

# Prairie State Achievement Examination

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## Day 2—Spring 2014

Initial Standard-Time Testing: April 24, 2014

Makeup Standard-Time Testing: May 8, 2014

Accommodations Testing: April 24–May 8, 2014



**ISBE-Developed Science**  
**ACT WorkKeys Applied Mathematics**  
**ACT WorkKeys Reading for Information**

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This Manual also includes instructions for the ACT WorkKeys  
*Locating Information* test, which is not part of PSAE.

## Supervisor's Manual of Instructions

Illinois State Board of Education

## How To **Contact** ISBE, ACT, or Pearson

Use the table below to determine whom you should contact with Day 2 issues or questions.

If your inquiry is about...	Then contact...	Via one of the following means...	During the hours specified below...
<ul style="list-style-type: none"> <li>● test administration policies or procedures</li> <li>● test administration forms</li> <li>● the security of test materials</li> <li>● the contents of the tests</li> <li>● testing irregularities as described on pages 39–44</li> <li>● the <i>Locating Information</i> materials (e.g., delivery or retrieval, or problems such as distribution errors or missed pickups)</li> </ul>	ACT	Phone: <ul style="list-style-type: none"> <li>● 800.553.6244, ext. 2800 for standard time, OR</li> <li>● 800.553.6244, ext. 1788 for accommodations</li> </ul> (Illinois State Code: 14) The Contact Us page: <a href="http://www.act.org/aap/state/contact.html">www.act.org/aap/state/contact.html</a> Fax: 319.337.1019 Mail: ACT State Testing 301 ACT Drive PO Box 4071 Iowa City, IA 52243-4071	<b>Normal office hours:</b> 8:30 a.m.–5:00 p.m. (central time), Monday through Friday  <b>Initial and Makeup test day hours:</b> 7:00 a.m.–5:30 p.m. (central time)
<ul style="list-style-type: none"> <li>● the <i>Science, Applied Mathematics, and Reading for Information</i> materials (e.g., delivery or retrieval, or problems such as insufficient quantities, distribution errors, or missed pickups)</li> <li>● ordering additional quantities of <i>Locating Information</i></li> </ul>	Pearson	Phone: 888.705.9413, option 3	<b>Normal office hours:</b> 8:00 a.m.–4:30 p.m. (central time)  <b>Initial and Makeup test day hours:</b> 8:00 a.m.–4:30 p.m. (central time)
<ul style="list-style-type: none"> <li>● topics that are not addressed in this manual</li> </ul>	the Student Assessment Division at the Illinois State Board of Education (ISBE)	Phone: 866.317.6034 Fax: 217.782.6097 Email: <a href="mailto:psae@isbe.net">psae@isbe.net</a> Website: <a href="http://www.isbe.net/assessment/psae.htm">www.isbe.net/assessment/psae.htm</a>	<b>Normal office hours:</b> 8:00 a.m.–5:00 p.m. (central time)  <b>Initial and Makeup test day hours:</b> 7:30 a.m.–5:00 p.m. (central time)

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# Introduction

## Overview

**ATTENTION: Test Supervisors, Test Accommodations Coordinators, room supervisors, and proctors. All staff who participate in administering Day 2 of the Prairie State Achievement Examination (PSAE) and the ACT WorkKeys *Locating Information* test must be thoroughly familiar with the contents of this manual.**

For **Test Supervisors and Test Accommodations Coordinators**, this manual outlines

- (1) the arrangements to be made at your schools prior to the administration of Day 2 tests,
- (2) how the tests should be secured and monitored, and
- (3) how to pack and return all test materials.

For **room supervisors and proctors**, this manual contains specific instructions for administering the Day 2 tests.

## Whom to Contact for Issues or Questions

If you have an issue or question regarding Day 2 testing, use the table inside the front cover of this manual to determine whom to call.

## Confidentiality

Information about students is confidential, including their names. To ensure confidentiality, you and your testing staff may not copy documents containing individually identifiable information or use such information for any purpose other than administering the tests. Questions concerning attendance or test-day procedures from any source other than ACT or ISBE are to be referred directly to ACT or ISBE.

## Equal Treatment

All testing staff are required to administer and supervise Day 2 tests in a non-discriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

## Facilities and Staff

The Test Supervisor and Test Accommodations Coordinator are committed to provide both acceptable facilities and qualified staff.

## Authorized Observers

An observer with ACT, state education agency, or district assessment office identification may visit your school on test day. The visit is normally not announced in advance. The observer will arrive at the school shortly before the administration is to begin. Always ask for ACT or state education agency identification, or an authorization letter. If the observer cannot provide this, deny admission and call ACT immediately. If the observer provides appropriate authorization, call ACT at 800.553.6244, ext. 2800, to confirm that the individual providing the authorization is the same individual sent to visit your test site. If ACT confirms the observer's identity, you are expected to cooperate fully. If you have any concerns about the observer's visit, call ACT.

## Unauthorized Observers and Media

To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test

rooms. Media coverage must be limited to meeting with students, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations (800.553.6244, ext. 1028) of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is answered uniformly.

### **Fair Testing Practices**

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), PO Box 1008, Iowa City, IA 52243-1008, 319.337.1429.

### **Investigations**

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with ACT and ISBE in subsequent investigations and respond to requests for information in a timely manner.

### **Standardized Procedures**

Throughout this *Supervisor's Manual*, there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner. All testing personnel are required to read the materials provided, including this manual. Adherence to these standardized procedures is mandatory. Use **only** the current testing year's materials to administer the tests.

### **Test Dates**

The standard-time initial Day 2 assessments must be administered **only** on the initial test date and at the time scheduled for Day 2 testing. The standard-time makeup Day 2 assessments must be administered **only** on the makeup test date and at the time scheduled for Day 2 testing. Accommodated testing may be administered any time in the two-week Day 2 testing window, after students have completed all Day 1 accommodated testing.

### **Keeping Record of Testing Conditions**

In order to maintain test security and ensure valid scores, it may be necessary for ACT to verify testing conditions some months after the actual test date. Test Supervisors and Test Accommodations Coordinators can aid in this process by keeping a record of those conditions for six months after the test date. This record should include copies of all Day 2 test administration forms.





# Student Eligibility

## Eligible Students

With the exception of some with the most significant cognitive disabilities (see below), *ALL* students who are enrolled in a high school program operated by a public school district and classified at the time of testing as being in grade 11 (see definition below) take the PSAE. This includes students who are transferred to alternative school programs or attend alternative schools for needed services, foreign exchange students, and students who have tested previously but are again classified as being in grade 11. Home school districts should ensure that these students are assessed. Students who are completely or partially home-schooled or who attend a private/parochial school do not take the PSAE unless they are receiving instruction from the public school in reading/English and mathematics.

## Definition of Grade 11

ISBE amended its rules governing the State Assessment to define “grade 11” for the purpose of administering the Prairie State Achievement Examination (PSAE) or the Illinois Alternative Assessment (IAA). The text of the revised rule, presented below, became effective on January 20, 2011:

*Section 1.30(b)(4) Districts shall administer the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), “grade 11” means the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part. A district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable.*

## Students Who Do Not Have to Test

An enrolled student does not have to test if he or she is:

- **Medically Exempt.** Student (a) was hospitalized because of medical emergencies or procedures (e.g., because of a motor vehicle or other type of accident, surgery, psychiatric emergency) during the time of testing or (b) was participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse during the time of testing.
- **Homebound Exempt.** Student was homebound during the time of testing, and it was not feasible or appropriate for the student to be tested due to their medical condition.
- **In Jail/Locked Facility.** Student was in jail or a locked facility during the time of testing.
- **Out of State/Country.** Student was residing in or attending a facility located out-of-state or out-of-country during the time of testing. This includes any Illinois student in a foreign exchange program.

Districts must indicate the reason why the student did not test into ISBE’s Assessment Correction file. See page 69 for more information.

## Students Who Transfer during the Time of Testing

**If a student transfers in to your school:**

- If the student already started testing at his/her former school, or if the student transfers in too late for you to acquire test materials to test him/her at your school, do **not** submit Day 2 answer document(s) for the student. Return the unused Day 2 answer document(s) to ACT and Pearson with the **non-process** materials. ISBE advises you to wait until **Friday, May 9, 2014**, to enroll such students in your school in the ISBE Student Information System (SIS).
- If the student had not started testing at his/her former school, contact ISBE for guidance.

**If a student transfers out of your school, or in the tragic event that a student dies:**

- If the student already started testing at your school, send in the Day 2 answer document(s) to ACT and Pearson with whatever the student had completed. ISBE advises you to wait until **Friday, May 9, 2014**, to exit such students from your school in SIS.
- If the student had not started testing at your school, do **not** submit Day 2 answer document(s) for the student. Send the unused Day 2 answer document(s) to ACT and Pearson with the **non-process** materials. ISBE advises you to exit such students from your school in the ISBE Student Information System on or before **Thursday, May 8, 2014**.

**Home Schools and Serving Schools/Programs**

**Definitions**

In some instances a student attends a public school/program that is not the student's "home school." This term refers to the school that the student would attend if not placed/transferred elsewhere to receive needed services. The "serving school" is the school/program where the student is being educated away from the home school.

**Acceptable Testing Locations**

In these cases, the student is allowed to take the PSAE at either the home or serving school, depending on arrangements made between the two schools, and as long as the testing school has been established as a PSAE test site. The school that will be administering the PSAE must order Day 2 standard-time or accommodations test materials for the student. Test materials may not be transported from one school to another without written permission from ACT.

**NOTE:** The same guidelines apply for Day 1 testing.

**Reporting the Testing School in SIS**

Home districts upload student data to SIS, including the *home school* Region-County-District-Type-School (RCDTS) code. No later than February 21, 2014, the home district must verify the appropriate *testing school* RCDTS code in SIS.

**Pre-ID Labels**

The testing school name is printed on the Day 2 pre-ID labels (two per student) to identify where the student tests. Pre-ID labels are mailed to the testing school identified in SIS, along with the other non-secure materials. (If the testing school is not an established PSAE test site, no label will be printed.) If there is no pre-ID label available for the student for *Science*, *Applied Mathematics*, and *Reading for Information*, the testing school must manually enter all required student demographic information, including the student's home school RCDTS code, on side 1 of the PSAE Day 2 answer document, as directed on page 27. Make sure all information you enter is correct and accurately gridded. If a pre-ID label is affixed to the answer document, it is not necessary to manually enter any student demographic information on the PSAE Day 2 answer document. If you have questions about the home school RCDTS code, contact the student's home district or call ISBE at 866.317.6034. Please see page 54 for details about completing information on the *Locating Information* answer document.

