate the invalidated tests from the other answer documents and return them to the Nevada Department of Education under a separate header sheet indicating the Invalid Scores. 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 their district for ordering the needed materials prior to the test administration. **ONLY** State sponsored Charter Schools and private schools will order materials directly from NDE.

Return of Test Materials

All test materials for the *Grade Eight and 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. **ONLY** State sponsored Charter Schools and private schools will return materials directly to NDE.

Please follow all instructions that the district test director has issued for the return of answer documents to the district testing office. Do not return materials or documents to other vendors.

Instructions for returning answer documents at both the district and school level can be found in Appendix B in this manual.

When the school test coordinator is verifying answer document information and getting ready to return documents for scoring, please take the following into account:

- One and only one answer document for each student testing.
- Verify that the number of eighth grade answer documents submitted for scoring is equal to the number of enrolled eighth graders in the school at the time of the test.
- Verify that the number of answer documents submitted for scoring for eleventh graders during the November test administration equals the number of eleventh graders enrolled in the school at that time.
- Double check hand-bubbled student information on the answer documents.
- Look for any stray marks in the Testing Conditions and Did Not Participate fields.
- More specific information about verifying enrollment counts can be found in *Procedures for the Nevada Proficiency Examination Program 2010-2011*.

APPENDIX A

Coding Terms and Definitions for Answer Documents

The majority of the students who are required to test will use barcoded answer documents. The fields of Testing Conditions or Did Not Participate may need to be hand-bubbled.

Answer documents for all students **without** a preprinted barcode 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. Do not include 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. Each legal name must be left justified.

DISTRICT AND SCHOOL CODES
It is necessary to include and correctly bubble district and school codes for students that do not have barcoded documents. See your District Test Director for these codes.

STUDENT ID NUMBER AND DATE OF BIRTH:
If it is necessary to create a hand-bubbled document for students, make sure these are accurate. Student ID number must be left-justified with no leading zeroes. Private schools do not need to include the student ID.

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 allowable accommodations on the test. See *Procedures for the Nevada Proficiency Examination Program 2010-2011*. 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.

Note that if a student completed the writing test using an alternate mode of response, i.e., typing, it is necessary for the student's IEP to be paper clipped to the answer document and submitted under a Special Handling Header Sheet. **Make sure that only authorized persons are handling or copying IEPs or any other student documents.**

If necessary bubble under Accommodations if a student takes the writing test under the following conditions:

- Special Paper

- Typing a Response (IEP must accompany the answer document)
- Other (bubble Braille here)
- Special Request (by prior special approval from NDE)

DID NOT PARTICIPATE

Choose the appropriate coding for each student who should have but did not participate in the writing assessment.

- Absent
- Not Enrolled (withdrawn-BARCODED DOC only)
- NAA
- Other (should have tested but could not for another reason)

APPENDIX B

Preparing Writing Assessment Answer Documents for Shipping

Make certain that only the new answer documents have been used. Old documents cannot be processed.

- **Twelfth grade students and adults must use the 2010-2011 Pumpkin-colored answer documents.**
- **Grade Eight and Eleventh grade students will use the 2010-2011 Raspberry-colored answer documents.**

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 or special paper. All answer documents, including those for students who did not participate, must be returned with documents to be scored.

Please be guided by the following:

- **Do NOT** separate the student identifying information page from the writing page.
- **Do** submit a barcoded (not hand-bubbled) answer document bubbled as Not Enrolled for a student who has withdrawn from your school (under DNP Header)
- **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 write on the answer document but do not complete it. Include these answer documents with the other answer documents to be scored.
- **Do** submit an answer document for every student who tested or will test using the NAA. Include these answer documents under a Did Not Participate (DNP) header sheet.
- **Do** submit an answer document for any student who cheats or whose test must be invalidated because of a test irregularity. Fill out a Grade/Category Header Sheet, and mark the box IS (Invalidated Score).
- **Do** fill out a Grade/Category Header Sheet for each category of answer sheet, as needed: REG (Regular Topic), ALT (Alternate Topic), DNP (Did Not Participate—mark the correct choice), SH (Special Handling), or IS (Invalidated Score). Barcoded answer documents and hand-bubbled answer documents may be intermingled and submitted together under the appropriate header sheet.
- **Verify** that the count for each of the categories is accurate.