**Score Reports**

Regardless of where the student tests, his or her PSAE scores will be included in results sent to the home school. *Locating Information* scores will be included in results sent to the testing school but will be available for home schools to view in SIS.

**NOTE:** Refer to the Day 1 *Supervisor's Manual State Testing*, the Day 1 *Supervisor's Manual State Special Testing*, or the *Administration Instructions—State-Allowed Accommodations* for directions on how you are to indicate the ACT high school code for a student's home school when returning Day 1 ACT answer documents.



# Testing Facility Requirements

## Introduction

This section focuses on how to arrange for facilities before test day.

## Accessibility

Under the Americans with Disabilities Act, Day 2 tests must be offered in locations accessible to persons with disabilities, or alternative arrangements must be made for such students. Test Supervisors and Test Accommodations Coordinators should select test facilities and rooms accessible to persons with disabilities whenever possible.

## Type and Size of Rooms

The Test Supervisor is responsible for selecting and reserving test rooms for standard-time administrations. The Test Accommodations Coordinator should work with the Test Supervisor to arrange separately for the test rooms to be used for accommodations administrations. Be sure to reserve the rooms for each day you will be testing. When selecting your facilities, make sure the building will be open on test day and that the test rooms and restrooms will be unlocked.

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate (see pages 6–7). ACT prefers single-level classrooms seating 15 to 30 students and recommends no more than 100 students test in one room.

Avoid using rooms with multiple-level seating, if possible. Even with five feet between students, multiple-level seating makes it easier to look at a neighbor's answer document. If you do not have an alternative to multiple-level seating, you may need to allow more than five feet between students. Before test day, determine the spacing needed to deter copying.

## Writing Surfaces

Writing surfaces must be large enough to accommodate both the test booklet and the answer document. Lapboards are not allowed under any circumstances.

## Bulletin Boards

Make sure bulletin board materials related to potential test questions (mathematics, reading, etc.), charts, and maps that provide strategies for solving problems are removed or covered. Geographical maps and periodic tables need not be covered.

## Timepieces

Each room supervisor must have two reliable timepieces in the room: one must be an accurate clock or watch that shows the actual time of day; it is recommended that the second be a stopwatch or interval timer. If possible, each room should have an accurate wall clock so students who did not bring a watch can pace themselves.

## Environment

Make sure the lighting, temperature, and ventilation in each room allow students to give their full attention to the test.

Choose rooms as free from distraction as possible. **An uninterrupted period is required for testing.** Post signs outside the test room(s) to warn that testing is in progress and quiet is required. During standard-time testing, you must obtain the cooperation of your school administrators in turning off audible signals that normally sound at the beginning and end of classes, and ensure that announcements are not made on the public address system during the test session.

## Phones

You must arrange for a phone to be available on test day in case you need to make a call to ACT or ISBE.

## Other Events

Check your school's calendar to determine what other events are scheduled on test day before reserving your test rooms. Try to use rooms as free as possible from potential distractions.

## Room Setup and Seating Arrangements

If the seats are stationary, leave empty rows and columns of seats between students to achieve the required spacing. If seats are not stationary, move them to meet requirements before students are admitted to the room. Spread students out in the room as much as possible, using all the space. Seating arrangements must minimize the possibility that a student will communicate with a neighbor or look at a neighbor's test materials.

Test rooms are to be set up according to the following requirements:

- **All students in the test room must face the same direction**, regardless of the number of students in the room or the distance between them.
- There must be **at least three feet of space between students** (side-to-side measured shoulder-to-shoulder and front-to-back measured head-to-head).
- In multiple-level rooms, students must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing students.
- Seat students in straight rows and columns, directly in line with each other.
- If a clock is in the room, seat students facing the clock whenever possible so they can see it without looking around.
- The room supervisor must be stationed in the room facing the students. Staff must be able to see every student clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths is not acceptable because it obstructs staff's view of students.

## Proper Use of Tables

If tables are used, see page 7 for the arrangement and maximum number of students allowed per table. Tables must be arranged so that all spacing requirements are met. Students must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat a student where the tables join. Use the following rules to seat students:

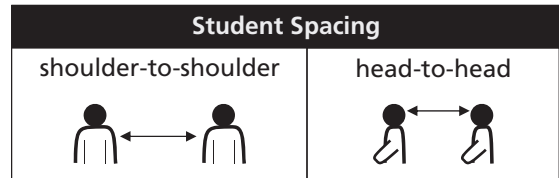
- **ROUND TABLES: only one student** per round table, regardless of size.
- **TABLES LESS THAN 6 FEET: only one student** per table.
- **TABLES 6 TO 9 FEET: only two students** per table. If 6-foot tables are used to seat two students, a 3-foot space is required **between the tables**.

## Left-Handed Students

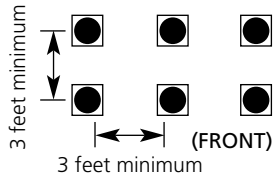
Appropriate writing surfaces must be provided for left-handed students. Use standard left-handed desks or use writing surfaces that are large enough for left-handed students to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row and have the left-handed student use both surfaces. Seat all students in the room to minimize the opportunities for them to look at others' answer documents.

## Seating Arrangement Examples

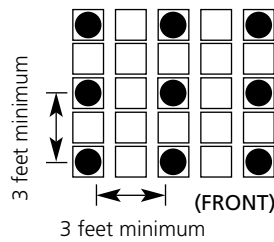
●	One student
L	One left-handed student
□	One desk



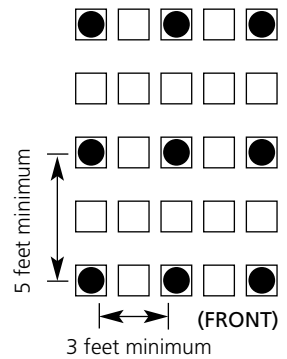
### Level Seating with Movable Desks



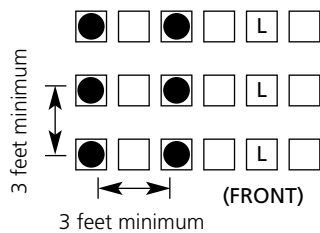
### Level Seating with Stationary Desks



### Multiple-level Seating with Stationary Desks

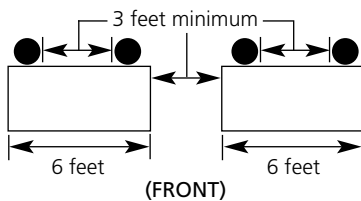


### Left-Handed Students at Right-Handed Desks

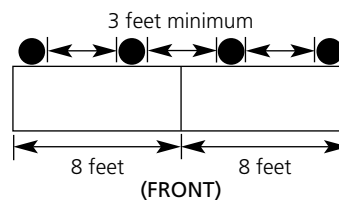


## TABLE SPACING

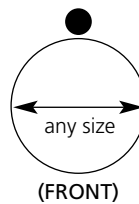
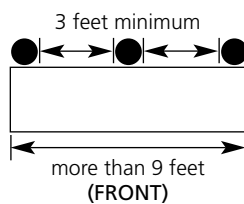
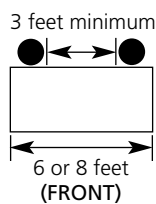
### 6-foot Table Spacing



### 8-foot Table Spacing



### Other Spacing





# Testing Staff Requirements

## Selecting Testing Staff

Test Supervisors and Test Accommodations Coordinators are responsible for selecting their test day staff in consultation with the school principal. Members of the staff must be people of integrity.

Room supervisors and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides. High school students, volunteers, and lower-division undergraduates may **not** work as testing staff. Anyone who intends to take ACT WorkKeys within the next 12 months must not administer the tests in any capacity. All testing staff must comply with policies and procedures as detailed in this manual. Members of the testing staff each have a different set of test day responsibilities.

## Conflict of Interest

Due to potential conflict of interest, those involved in ACT WorkKeys test preparation activities at any time during the current testing year (September 1 through August 31) may not serve as testing staff.

ACT recognizes that the normal duties of a counselor or teacher may involve some responsibilities for test preparation. These activities by teachers or counselors are **not** a conflict of interest, *provided they are part of job responsibilities specifically defined by one's employer and the employer is not a commercial enterprise.*

## Relatives Testing

To protect you and your relatives or wards from allegations of impropriety:

- You may not serve as Test Supervisor or Back-up Test Supervisor for the administration of Day 2 or have access to secure standard-time test materials prior to test day if any relative or ward will be testing with standard time on the same test date anywhere within Illinois.
- You may not serve as Test Accommodations Coordinator or have access to secure test materials prior to test day if any relative or ward will be testing with accommodations during the testing window anywhere within Illinois.

Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

**Because Test Supervisors, Back-up Test Supervisors, and Test Accommodations Coordinators have access to secure test materials prior to test day**, for the test date(s) a relative or ward will be testing in any school in Illinois, that individual must delegate all supervisory responsibilities—including the receipt and return of test materials—to a qualified colleague and notify ACT of this action prior to receipt of the test materials.

If a student is testing at a school where a relative or guardian is serving as a *room supervisor* or *proctor*, that student must not be assigned to test in a room where his or her relative or guardian is working. The relative or guardian must not have access to that student's answer document or test materials.

Scores for a student will be cancelled if the student:

- tested on the standard-time initial or makeup test dates and a relative or guardian served as a Test Supervisor or Back-up Test Supervisor at **any** school in Illinois, or
- tested with accommodations and a relative or guardian served as Test Accommodations Coordinator at **any** school in Illinois, or
- tested with secure test materials to which a relative or guardian had prior access, or
- tested in a room in which a relative or guardian served as a room supervisor or proctor.

### **Test Supervisor**

For standard-time testing, the Test Supervisor ensures the security of the examinations and provides the continuity and administrative uniformity necessary to ensure that the students are tested under the same conditions.

#### **Specific responsibilities include:**

- Reading this manual and complying with the policies and procedures it describes.
- Ensuring all test materials have been ordered for students testing with standard time.
- Arranging for application of pre-ID barcode labels.
- Selecting and training qualified room supervisors and proctors before test day.
- Selecting and reserving test rooms.
- Planning seating arrangements.
- Receiving, counting, and securing test materials.
- Preparing test rooms prior to test day.
- Arranging for a phone for calling ACT or ISBE on test day.
- Creating a roster of students for each test room.
- Conducting a pretest briefing session for testing staff on each test day.
- Ensuring that testing begins no later than 9:00 a.m. on test day.
- Documenting any irregularities that occur during testing and, as required, voiding students' answer documents.
- Distributing to staff, collecting, and accounting for all materials.
- Ensuring completeness and accuracy of all test date documentation, including rosters, seating diagrams, forms, and reports.
- Returning all required reports, forms, seating diagrams, and answer documents **immediately after testing.**
- Ordering makeup testing materials immediately after the initial test day.
- Returning all used and unused test booklets when testing is completed.
- Cooperating with ACT and ISBE in resolving irregularities.

### **Back-up Test Supervisor**

As previously noted, the name of a Back-up Test Supervisor must be on file with ACT prior to the test date to take on the Test Supervisor's responsibilities, if needed. Naming a qualified back-up before an emergency occurs helps to ensure that the test can be properly administered even if a Test Supervisor becomes ill or is otherwise unable to be present on test day. The Back-up Test Supervisor is encouraged to actively assist the Test Supervisor on test day.

## Test Accommodations Coordinator

In consultation with the Test Supervisor, the Test Accommodations Coordinator ensures that the students using accommodations test under the same conditions as students at every other site. Like the Test Supervisor, the Test Accommodations Coordinator ensures the security of the examinations and provides the continuity and administrative uniformity necessary to ensure that the students are tested under the same conditions.

### Specific responsibilities include:

- Reading this manual and complying with the policies and procedures it describes.
- Ensuring all test materials have been ordered for students testing with accommodations.
- Arranging for application of pre-ID barcode labels.
- Selecting and training qualified room supervisors and proctors before test day.
- Selecting and reserving test rooms.
- Planning seating arrangements.
- Receiving, counting, and securing test materials.
- Preparing test rooms prior to test day.
- Arranging for a phone for calling ACT or ISBE on test day.
- Creating a roster of students for each test room.
- Conducting a pretest briefing session for testing staff on each test day.
- Documenting any irregularities that occur during testing and, as required, voiding students' answer documents.
- Distributing to staff, collecting, and accounting for all materials.
- Ensuring completeness and accuracy of all test date documentation, including rosters, seating diagrams, forms, and reports.
- Returning all required reports, forms, seating diagrams, and answer documents **immediately after testing**.
- Returning all used and unused test booklets when testing is completed.
- Cooperating with ACT and ISBE in resolving irregularities.

## Replacements

If the Test Supervisor, Back-up Test Supervisor, or Test Accommodations Coordinator is not able to supervise the administration, ACT must be notified of the appropriate replacement prior to the test date. The person selected to serve as replacement must complete and submit a profile change form and be properly trained before test day. The form can be accessed by going to the web address listed on your *Checklist of Dates*.

ACT will review the qualifications of the replacement and contact you or the school principal with any concerns.

## Room Supervisor

Each room is required to have a room supervisor who must serve for the entire session. The Test Supervisor or Test Accommodations Coordinator may serve as room supervisor if only one room is used.

### Specific responsibilities include:

- Reading this manual and complying with the policies and procedures it describes.
- Attending both the training and briefing sessions conducted locally by the Test Supervisor or Test Accommodations Coordinator.
- Being responsible for the test room and providing an environment conducive to testing.
- Checking ID or personally recognizing and admitting students.\*
- Marking attendance/ID on the roster.\*



- Directing students to seats.\*
- Counting test booklets upon receipt from Test Supervisor or Test Accommodations Coordinator.
- Distributing test materials, keeping test booklets in numerical order.\*
- Reading verbal instructions to students verbatim.
- Properly timing tests and recording the **start, five-minutes-remaining**, and **stop** times in the manual using two timepieces.
- Completing all information on the seating diagram and Test Booklet Count Form.
- Being attentive to students and materials at all times.\*
- Walking around the test room during testing to be sure students are working on the correct sections of the test booklet and answer document.\*
- Paying strict attention to monitoring students during the entire test session to discourage and detect prohibited behavior.\*
- Collecting and accounting for all answer documents and test booklets before dismissing students.\*
- Completing detailed documentation of any irregularities and, as required, voiding students' answer documents.
- Returning all test materials and forms to the Test Supervisor or Test Accommodations Coordinator immediately after testing.

\* Proctor may assist with these activities.

### Proctor Requirements

For **standard-time testing**, a proctor *may* be used to assist a room supervisor or the Test Supervisor if fewer than 25 students are testing. A proctor is **required** (*in addition to the room supervisor*) for every 25 students (or portion thereof) after the first 25 in the room.

For **accommodations testing**, a proctor *may* be used to assist a room supervisor or the Test Accommodations Coordinator if fewer than 10 students are testing. A proctor is **required** (*in addition to the room supervisor*) for every 10 students (or portion thereof) after the first 10 in the room.

### Proctor Responsibilities

**Specific responsibilities include:**

- Reading this manual and complying with the policies and procedures it describes.
- Attending both the training and briefing sessions conducted locally by the Test Supervisor or Test Accommodations Coordinator.
- Helping admit students and marking attendance/ID on the roster.
- Directing students to seats.
- Helping distribute test materials, keeping test booklets in numerical order.
- Verifying the timing of the tests using a different timepiece than the room supervisor.
- Being attentive to students and materials at all times.
- Walking around the room during testing to replace defective materials, to be sure all students are working on the correct test, and to observe student behavior.
- Reporting any irregularities to the room supervisor immediately.
- Accompanying students to the restroom if more than one is allowed to leave during the timed tests.
- Paying strict attention to monitoring students during the entire test session to discourage and detect prohibited behavior.
- Helping collect and account for all answer documents and test booklets.

## **Roving Proctor**

Schools that use four or more rooms are encouraged to appoint a roving proctor to assist the Test Supervisor or Test Accommodations Coordinator. This proctor may be used to:

- Serve as a hall monitor.
- Assist with check-in and/or directing students to rooms and seats.
- Assist the supervisor with preparing the test materials for rooms.
- Give room supervisors a break during testing.
- Keep the hallways quiet during breaks if other rooms are testing.
- At the conclusion of testing, assist the Test Supervisor or Test Accommodations Coordinator with counting and preparing all test materials for mailing.

## **Rotating Proctors**

Proctors are normally expected to serve in their assigned room for the entire test session. However, if schedules require, proctors may be “rotated” or replaced at the mid-morning break, provided no room is ever left unattended.

## **Training Testing Staff**

For standardized testing to occur successfully, staff members must understand their responsibilities. It is critical that the same procedures be followed at every school.

Test Supervisors, Back-up Test Supervisors, and Test Accommodations Coordinators are required to hold a training session **before** test day to prepare staff for test day activities and to stimulate discussion. It is critical that all testing personnel, including any named replacements, understand Day 2 policies and procedures. This session must be attended by all testing personnel, both new and experienced, so that everyone has a common understanding of their test day responsibilities. Training session topics for discussion are provided on pages 80–82.

### ***Supervisor’s Manual***

Each testing staff member is to be provided with a complete copy of this manual before the training session. Before test day, every testing staff member is required to read this manual. It is especially important that room supervisors read the entire manual and understand the policies, procedures, verbal instructions, and required forms.

The manual is proprietary information and is copyrighted by ISBE. It is to be used only for the purpose of administering the Day 2 assessments and is not to be copied or shared for any other purpose.

### **Supplements**

Updated supplements or notices may be sent to Test Supervisors or Test Accommodations Coordinators before the test or included with test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment and improve on the policies and procedures contained in this manual.



# Test Security Requirements

## Authorized Access

Staff access to materials must be limited to only those activities necessary to prepare for test day, the test administration itself, and counting and packing materials for return to ACT and Pearson. Access to test materials prior to test day is limited to the Test Supervisor, Back-up Test Supervisor, or Test Accommodations Coordinator. A designated staff member may assist with materials *if* the Test Supervisor, Back-up Test Supervisor, or Test Accommodations Coordinator is present and if that individual does not have a relative or ward testing on test day (see “Conflict of Interest,” page 8). Do not permit unauthorized personnel to access the materials. Students and anyone who may test within the next 12 months are not permitted access to the materials.

Test materials may not be transferred to any other location without prior authorization from ACT. Use only the test materials assigned and shipped to your school. If students test with materials that have been transferred from another school without prior written authorization from ACT, the answer documents will **not** be scored.

## Security of Test Materials

The Test Supervisor and Test Accommodations Coordinator are responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier’s possession. They must protect the materials from damage, theft, or loss, and from conditions that could allow prior access to the tests.

Day 2 test booklets are copyrighted and cannot be photocopied, used for any purpose other than testing, or opened by any person other than the student on test day. Testing staff and students are prohibited from disclosing test questions or response choices to anyone. Scores earned by students who may have had advance access to test content will be cancelled and will not be reported.

## Receipt and Check-in of Test Booklets

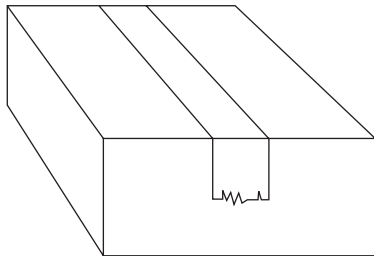
Within 24 hours of receipt, open the carton(s) and count the test booklets. Examine the carton(s) for signs of tampering. Check the serial numbers of the test booklets against the numbers listed on the packing slip. Count each individual booklet; do not assume that the groups of booklets are complete. Check the rest of the shipment to be sure it is complete.

## Test Materials Shipping Carton(s)

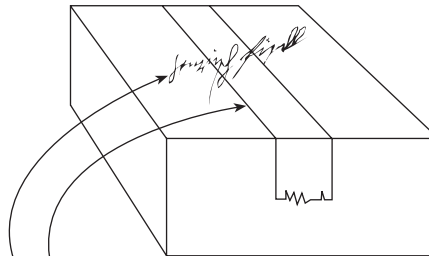
Be sure to keep the carton(s) in which the test materials were shipped to you. These cartons will be used to return test booklets (used and unused) after each test date.

## Secure Storage

After you have counted and checked the condition of all materials in your shipment, **reseal** the cartons with tape and write your name across the seal. Lock them in a secure place to which only you (or you and a few specifically authorized persons) have access. Protect the materials from damage, theft, or loss and from any conditions that could allow prior access to or knowledge of the tests.



When delivered, carton will be sealed as above. After booklets have been counted, reseal as on right.



1. Reseal in the same place as before.
2. Sign your name across the tape. Be sure your signature starts on the cardboard, goes across the tape, and ends on the cardboard.

Test materials must be kept in a locked, secure area, such as a vault or non-portable cabinet in a locked, limited-access room. Only the Test Supervisor, Back-up Test Supervisor, Test Accommodations Coordinator, and possibly a few specifically authorized persons may have access to the area.

## Removal from Storage and Assignment to Rooms

Booklets are to be sorted for distribution to individual rooms before test day but must be resealed in the cartons and returned to the security of locked storage until the morning of test day. Under no circumstances is a test booklet seal to be broken by anyone other than the student on test day. Test booklets must be personally handed to room supervisors by the Test Supervisor or Test Accommodations Coordinators. **Never leave booklets in an unattended room.**

The Test Supervisor, Test Accommodations Coordinator, and each room supervisor must record the number and sequence(s) of test booklets received by the room supervisor, initialing the “Received Before Testing” section on the Test Booklet Count Form (page A-4). After the test, test booklet counts must also be reconciled and initialed using the “Returned After Testing” section on the same form.