Replacing Damaged or Incorrect Answer Documents

It is essential that electronic coding on the student identifying information page and the writing topic page of an answer document match. If one of these sheets is damaged and must be replaced, both sheets must be replaced. 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. These documents, clipped together, must be submitted under the SH (Special Handling) header sheet.

Batching at the School Level

Following these instructions will guarantee that scores are returned in a timely and accurate manner. 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.
- **Check** for correct entry of the appropriate Testing Conditions codes.
- **Batch** papers for special education students with those for regular students in the appropriate grade level.
- **Batch** documents that need Special Handling including Alternate Response, Special Paper, Braille, and/or Special Request papers bundled together under a SH Category Header Sheet.
- **Sort and arrange** for shipping the answer documents **BY GRADE**. Barcoded and hand-bubbled sheets may be intermixed within same grade level.
- **DO NOT** SEPARATE THE DEMOGRAPHIC SHEET FROM THE WRITING PAGE.
- **Count** the number of documents in each group and **log** the count on a separate Grade/Category Header Sheet (in this Appendix) for each grade and category listed, and then check the appropriate boxes for grade and category.
- **Then complete** the School Header Sheet in this Appendix.
- **Clip together** barcoded docs for students who have already passed; write across them "already passed"; return them.
- **Pack and return** the answer documents to the school district office, as directed by the district test director.
- After completing the above steps, **private, state charters, and other non-district** affiliated schools must return answer documents directly to the Nevada Department of Education, Office of Assessment, Program Accountability, and Curriculum (The correct address for return is on the next page).

Batching at the District Level

- Make certain that answer documents have NOT been separated.
- Make sure that the 11th grade answer documents are submitted separately from the 12th grade answer documents. Twelfth grade papers receive priority processing.
- 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.
- Complete the District Header Sheet and place it on top of the stack of documents from the district.

[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.

- 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.
- 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

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

Test Date—Grade 8	**Deadline for Receipt of Documents**
February 7-18, 2011 District pick one day—NDE recommends Wednesday, February 9, 2011	**February 25, 2011**

Test Dates—Grades 11, 12, AD	**Deadline for Receipt of Documents**
November 17, 2010	**November 22, 2010**
March 09, 2011	**March 18, 2011**
May 4, 2011 (graduation ready 12th & Adult only)	**May 6, 2011 by NOON**
July 13, 2011 (graduation ready 12th & Adult only)	**July 19, 2011 by NOON**

Please note that turnaround times and dates follow a different pattern than in previous years. The assessment program asks you to be diligent in keeping with this timeframe in order to get documents scored and results back to you in a timely manner.

Nevada High School Proficiency Examination Program
Grade/Category Header Sheet
Grade Eight and High School Writing

District Name_____ District #_____
Date_____

School Name _____ School # _____

THIS FORM MUST BE COMPLETED BY YOUR SCHOOL'S TEST COORDINATOR.-Refer to Appendix B-1 through B-3 for additional instruction

DO NOT SEPARATE DEMOGRAPHIC PAGES FROM WRITING PAGES					
1. Check **ONE** grade level:					
	8th Grade		11th Grade		12th /Adult

2. Check **ONE** Category:

	Regular Topic (REG)		Alternate Topic (ALT)
	Invalidated Scores (IS)		Special Handling (SH)
Did Not Participate			
	Absent & Other		Not Enrolled
	NAA		

ENTER TOTAL NUMBER OF ANSWER DOCUMENTS _____

Print full name_____

Nevada Proficiency Examination Program
School Header Sheet

District Name_____ District #_____ Date_____

School Name _____ School # _____

Use this School Header Sheet to submit writing answer documents from each school for scoring. Follow all the instructions on this sheet. Be cognizant of and adhere to the return time table on page B-3.