## Storage after Testing

After each test date, account for all materials and prepare them for return. Return **all** used **and** unused test booklets to your locked storage area immediately after **each** test administration.

### **In the Event of a Security Breach**

Call ACT **immediately** at 800.553.6244 (ext. 2800 for standard-time testing; ext. 1788 for accommodations), if any of the following occurs:

- You do not receive your entire shipment.
- Items are missing.
- You receive test booklets that do not match the serial numbers on your packing slip.
- Any test booklet seals are broken at any time except by students as instructed on test day.
- The cartons appear to have been tampered with in any way.
- A test booklet is lost, stolen, or otherwise missing at any time while the test booklets are in your possession, from receipt to return.

**Even if a test booklet was missing only temporarily and then found, do not begin testing without first calling ACT for instructions. If a booklet is discovered missing during testing, do not permit students to leave without first calling ACT for instructions.**

### **Security during the Administration**

Prevent and detect prohibited behavior by adhering to seating space requirements, directing students to specific seats, and actively monitoring students throughout the administration.

Keep test materials in a secure location as students enter and exit the test room. Account for all test booklets before testing, each time they change hands, and before dismissing students. Test materials must be secure at all times.

You must never leave a test room unattended, even if only one student is in the room. Ensure that each test room has sufficient staff for the number of students present.

# Accommodations Testing Arrangements

## Introduction

Accommodations testing arrangements are the responsibility of the Test Accommodations Coordinator at each test site. School personnel may use ACT approval for Day 1 accommodations as a guideline for accommodations to be provided on Day 2. However, the decision for Day 2 is ultimately a local one based on current accommodation determinations documented in a student's IEP or Section 504 Plan, or based on current needs related to a student's limited English proficiency (LEP). Day 2 accommodations do not need to be approved by ACT or ISBE. Accommodations on any state assessment, including PSAE, are not allowed for students based solely on Response to Intervention (RtI) Plans.

## Students with Section 504 Plans

All students with Section 504 Plans must take the PSAE, with or without accommodations. Any accommodations they receive must be based on current needs documented in their Section 504 Plans.

If a student suffers an injury such as a broken arm that hinders or precludes his or her ability to test with standard time, a Section 504 Plan can be written that lists accommodations the student will need in addition to testing with extended time. Such accommodations could include (but are not limited to) marking test responses in the test booklet (to be transcribed after testing in the student's presence by testing staff) or testing separately so the student can dictate responses.

## Students with Individualized Education Programs (IEPs)

All students with IEPs must take the PSAE, except for some students with the most significant cognitive disabilities who may take the Illinois Alternate Assessment (IAA) instead. As determined by their IEP teams, students may take the PSAE with or without accommodations. Any accommodations they receive must be based on current needs documented in their IEPs.

Check with your PSAE Test Supervisor or Test Accommodations Coordinator if you are unsure whether a student should take the PSAE and whether accommodations should be provided.

## Students with Limited English Proficiency (LEP)

Grade 11 students with LEP must take the PSAE. This includes students who are in a state-approved Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI) and also those students who are not being served in a state-approved bilingual education program.

### Accommodations for Students with LEP

Students with LEP are allowed to take Day 2 with accommodations, based on current needs, as determined locally. These accommodations include extended-time and auditory presentation in English using a reader script or audio DVDs, or auditory presentation in Spanish of the *Science*, *Applied Mathematics*, and *Locating Information* tests using Spanish video DVDs. School personnel decide whether and how much extended time and whether auditory presentation is to be provided for a student. The maximum time allowed for any one test is three hours.

### Spanish Format

The Spanish format for *Science*, *Applied Mathematics*, and *Locating Information* is available as a video DVD only. More details about the Spanish format are posted on the ISBE website at [www.isbe.net/assessment/pdfs/psae/PSAE-SpDVD.pdf](http://www.isbe.net/assessment/pdfs/psae/PSAE-SpDVD.pdf).

## English Language Learners and English as a Second Language

English language learner (ELL) and English as a second language (ESL) do not qualify as disabilities under the ADA. Accommodations provided for ELL and ESL purposes—including the translation or interpretation of test items—are ineligible for ACT WorkKeys scores and the ACT National Career Readiness Certificate™. See the ACT WorkKeys-ineligible Accommodations section for more information.

### Translated Instructions

**You may not translate any PSAE test items for students for whom English is a second language.** However, you may use translated test instructions written in a student's native language. Using translated test instructions is considered to be an LEP testing accommodation. The test instructions will be available in the following ten languages: Spanish, Polish, Arabic, Urdu, Korean, Filipino/Tagalog, Chinese/Cantonese, Gujarati, Vietnamese, and Russian.

These instructions may be read to examinees by a test administrator qualified to act in this role (being proficient in English is a qualification) or may be provided to students for them to read themselves. **IMPORTANT:** For Day 2, the only students who may utilize translated instructions are students who are limited English proficient and are using the accommodations test booklet Form 31401 for testing. If translated instructions are used for any other students, their Day 2 scores may be cancelled.

Students needing translated instructions in the same language may be tested in the same room as long as all requirements for testing students in the same room are followed.

To access these files for Day 2 translated instructions, use the web address **[www.isbe.net/day2/day2.htm](http://www.isbe.net/day2/day2.htm)**. You may make copies as needed. All materials printed from this website must be destroyed locally after testing is completed.

If you have any questions about accessing these materials, please send a message to **[PSAE@isbe.net](mailto:PSAE@isbe.net)** or call 866.317.6034, prior to the test administration.

**NOTE:** All students in kindergarten through grade 12 who are classified as LEP will take ACCESS tests in reading, writing, speaking, and listening. ACCESS tests are taken in addition to the PSAE. More information about LEP accommodations may be found in the document *Assessment Accommodations for English Language Learners—Guidance for 2013–2014*, available online at **[www.isbe.net/assessment](http://www.isbe.net/assessment)**.

### Ordering Accommodations Testing Materials

In January, ACT sends information to each PSAE Test Supervisor, including a User ID and Password, to facilitate ordering Day 2 accommodations testing materials (i.e., alternate test formats, as well as test booklets for students who need extended time only). Day 2 materials must be ordered at Pearson's *PSAE Test Sites Online* website at **[www.ncsschoolhouse.com](http://www.ncsschoolhouse.com)**. Any accommodations testing materials ordered for a school are shipped to the Test Accommodations Coordinator.

### Accommodations-Specific Materials

Students receiving accommodations are to test using **only** the materials that have been sent to the Test Accommodations Coordinator (TEST FORM 31401 for *Science, Applied Mathematics, and Reading for Information*; R01DT for *Locating Information*). Standard-time test booklets shipped to Test Supervisors are not to be used for accommodations testing. Test scores for students receiving accommodations may be **cancelled** if they use any other test forms.

Students receiving accommodations must test separately from students receiving a standard administration.

# Alternate Test **Formats** for Accommodations

## Overview

Day 2 accommodated tests are available in Braille, large print, reader script, audio DVD, and Spanish video DVD formats.

## Verbal Instructions—Important!

As appropriate, the Day 2 test instructions (provided on pages 45–47 of this manual, up to the point where instructions for the *Science* test begin) should be read to students testing with accommodations, just as they are read to students testing with standard time. They are not reproduced in the printed materials or on the DVDs.

## Braille and Large Print

Policies for testing with these materials are as follows:

- Students who use these formats are likely to need extended time. However, the amount of time will vary by student.
- Without exception, student responses for *Science*, *Applied Mathematics*, and *Reading for Information* must be submitted on a PSAE Day 2 answer document for scoring; responses for *Locating Information* must be submitted on a *Locating Information* answer document. See “Assistance in Recording Responses” on page 20.
- The Braille format comes packaged with a reader script and audio DVDs in the event that a student needs to be tested using one of these formats in conjunction with the Braille format. See the following information about the reader script, audio DVD, and Spanish video DVD formats.

## Reader Script

Policies for testing with a reader script are as follows:

- Extended time will be necessary but will vary by student.
- If a student is tested using a reader script, the tests must be administered in a separate room (one student and one room supervisor as reader) to avoid disturbing other students.
- The reader script test materials for *Science*, *Applied Mathematics*, and *Reading for Information* are shipped as a complete set, with the reader script and appropriate test booklet form shipped together for a student. For *Locating Information*, you will need to match the test booklet to the reader script. **Make sure you give students the appropriate test form (Test Form 31401 for *Science*, *Applied Mathematics*, and *Reading for Information*; R01DT for *Locating Information*).**
- At the start of each test, the student will need to break the seal for that test in the test booklet that accompanies the reader script.
- Students being read to from a reader script may have any portion of the test being worked on read to them as many times as necessary.

## Audio DVDs

Audio DVDs are available as an option for oral presentation of the Day 2 tests.

## Spanish Video DVDs

Spanish video DVDs of the Day 2 tests for ISBE-Developed *Science* and ACT WorkKeys *Applied Mathematics* and *Locating Information* are an accommodation option for LEP students. Students for whom the Day 2 Spanish video DVDs are ordered will receive accommodations test booklets printed in English (Test Form 31401 and R01DT) and Spanish video DVDs for the *Science* test, *Applied Mathematics* test, and *Locating Information*



test. As the student hears the test items read in Spanish, the video displays the appropriate section of the English text from the accommodations test booklet. They will also receive an English audio DVD for the *Reading for Information* test in case the student needs an English audio presentation of this test. ACT WorkKeys *Applied Mathematics* and *Locating Information* scores earned while using the Spanish video DVD format are ineligible for ACT WorkKeys scores and the ACT National Career Readiness Certificate. See the ACT WorkKeys-ineligible Accommodations section for more information.

### Testing with Audio DVDs or Spanish Video DVDs

If you will be testing with audio DVDs or Spanish video DVDs, follow the guidelines and policies below.

#### Overall Policies

- Extended time will be necessary but will vary by student.
- You must provide a separate DVD player for each student.
- If headphones are NOT available with each player, each student must be tested in a separate room with a room supervisor. If each student has headphones with his or her player, more than one student may be tested in a single room.
- When testing in a group with headphones, test students together who are anticipated to need similar amounts of time.
- **Do NOT mix or interchange DVDs during a test administration for an individual student.**

#### Special Considerations for Audio DVDs and Spanish Video DVDs

- Using a computer lab is recommended provided each student has individual headphones. If you can provide stand-alone computers (with DVD drives) and headphones to students, they do not need to use a computer lab.
- The computers will need a DVD-ROM drive and software capable of playing DVDs. CD-ROM drives and CD player software will not work on DVD media. Test Accommodations Coordinators may need to work with technical support staff at their schools to make sure they have the necessary equipment and software. We recommend that you consult with a technical support person from your school well before the first scheduled test day to ensure that technology is working properly.

#### Administering the Tests

1. Set up players before the testing session begins, checking to make sure the equipment is working properly. Technical support staff or a proctor may assist with this process.
2. Before students enter the room, place a set of Day 2 DVDs on or near each student's desk. Insert the first DVD (the *Science* test) in the player, ready for testing to begin. Leave DVDs not in use in the closed plastic cases.
3. **Make sure you give students the appropriate test form (Test Forms 31401 and R01DT).** Audio DVD test materials and Spanish video DVD test materials for *Science*, *Applied Mathematics*, and *Reading for Information* are shipped as complete sets. For *Locating Information*, you will need to match the DVDs to the test booklet.
4. At the start of each test, students will need to break the seal for that test in the Day 2 test booklet that accompanies the audio DVD or Spanish video DVD.
5. Before students begin listening to the first audio DVD or Spanish video DVD (the *Science* test), tell them that they are allowed to replay any portion of the test they are working on as many times as necessary.
6. Finally, instruct students to raise their hand to signal when they have finished a test and are ready to take the next.

### **Assistance in Recording Responses**

When a student is unable to mark responses on the Day 2 answer documents, testing staff may offer one of the following accommodations:

- A staff member marks each answer document as the student indicates the responses.
- The student records the responses in the test booklets.
- The student responds using a computer.

In the latter two cases, a staff member must—in the student’s presence—transfer responses to both Day 2 answer documents. Failure to transfer all student responses to the Day 2 answer documents will result in no PSAE and/or ACT WorkKeys scores being available for that student.

If a student gives verbal responses for a staff member to record, the tests must be administered in a room separate from other students.

### **Reader or Interpreter Qualifications**

The reader or interpreter must meet all of the following criteria:

1. Be proficient in English and, if applicable, Exact English Signing.
2. Be experienced in testing.
3. Be employed by the school district where the student attends school.
4. Agree to administer the tests in compliance with the policies and procedures in this manual.
5. Read and sign the appropriate agreement in the back of this manual.

To protect both the student and the reader or interpreter from questions of possible conflict of interest, the following conditions must also be met. The reader or interpreter must:

6. Not be a relative or guardian of the student.
7. Not be a private consultant or individual tutor whose fees are paid by the student or student’s family.
8. Not be engaged in test preparation activities for the ACT WorkKeys assessments during the current academic year (See Testing Staff Requirements, page 8.)

Test scores achieved under the supervision of an individual who does not satisfy **ALL** the requirements listed in the section above will be cancelled.

# Additional Information for

## Administering *Locating Information* with Accommodations

### Test Booklets

ACT issues *Locating Information* test booklets that are specific to accommodated testing. The five-digit form codes on these begin with an “R.” When administering an accommodated *Locating Information* test, use *only* those test booklets shipped with your accommodated *Locating Information* materials. **Test booklets may not be copied.**

### Materials Shipped for Accommodated Testing Sessions

Packages of special testing materials ACT ships to you for *Locating Information* will contain the alternate test formats you requested, plus other materials that will help you administer the test. Note that certain items are shipped by Pearson. The table below shows the materials shipped for each type of *Locating Information* accommodation. When preparing for a special testing session, you can use this table to determine which of the materials you should bring to the session.

Accommodation	Materials Shipped										
	Locating Information Test Formats					Answer Docs		Administrative Materials			
	Regular-print test booklet	Large-print test booklet	Audio DVD	Reader Script	Braille test booklet	Video DVD	Regular-print <i>Locating Information</i> answer document*	Large-print <i>Locating Information</i> answer document	PSAE Day 2 Supervisor’s <i>Manual of Instructions</i> (sent by Pearson)	Audio DVD track listings	Audio DVD guidelines (sent by Pearson)
Extended time with regular-print materials	✓						✓		✓		
Large-print materials	✓	✓					✓	✓	✓		
Audio DVD	✓		✓				✓		✓	✓	
Reader	✓			✓			✓		✓		
Braille materials	✓		✓	✓	✓		✓		✓	✓	✓
Spanish Video DVD	✓					✓	✓		✓		

\* All regular-print answer documents are sent to the Test Supervisor, so you must coordinate with him or her to receive them.

### **ACT WorkKeys-ineligible Accommodations**

The use of a testing aid, translation of test items, or interpretation of test items for *Locating Information*, other than those provided by ACT, is generally considered an ACT WorkKeys-ineligible accommodation. ACT will not issue ACT WorkKeys scores for students administered ACT WorkKeys using such accommodations, although these students may still qualify for state-produced scores.

Examples of ACT WorkKeys-ineligible accommodations include: providing translation or interpretation of test items; using electronic screen readers; allowing the use of dictionaries with word definitions; or allowing the use of manipulatives or arithmetic tables.

**NOTE:** The use of an ACT WorkKeys-ineligible accommodation must be described in detail on the Testing Time Verification Form (Accommodations).

### **Administration Codes**

After testing, authorized school or district personnel must complete the Admin. Code grid on every *Locating Information* answer document that was used for accommodated testing. See page 63 for more information.



## Materials Provided by ACT and Pearson

ACT ships some materials for Day 2 testing; Pearson ships others. The table below shows when and to whom ACT and Pearson ship the materials.

Timeframe/ Recipient	ACT Sends	
mid-March/ Test Supervisor	<p>The following non-secure materials for all tests:</p> <ul style="list-style-type: none"> <li>● PSAE Day 2 <i>Supervisor's Manual of Instructions</i> (this manual)</li> </ul> <p>The following non-secure materials for the <i>Science, Applied Mathematics, and Reading for Information</i> tests:</p> <ul style="list-style-type: none"> <li>● One set of pre-ID labels</li> <li>● Answer documents</li> </ul> <p>The following non-secure materials for the <i>Locating Information</i> test:</p> <ul style="list-style-type: none"> <li>● One set of pre-ID labels</li> <li>● Answer documents</li> </ul> <p>Test Accommodations Coordinators obtain their copies of these materials from the Test Supervisor.</p>	
	ACT Sends	Pearson Sends
the week before the initial and makeup test dates/ Test Supervisor	<p>The following materials for the standard-time <i>Locating Information</i> tests:</p> <ul style="list-style-type: none"> <li>● Site Supervisor's Header Sheet—preprinted with the testing school's information</li> <li>● Test booklets (Form P41DP for initial; Form P21DQ for makeup)</li> <li>● Envelope for answer documents to be scored</li> </ul> <p>As well as the following:</p> <ul style="list-style-type: none"> <li>● Envelope for all PSAE Day 2 standard-time test administration forms</li> <li>● Plastic polmailer bag for returning the envelopes to ACT</li> </ul>	<p>The following materials for the standard-time <i>Science, Applied Mathematics, and Reading for Information</i> tests:</p> <ul style="list-style-type: none"> <li>● School identification sheet—preprinted with the testing school's information</li> <li>● Test booklets (Forms 11401–11420 for initial; Form 21401 for makeup)</li> <li>● Aqua return labels for returning school identification sheets and answer documents for processing to Pearson</li> <li>● Orange return labels for returning non-process materials to Pearson</li> <li>● White UPS return service shipping labels for all cartons being returned to Pearson</li> </ul>
the week before the accommodations testing window/ TAC	<p>The following materials for the accommodated <i>Locating Information</i> tests:</p> <ul style="list-style-type: none"> <li>● Site Supervisor's Header Sheet—preprinted with the testing school's information</li> <li>● Alternate test formats (Braille, large print test booklet/answer document, reader script, audio DVDs, or Spanish video DVDs, as well as a regular print test booklet, Form R01DT, for each student)</li> <li>● Regular print test booklets for students who need extended-time only (Form R01DT)</li> <li>● Envelope for answer documents to be scored</li> </ul> <p>As well as the following:</p> <ul style="list-style-type: none"> <li>● Envelope for PSAE Day 2 accommodations test administration forms</li> <li>● Plastic polmailer bag for returning the envelopes to ACT</li> </ul>	<p>The following materials for the accommodated <i>Science, Applied Mathematics, and Reading for Information</i> tests:</p> <ul style="list-style-type: none"> <li>● School identification sheet—preprinted with the testing school's information</li> <li>● Alternate test formats (Braille, large print test booklet, reader script, audio DVDs, or Spanish video DVDs packaged with a regular print test booklet, Form 31401, and a PSAE Day 2 <i>Supervisor's Manual of Instructions</i>)</li> <li>● Regular print test booklets for students who need extended-time only (Form 31401) and one PSAE Day 2 <i>Supervisor's Manual of Instructions</i> for every five extended-time only test booklets ordered</li> <li>● Aqua return labels for returning school identification sheets and answer documents for processing to Pearson</li> <li>● Orange return labels for returning non-process materials to Pearson</li> <li>● White UPS return service shipping labels for all cartons being returned to Pearson</li> </ul>

If materials are ordered for makeup testing (Forms 21401 and P21DQ), they will arrive before the makeup test date in separate secure shipments from ACT and Pearson.

PSAE Day 2 manuals are also available on the ISBE website at [www.isbe.net/assessment/psae.htm](http://www.isbe.net/assessment/psae.htm).

### **Materials Provided by Your School**

The school is responsible for providing the following items **for each test room**:

- A supply of soft-lead No. 2 pencils with erasers to lend to students who do not bring pencils (no mechanical pencils or ink pens)
- A pencil sharpener
- Two reliable timepieces: watch, stopwatch, interval timer, or wall clock
- Signs, cards, or other materials used in admissions procedures

### **Shipping Overages**

Test materials are packaged separately for each PSAE test site, and no extra materials are sent to district-level administrative offices (i.e., to district superintendents, directors of special education cooperatives, regional superintendents, or ISC executive directors). Test Supervisors receive an overage in the standard-time shipments to cover small shortages. Test Accommodations Coordinators do not receive any overage in their shipments.

### **If You Are Short Day 2 Materials**

#### **Standard-Time Materials**

Test Supervisors who need additional materials for the Day 2 initial testing may order materials at Pearson's *PSAE TestSites Online* website ([www.ncsschoolhouse.com](http://www.ncsschoolhouse.com)) March 18–April 18, 2014.

#### **Accommodations Materials**

Test Accommodations Coordinators who need additional Day 2 alternate test formats (Braille, large print test booklet, reader script, audio DVDs, or Spanish video DVDs) or test booklets for students who need extended time only may order additional materials at Pearson's *PSAE TestSites Online* website ([www.ncsschoolhouse.com](http://www.ncsschoolhouse.com)) March 18–May 2, 2014.