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 ***(address pg. B-3).*** Documents **must** be shipped in time to arrive in the Department of Education Assessment Office (room 107) ***(check the dates in this manual pg. B-3).***

GRADES 8, 11, 12, AND ADULT:

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

Enter number of answer documents in the spaces provided below.

Grade Level	REG	ALT	Absent & Other	Not Enrolled	NAA	IS	SH
Grade 8							
Grade 11							
Grade 12 and Adult							

Nevada Proficiency Examination Program District Header Sheet

Grade Eight and High School Examinations 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 return times and dates indicated on B-3 of the manual.***

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.

School Name	Grade 8 ⇐*Circle One*⇒ Grade 11 Do NOT separate Answer Documents							Grade 12 and Adult Do NOT Separate Answer Documents						
	Reg	Alt	Absent & Other	Not Enrolled	NAA	IS	SH	Reg	Alt	Absent & Other	Not Enrolled	NAA	IS	SH

Nevada Proficiency Examination Program District Header Sheet

Grade Eight and High School Examinations in Writing

ENTER NUMBER OF ANSWER DOCUMENTS IN THE BOXES PROVIDED BELOW.

School Name	**Grade 8** ⇐*Circle One*⇒ **Grade 11** Do NOT separate Answer Documents							**Grade 12 and Adult** Do NOT Separate Answer Documents						
	Reg	**Alt**	**Absent & Other**	**Not Enrolled**	**NAA**	**IS**	**SH**	**Reg**	**Alt**	**Absent & Other**	**Not Enrolled**	**NAA**	**IS**	**SH**

APPENDIX C

Edit Procedures for Answer Documents

Check each answer document to ensure that:

- there are no stray pencil marks on the test sheet timing track or in the grid areas to be read by the scanner and no stray pencil marks outside the writing area;
- students have not hand-bubbled student identifying information onto preprinted barcoded answer documents;
- answer documents have been completed by students using a No. 2 pencil;
- all erasures are complete.

CHECKS ON THE STUDENT IDENTIFYING INFORMATION PAGE:

1. **First and Last Name Blocks: Required. *Each LEGAL NAME must be left justified*.**
2. **Middle Initial:** Include if student has a middle name.
3. **District Number and School Number: Required.** Your school test coordinator should have provided these numbers to you prior to testing. Please check carefully that the information is bubbled accurately**.**
4. **Student Number: Required. Left justified and no leading zeroes.** This field is only for public schools, including charter schools.
5. **Date of Birth: Required.**
6. **Grade: Required.**
7. **Testing Conditions:** This field 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.** See your school test coordinator for guidance if you have questions. If necessary and appropriate identify by bubbling if a student takes the writing test under the following conditions:
   - Special Paper
   - Typing a Response (IEP must accompany answer document)
   - Other (bubble Braille here)
   - Special Request (by prior approval from NDE)

The Testing Conditions field does not need to be bubbled for students testing under standard or regular conditions.

8. **Did Not Participate:** Students who were absent must have the correct bubble in Did Not Participate field marked.
   - Absent
   - Not Enrolled (withdrawn - BARCODED DOC only)

- NAA
- Other (should have tested but could not for another reason)

CHECKS ON THE WRITING TEST PAGE:

1. Ensure that student name and school name are legible on the Topic A page.
2. Make sure that there are no stray marks in the timing marks along 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.

EXAMINATION IN WRITING

SCORING GUIDE

WRITING ASSESSMENT

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 LANGUAGE OTHER THAN ENGLISH.**
- **THE PAPER IS ILLEGIBLE.**

Nevada Writing Proficiency Examination
High School Holistic Rubric

SCORE "SIX"	SCORE "FIVE	SCORE "FOUR"
A six paper is superior. It exemplifies **ALL OR MOST** of the following: • 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.	A five paper is distinctly above average. It displays **ALL OR MOST** of the following: • 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.	A four paper is adequate. It exhibits **ALL OR MOST** of the following characteristics: • 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.
SCORE "THREE" A three paper is inadequate. It is clearly flawed in **SOME OR ALL** of the following ways: • 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.	**SCORE "TWO"** A two paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in **SOME OR ALL** of the following ways: • 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.	**SCORE "ONE"** 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: • 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.

The primary purpose of this rubric is to score the High School Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

Nevada Department of Education (Content Revised 5/30/00)

EXAMINATION IN WRITING

SCORING GUIDE

WRITING ASSESSMENT

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 LANGUAGE OTHER THAN ENGLISH.**

- **THE PAPER IS ILLEGIBLE.**

SCORE "SIX"

A six paper is superior. It demonstrates skillful and purposeful control. It exemplifies **ALL OR MOST** of the following:

- Focuses and develops insightful ideas in a detailed, sustained, and compelling manner
- Organizes ideas coherently and logically, using structure to enhance the main idea
- Demonstrates sustained commitment to the topic; uses word choice with purpose and control to engage the audience
- Commits few, if any, errors in Standard English grammar/usage and mechanics; uses multiple sentence structures that enhance stylistic effect

SCORE "FIVE"

A five paper is clearly above average. It goes beyond the predictable and is controlled. It displays **ALL OR MOST** of the following:

- Focuses and develops ideas in an effective and detailed manner, using clear, relevant examples, explanations, and/or information
- Organizes ideas coherently and logically, using a structure that supports the main idea
- Communicates commitment to the topic; uses effective word choice to involve the audience
- Commits few errors in Standard English grammar/usage and mechanics; uses varied sentence structures that contribute to style

SCORE "FOUR"

A four paper is adequate or satisfactory. It exhibits **ALL OR MOST** of the following characteristics:

- Focuses and develops ideas with mostly relevant information, explanations, and/or examples
- Organizes ideas in a satisfactory manner, using reasonable coherence and logic
- Communicates some commitment to the topic; uses adequate word choice to address audience and purpose
- Commits some errors in Standard English grammar/usage and mechanics that do not impede meaning; uses varied but generally predictable sentence structures

SCORE "THREE"

A three paper is inadequate. It shows a limited or inconsistent understanding of writing. It illustrates **SOME OR ALL** of the following:

- Focuses on the topic, but may display irrelevant examples, explanations, and/or information
- Displays some organization; shows some digression or rambling; lacks logic and coherence
- Demonstrates inconsistent commitment to the topic; attempts to involve the audience; uses simplistic, imprecise, or improper words
- Commits consistent violations in Standard English grammar/usage and mechanics that may impede meaning; uses sentence structure that is limited and/or simplistic

SCORE "TWO"

A two paper is very weak. It reveals serious and persistent problems in communication. It illustrates **SOME OR ALL** of the following:

- Attempts to address the topic with little or no focus; lists examples, explanations, and/or information; shows vague or no support; repetitious
- Contains serious flaws in structure, organization, and coherence
- Attempts but does not involve the audience appropriately; uses limited or inappropriate word choice
- Commits consistent violations in Standard English grammar/usage and mechanics that often impede meaning; uses sentence structure that is very limited, simplistic, and/or incorrect

SCORE "ONE"

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:

- Repeats the topic with no details, examples, or explanations
- Shows little or no structure, organization, or coherence
- Fails to address the audience; uses very limited word choice
- Overwhelms the reader with serious violations of Standard English grammar/usage and mechanics; uses sentence structure that is limited or non-existent

The primary purpose of this rubric is to score the Grade 8 Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

Nevada Department of Education March 4, 2010