#### **Access to *PSAE TestSites Online* Website**

User IDs and passwords to access *PSAE TestSites Online* are sent by ACT to Test Supervisors in early January. If your user ID or password is lost or misplaced, please have the Test Supervisor write to [psae@act.org](mailto:psae@act.org). If you have any other questions, contact Pearson at 888.705.9413, option 3.



# Preparing for Test Day

## Initial Test Date

Day 2 standard-time initial testing is to be administered on April 24, 2014.

**NOTE:** The only time Day 2 may be given prior to Day 1 is when a student scheduled to test with standard-time testing without accommodations is absent for initial Day 1 standard-time testing on April 23 and then scheduled for Day 1 makeup testing on May 7. If the student is present for initial Day 2 standard-time testing on April 24, Day 2 should be given then.

## Makeup Test Date

Day 2 standard-time makeup testing is to be administered on May 8, 2014. You must enter Day 2 standard-time makeup testing materials orders on Pearson's *PSAE TestSites Online* website by April 25, 2014. See page 72 for detailed instructions explaining which students are eligible for makeup testing.

## Accommodations Test Dates

The Day 2 accommodations testing window is (as early as) April 24 until (as late as) May 8, 2014.

**NOTE:** Students testing with accommodations on both Day 1 and Day 2 must complete all Day 1 tests in order before beginning and completing all Day 2 tests, in order. There are no prescribed makeup testing dates for accommodations testing, as students may use any days within the prescribed Day 1 or Day 2 two-week window to test when they are present at school. If a student is absent, reschedule the student within the two-week accommodations testing window to either start testing or continue testing by moving to the next test in the prescribed order. For students who require testing over multiple days, any one test (e.g., ISBE-Developed *Science*) must be completed within a single day.

## Instructions before Test Day

Before test day, inform students that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (They must not set the alarm on the watch during the assessment.)
- A calculator for the *Applied Mathematics* test
- Acceptable identification

Inform students that no cell phones will be allowed in the test rooms.

## Roster

Create one roster (page A-1) for each test room **prior** to the initial test day. Write on the roster the name of each student **scheduled** to test. ACT must be able to determine those students who were absent on test day as well as those who were present. If you submit a list of only those students who were present on test day, your roster will not be accurate and cannot be used to determine which students to schedule for makeup testing.

If your school provides a readable list of all students scheduled to test, by test room, you may use it in lieu of the roster as long as attendance and the type of ID accepted are marked on that list on test day and you return the marked original to ACT.

## Locally Approved Accommodations

You may provide test accommodations using standard-time materials only under the following conditions: the student must test with **standard time**, receive no additional breaks, and be able to use a regular type (10-point) test booklet. In addition, testing must be on either the initial or makeup test date. The accommodations must not disrupt or afford an advantage over other students. For example, any student could be assigned to sit in the front row, but some students must be seated in the front row in order to hear properly. Examples of these test accommodations include:

- Preferential seating (e.g., at the front of the room, at a table instead of a desk)
- Testing in a quiet environment (e.g., small group or individual room)
- Wheelchair access
- Permission to mark responses in the test booklets (The Test Supervisor **must** arrange to transfer the responses to the answer documents after testing.)
- Permission for diabetics to eat snacks (should test separately to avoid disturbing other students)
- A written copy of the verbal instructions or a sign language interpreter for the verbal instructions (See “Testing Students with Hearing Impairments,” below.)

## Testing Students with Hearing Impairments

Students with hearing impairments may be able to test with standard time, but they may require the assistance of an interpreter for spoken instructions or they may need to be seated near the front of the room so that the directions can be understood. The following arrangements for students with hearing impairments who can test with standard time can be made:

- Seat a student using an interpreter at the front of the room. The interpreter, who may not be a relative, will sign all spoken instructions. The interpreter may also translate any questions from the student to testing staff and sign the responses to those questions. However, the interpreter may not translate or sign the test questions or answer any test questions for the student.
- Assign a student who can lip-read to a seat with a clear view of the room supervisor. Make sure all instructions (both from this manual and any other spoken message) are given in sight of the student. You may prepare written notification (e.g., index cards with “Start,” “5 minutes remaining,” and “Stop” printed on them) or touch the student on the shoulder to indicate the start, 5-minutes-remaining, and stop times.





# Pre-Identification (Pre-ID) for Test Day

## Introduction

Pre-ID labels for students are printed based on information extracted from ISBE's Student Information System (SIS) Pre-ID file on February 21, 2014. They will be shipped together with answer documents and manuals to Test Supervisors in mid-March. You will receive one set of labels for *Science*, *Applied Mathematics*, and *Reading for Information* and one set for *Locating Information*. Please note that these shipments of non-secure materials will come from ACT (for both Day 1 and Day 2).

## Labels for Students Who Are Not Scheduled to Test

If you receive labels for a student who is not scheduled to test at your school, you will return them to Pearson with your NON-PROCESS materials.

## Students Who Do Not Have Pre-ID Labels

If you do not receive pre-ID labels for a student who is scheduled to test at your school:

### For *Science*, *Applied Mathematics*, and *Reading for Information*

1. Leave the pre-ID label area on the PSAE Day 2 answer document blank.
2. Prior to testing, authorized school or district personnel must print the student's legal name in the small boxes at the top of the Student Name grid (grid 1) and fill in the corresponding circles.
3. After testing is completed and the answer document has been collected from the student, authorized school or district personnel must enter the required information in the following grids, which can be found to the left of the shaded border on side 1 of the answer document:
  - Grid 2 (Testing School and City)
  - Grid 3 (Gender)
  - Grid 4 (Date of Birth)
  - Grid 5 (Home School RCDTS Code). The RCDTS (Region-County-District-Type-School) code is absolutely critical for correct inclusion of the student's PSAE results with his or her home school.
  - Grid 6 (State Assigned Student ID Number). The student's home school/district is responsible for obtaining a State Student ID number for all their students.

Enter all required information exactly as requested. All of this information must match the information the home school has provided in SIS. For example, grid 1 asks for legal last name, legal first name, and middle initial. If a student's legal first name is Robert, but he is called Bob, enter "Robert" in the grid.

4. See "Accommodations Testing" and "Optional School Use" on pages 59–60 for additional information about completing grids 7 and 8.

### For *Locating Information*

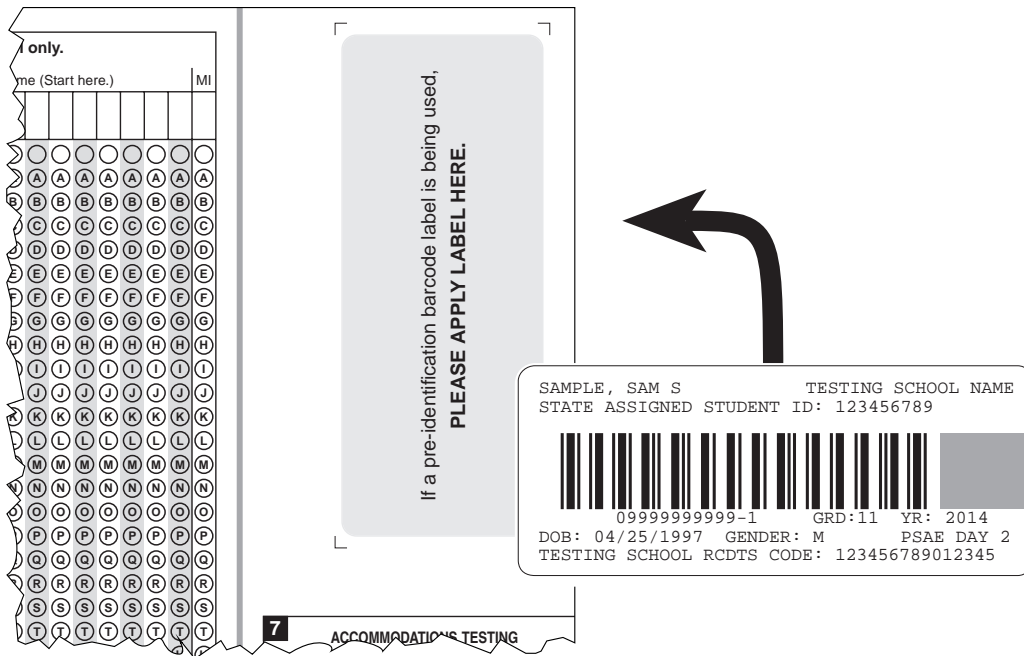
Students may complete all demographic information on the *Locating Information* answer document either during a pretest session or immediately before testing, whether or not the answer document has a pre-ID label. If there is no pre-ID label for a student, school or district personnel must complete grid 3 (ID Number) with the student's 9-digit State ID (SID) and ensure that grids 2 and 4 are also completed correctly. Additionally, when gridding a SID a specific right or left placement within the blocks is not required. The scanning system will automatically add leading zeros as necessary.

## Affixing Pre-ID Labels to Day 2 Answer Documents

Pre-ID labels should be affixed to students' answer documents prior to Day 2 testing. Affixing the self-stick pre-ID labels to the correct location on the two answer documents is absolutely critical. **There is only one proper location for labels on each answer document.** Placement of a label anywhere else on the answer documents prevents the scanner from reading the label. In this event, the answer document must be handled manually, which will delay processing.

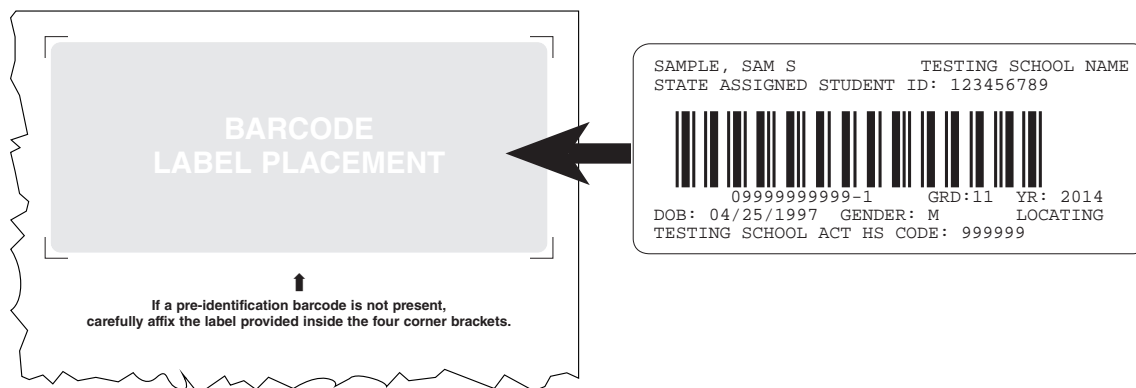
The diagrams below show the proper placement of pre-ID labels on the answer documents.

### For the PSAE Day 2 Science, Applied Mathematics, and Reading for Information Answer Document



The entire front side of a sample PSAE Day 2 answer document is shown on page 61 of this manual.

### For the Locating Information Answer Document



The entire back page of a sample *Locating Information* answer document is shown on page 66 of this manual.

### **Information Provided by the Labels**

There is no need to complete grids 1–6 on the answer document for *Science*, *Applied Mathematics*, and *Reading for Information* when a pre-ID label is used. However, by design, pre-ID labels do not contain Optional School Use grid information or a test form number. If a school or district chooses to use the Optional School Use grid, school or district personnel must manually enter the information. (See “Grid 8: Optional School Use” on page 60.)

Please see page 54 for details about completing fields on the *Locating Information* answer document.

**NOTE:** Students must still enter the correct test form numbers on both Day 2 answer documents so the Day 2 tests can be scored with the correct scoring keys. Instructions for completing the Test Form grids are provided in the verbal instructions to students.



# Test Day Activities

## Introduction

The directions in this section are designed to help ensure a smooth administration of the Day 2 tests. If you have problems, many of the solutions are listed in this section, and the ACT Test Administration department and ISBE are always available to help on test days.

As noted in our policies, testing personnel must administer the tests in a nondiscriminatory manner and in accordance with all applicable laws. Slight differences in your perceived behavior can be magnified by students under stress.

Be sure every room supervisor has a complete supervisor's manual in order to verify procedures for any situation that may occur.

## Test Day Schedule

Administration of *standard-time* Day 2 tests must be the first activity of the morning on test day and begin by 9:00 a.m. If testing begins after 9:00 a.m., the scores for all standard-time students at your school may be cancelled. (For accommodations testing, test administration does not have to be the first activity of the day or begin by 9:00 a.m.)

### Sample Test Day Schedule

A schedule similar to the following would allow testing to begin around 8:15 a.m. and students to be dismissed around 12:15 p.m. in most test rooms:

**7:30 a.m.** Arrival of testing staff

**7:45 a.m.** Briefing session

**8:00 a.m.** Arrival, identification, and seating of students

**Approximately 8:15 a.m.**

1. Begin reading the verbal instructions
2. Distribute test materials to students
3. Administer the three PS&E Day 2 tests and *Locating Information* (if applicable) and the break as directed in the verbal instructions—time each test exactly
4. Collect and verify all test materials

**Approximately 12:15 p.m.** Dismissal of students

## Briefing Session

Test Supervisors must hold a briefing session each test day morning, even with experienced staff. Be sure to discuss any school-specific information (e.g., policies on the wearing of hats and how to handle the breaks). **Remind staff that their cell phones must be turned off before testing begins.**

## Day 2 Testing Staff List

A complete Day 2 Testing Staff List is **required** for each school for each test day. A blank Day 2 Testing Staff List is included in this manual (page A-2). Instructions for completion are printed on the form. List **all** personnel involved in administering the tests, including anyone assisting with materials or security. If you have any questions, contact ACT.

## Admitting Students to the Test Room

Control who enters and leaves the test room at all times. Do not allow students to enter the test room until the room is properly prepared, the test materials are secure in a location where students cannot have access to them, and the room supervisor is ready to admit students. Admit students by checking them in, one-by-one, at the door of the test room. Do not allow a student to enter the room unless the room supervisor has verified the student's identification and has documented this on the roster. If a student cannot present acceptable ID at the door, do not admit him or her to the room. Admitted students must stay in the test room. If it is necessary for a student to leave, recheck ID upon his or her return.

**Do not admit students with ANY electronic devices (other than permitted calculators) to the test room.**

**If you have a supply of extra calculators, you may offer them to students who do not have calculators.**

## Verifying Student Identification

All students are required to present an acceptable form of identification or be personally recognized (face-to-face) by a school faculty member *before* being admitted to the test room. If a student without acceptable ID is permitted to test, the student must be dismissed and the answer document *will not be scored*—even if acceptable ID is presented later. You must mark the roster to indicate the type of ID accepted.

P = Photo ID

L = ACT Student Identification Letter with Photo

R and initials = Personal Recognition by Testing/School Staff

– = Absent (Absence must be indicated to verify a student was not present.)

### Acceptable Identification

All identification must be original, not a photocopy or reproduction. No stamped, computer-generated, or reproduced signatures are allowed.

Roster Notation	Type of ID	Criteria for Acceptance
P	<b>Current Official Photo ID</b>	<p><i>Must include ALL of the following:</i></p> <ul style="list-style-type: none"> <li>● Current (valid)</li> <li>● Issued by a school or city/state/federal government agency</li> <li>● Examinee’s first and last names in English</li> <li>● Photo is clearly recognizable as the examinee</li> </ul> <p><i>Signature not required</i></p> <p><i>Examples: driver’s license, passport, school ID, state ID</i></p>
L	<b>ACT Student Identification Letter with Photo</b>	<p><i>Student MUST present the ACT Student Identification Letter. ALL items must be completed and include ALL of the following:</i></p> <ul style="list-style-type: none"> <li>● Individually completed in English—and signed in ink—by official of the student’s school or notary public. The official or notary may not be a relative</li> <li>● Recent, recognizable, individual (not group), head-and-shoulders photo of the student attached to letter</li> <li>● School or notary seal/stamp or school official/notary ink signature overlapping a portion of the photo</li> <li>● Student’s first and last names</li> <li>● Student’s date of birth, gender, school name and location</li> <li>● Signed by the student in ink in the presence of the school official or notary</li> <li>● Signed by the student on test day, in the presence of testing staff</li> </ul> <p><i>Collect and return to ACT with the roster</i></p>
R	<b>Staff Recognition</b>	<ul style="list-style-type: none"> <li>● Students without any ID may be admitted only if they are personally recognized, face-to-face, by a member of the school faculty who is not a relative of the student; AND</li> <li>● That staff member’s initials <i>must</i> be printed legibly beside the student’s name on the roster (without staff initials, personal recognition is invalid).</li> </ul> <p>If all students in a room were recognized by the same faculty member, you may state that on the roster, indicating the name of the staff member (e.g., “all students in this room were recognized by _____”).</p>

### Examples of Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is printed on the photo
- Fishing or hunting license
- ID issued by an employer
- ID letter that is not an official ACT identification letter
- Learner's driving permit, temporary or replacement driver's license, if it does not include a photograph
- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone not employed by your school or not a member of test day staff
- Photo ID of parents
- Photo with student's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Published photo, including yearbook or newspaper
- Report card
- Social Security card
- Telephone calls to the school to identify the student
- Traffic ticket, even with a physical description and signature
- Transcript, even with photo
- Web page with photo

### Students without Identification

Do not admit students without identification to the test room. If students can arrange for the ID to be presented **before the test booklets for *Science, Applied Mathematics, and Reading for Information* have been distributed**, or if the student is personally recognized by a member of the testing staff, he or she can be admitted. Do **not** delay testing waiting for a student to bring identification or allow testing of late students.

Under **no** circumstances may a student be admitted after the test booklets for *Science, Applied Mathematics, and Reading for Information* have been distributed. Dismiss students without ID and explain why on the Irregularity Report (page A-6). These students may be scheduled for makeup testing.

### Prohibited Items

Before allowing a student into the testing room, be sure that he or she does not have any personal belongings that may compromise the integrity of the assessment.

### Items Strictly Prohibited from the Test Room

Cell phones and other electronic devices are prohibited from the testing room. Students may not be in possession of or use electronic devices at any time, including during the break. Calculators may be used during the *Applied Mathematics* test, but they must be turned off and put away when the student is not working on the test. Other personal belongings must be placed under the seats.

### Items That May Not Be Accessed in the Test Room

Students must not use or access the following items at any time while in the test room:

- Textbooks, scratch paper, reading material, notes, or any unapproved testing aids
- Dictionaries
- Highlight pens, colored pens or pencils, correction fluid or tape
- Food or drink
- Tobacco in any form

### Directing Students to Seats

After a student has been identified and the roster marked, direct the student to a specific seat. **Do not allow students to choose their own seats.** Seating students alphabetically is acceptable, or you may want to direct the first student to the extreme left side of the room, the second student to the middle of the room, the third to the right side, and so on. Separate friends and relatives or students who arrive together.

Proctors can direct the students by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one student, direct the first student to the first table, the second to the second table, and so on. After one student has been seated at each table, seat a second student at each table.

### Left-Handed Students

You must determine who will need a left-handed writing surface if you are not using tables. Either ask students as they are checked into the test room if they require left-handed desks or write a statement on the board telling left-handed students to report to the proctors for proper seating assignments.

### Attentiveness

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual), grading papers, using a computer, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is **not** allowed. No one may eat or drink in the test room (unless approved for medical reasons). Also, staff cell phones must be turned off.

You must walk around the test room to ensure students are working on the correct section of the test and recording their answers on the correct section of the answer document. Moving around the test room also makes you available to answer questions, respond to illness, or replace defective test materials. It also discourages prohibited behavior.



# Administering the Tests

## Test Room Starting Time

Verbal Instructions may begin as soon as all students have been identified and seated, **no later than 9:00 a.m.** (Accommodations testing does not need to begin by 9:00 a.m.) If any standard time room starts later than 9:00 a.m., document the time and reason on the Irregularity Report. **Starting after 9:00 a.m. in any standard time room may result in the cancellation of scores for that room.**

**Absolutely no one may be admitted to the test room after the test booklets for *Science, Applied Mathematics, and Reading for Information* have been distributed. If this policy is violated, the answer documents for the students admitted late will not be scored.**

## General Announcements to Students

Before testing begins, you may wish to make announcements regarding:

- Calculators: If desired, read a current list of prohibited calculators. You can find a list at [www.actstudent.org](http://www.actstudent.org). An updated list is also sent with the secure materials from Pearson.
- Electronic devices: Other than permitted calculators, students are not allowed to have any electronic devices in the test room or use them during breaks.
- Hats: Some hats may obstruct your view of students' eyes. Because not all hats may hinder your ability to monitor the students, the announcement to remove hats is left to your discretion.
- Institutional requirements: You may dismiss a student who purposefully disregards a posted regulation of your site or school policy and mark the answer document VOID. Some schools, for example, do not allow smoking on school grounds. Explain to the student the reason for the dismissal and document in full on the Irregularity Report.
- Nervous noise: Some students relieve tension through talk and movement before and after tests. Because they must maintain complete silence during testing, allow this normal behavior, but remind them to be considerate of other rooms that may still be testing while your room is taking a break.
- Restrooms: Describe the location of restrooms and drinking fountains available during the break.

## Sequence of Tests

The tests **must** be administered in the order listed below for all students in all rooms. If this order is altered, the answer documents will **not** be scored.

<b>Day 2 Tests</b>
ISBE-Developed <i>Science</i>
ACT WorkKeys <i>Applied Mathematics</i>
Break (Not applicable for accommodated testing over multiple days)
ACT WorkKeys <i>Reading for Information</i>
ACT WorkKeys <i>Locating Information</i> (if applicable)

## Timing the Tests

Each room supervisor is responsible for timing the tests in his or her own room. Reading the verbal instructions or timing the tests is not to be controlled from a central location for multiple rooms (for example, using bells, a PA system, or loudspeaker). Each room supervisor must be able to react to any problems or questions that occur in a particular room and adjust timing if necessary. This procedure also minimizes the effects of any mistimings.

**Extreme care must be taken to ensure the exact time is allowed for each test. Mistiming may result in the cancellation of scores.**

Even if all students in a standard-time room finish a test before the allowed time elapses, the full time for each test must be given. Each room must use two timepieces to time the tests, as a precaution in the event one fails. One timepiece must be an accurate clock or watch that shows the actual time of day. It is also recommended that one of these be an interval timer or stopwatch. Do not use a cell phone as one of your timepieces.

As you begin timing each test, enter the actual start time (e.g., 8:52) in the box on the appropriate verbal instructions page. Calculate the projected stop time, then the time for the verbal announcement of 5 minutes remaining, and enter those times. Before you announce 5 minutes remaining, and before you call stop, check your timepiece carefully against the time you have written down and verify it with the other timepiece. If a proctor is in the room, the proctor is to double-check the room supervisor's timing. Make sure you record the actual times of day you made your announcements and copy these times exactly onto the appropriate Testing Time Verification Form in the back of this manual.

### Announcing Time Remaining

A verbal announcement of time remaining must be made five minutes before the end of each test. It is important to give the time remaining announcement accurately as students rely on it to pace themselves.

### Posting Times on the Board (optional)

You may post the start and stop times or time allowed for each test on the board if one is available (e.g., *Science*, 40 minutes: Start time—8:45, Stop time—9:25). Verify your calculations before writing the time on the board. Do not write time remaining on the board as it can be confusing depending on when students check it. Time remaining must be a verbal announcement.

## Checking Calculators during *Applied Mathematics*

You must check for prohibited calculators during the *Applied Mathematics* test (test 2). Check periodically to make sure students did not switch calculators after the first check. If you discover a student using a prohibited calculator, follow the procedures on pages 43–44 to dismiss the student and void the answer document. Document this dismissal on the Irregularity Report.

## Calculators

ACT permits students to use a calculator on the *Applied Mathematics* test (test 2) but not on any of the other tests. Use of a calculator is optional. All problems on the *Applied Mathematics* test can be solved without a calculator.

ACT provides an updated list of prohibited devices to Test Supervisors and Test Accommodations Coordinators each test date. Each room supervisor must have a copy of the current list to refer to during test 2. You may read the list to students as a general announcement before testing begins and post the list strategically at the test site (e.g., at check-in stations, test rooms, etc.).

Some calculators may have mathematical formulas printed on the calculator itself; this is permitted. Likewise, some calculators come with preprinted instructions for the use of the calculator that are inserted into the calculator cover and carried with it; these instructions do not need to be removed.

Students are responsible for ensuring their calculators meet ACT standards. They are advised to check [www.actstudent.org](http://www.actstudent.org) or call toll free 800.498.6481 for a recorded message about the latest list of prohibited calculators.

Students are responsible for bringing a permitted calculator and making sure it works properly. You may, but are not expected to, provide calculators or batteries. Students may not share calculators. They may use a backup calculator if it is first checked by a member of the testing staff but may not use or have on the desk more than one calculator at a time.

When the student is not working on the *Applied Mathematics* test, the calculator must be turned off and put away. If it has games or other functions, those functions may not be used—only the mathematics functions of the calculator may be used.

Calculators are **not to be cleared** by staff before or during the test. You may clear calculators after the test only if you suspect students are attempting to use their calculators' memory to store test items. In such cases, clear the memory and document your suspicions on the Irregularity Report.

### Formula Sheet

A formula sheet that includes all formulas required for the *Applied Mathematics* test is provided in the *Applied Mathematics* section of the test booklets. **These sheets must be collected with the test booklets after the *Reading for Information* test.**

### Test Monitoring Responsibilities

All testing staff, room supervisors, and proctors are to **remain attentive** to their testing responsibilities throughout the entire administration. Students must feel that the staff are doing all they can to provide an irregularity-free administration. To protect the validity of individual test scores and maintain the security of the test materials, the following must be observed:

- Walk around the room during testing to be sure students are working on the correct test and to help prevent prohibited behaviors.
- Do not read, correct papers, or engage in any tasks not related to the administration of the test.
- Do not engage in conversation during the testing or allow unauthorized personnel in the test room.
- Do not leave a test room unattended at any time.
- Complete detailed documentation of any irregularities of which you are aware.

### Break after *Applied Mathematics*

Except for accommodated testing over multiple days, a break of 15 minutes at the end of the *Applied Mathematics* test (test 2) is required for allowing students to relax or go to the restroom. The break timing starts when you call stop on *Applied Mathematics* and ends when you begin reading the verbal instructions for *Reading for Information*, no more than 15 minutes later. The following policies and guidelines apply:

#### Timing and Sequence:

- You must begin timing the break **immediately** upon calling stop on *Applied Mathematics*. The break is timed as the entire time between the end of the *Applied Mathematics* test (test 2) and the start of the *Reading for Information* test (test 3), not just the time students are out of the room. You **must** begin the verbal instructions for *Reading for Information* no later than 15 minutes after the break starts.
- Do not delay or lengthen the break in your room to wait for other rooms. Do not attempt to preset an exact schedule for all test rooms.
- Do not alter the testing sequence by skipping the break, lengthening the break, allowing additional breaks, or scheduling the break at another time. **Any alteration of the testing sequence may result in cancelled scores.**

- Do not delay testing waiting for students who are late. Late students may be readmitted but may not make up lost time—keep conversation with these students to a minimum.
- If the break is longer than 15 minutes, explain why on the Irregularity Report. **Breaks longer than 15 minutes will be questioned and may result in cancelled scores.**

### During the Break:

- All test booklets must be closed with the answer documents inside them before students are allowed to leave the test room or speak to each other.
- Whether students may talk among themselves during the break is left to your discretion.
- Assign testing staff to control hallway noise if other rooms are still testing. You may wish to designate a break area.
- If students remain in the room, collect the materials or otherwise ensure that students do not tamper with them. **Do not leave the test room unattended.**
- The break may not include lunch. If it does, scores for all students may be cancelled.

### Guessing

Instructions about guessing are printed in the test booklets. If students ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

### Student Questions about Test Items

If a student has a question or concern about a particular test item, instruct the student to “just do the best you can.” Do not comment on or add in any way to the assessment. Avoid discussing student concerns during the assessment because this takes up testing time and may distract other students. After the assessment, include an explanation of the student’s question, the test name, and the test form number on the Irregularity Report (page A-6), and return it with other required administration forms. If the student wants a response, be sure to include the name and address to which the response should be directed.

### Avoiding Common Errors in Completing Answer Documents

Room supervisors and proctors should be alert to the types of errors students commonly make when completing their answer documents. When reading the instructions, testing staff should emphasize the correct procedures to avoid these errors and walk around the test room to observe students as they complete these steps. Testing staff should be aware that:

- Students must mark their responses on their answer documents, not in their test booklets. No additional time is allowed for transferring responses marked in test booklets. If a student records his or her responses in the test booklets as an accommodation, a staff member must transfer the responses to both answer documents after testing is completed. See “Assistance in Recording Responses” on page 20.
- Each multiple-choice question has only one correct answer. Items left blank or items with more than one response filled in are counted as wrong.

### Test Form Numbers

During the verbal instructions, students will enter Test Form numbers on both of their answer documents. It is **very important** that testing staff be familiar with the instructions that the room supervisor will read to students for entering the test form number on their answer documents (see pages 47 and 56). **If a test form number is not entered correctly, or not entered at all, the answer document cannot be scored correctly.**



# Testing Irregularities

## Introduction

This section details the types of testing irregularities that may occur, how to handle them during test administration, and how to report them. All testing staff should become thoroughly familiar with these possible irregularities as part of their understanding of test administration procedures.

## Testing Irregularity Report

Complete an Irregularity Report (page A-6) for each room in which an individual or group irregularity is observed, and return these reports in the forms envelope provided by ACT. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of students who were dismissed from or who left the test center without completing the tests. If there are no irregularities in any rooms at your test center, do not return a report.

## Group Irregularities

### Overview

A group irregularity is one that affects a group of students (e.g., one room or the entire site). If this occurs, follow the instructions below and call ACT as soon as possible. Carefully note the amount of testing time elapsed, and remember to safeguard the security of the test materials at all times.

### Disturbances and Distractions

If a disturbance or distraction occurs that affects students' concentration and it cannot be stopped, or the students cannot be moved to a quieter location, immediately call ACT. Do not dismiss students until you have received instructions. If you do not have a proctor to assist you, stop the test and collect the test booklets and answer documents before leaving the room to call ACT. Report all disturbances and distractions, however minor (including student illness), on an Irregularity Report.

### Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your students and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have students close their test booklets and place their answer documents inside them. Collect the test booklets only if time permits. Instruct the students and staff to leave the building. If it is safe to do so, lock the test room. Call ACT as soon as you can safely reach a telephone.

### Inclement Weather

If bad weather causes school to close or termination of testing, call ACT for instructions.

### Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur, excluding those affecting the health or safety of your students or staff. If—at any time—you cannot account for a test booklet, you must **immediately** call ACT at 800.553.6244, ext. 2800 (ext. 1788 for accommodations). ACT will advise you regarding what actions you must take.

### Mistiming

Any deviation from timing the tests exactly (see page 36) is a mistiming. A mistimed test constitutes a serious irregularity that is difficult to resolve. **MISTIMINGS CAN BE PREVENTED BY CAREFUL SUPERVISION.** Scores cannot be adjusted to compensate for a mistiming. If makeup testing is necessary, school staff must transfer all non-test information to new answer documents, and students **must** retake **all tests**, not just the one that was mistimed.

- If **more** than the time allowed is given on a test, notify ACT immediately.
- If **less** than the time allowed is given on a test, allow students to make up the shortage before dismissal. If a shortage on a previous test is discovered after students have begun work on the next test, do not interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.
- If a mistiming is discovered **after** students have been dismissed, call ACT immediately. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please attach **only** the affected answer documents to your Irregularity Report so the situation can be resolved as expeditiously as possible. Do not allow students to make up a shortage after dismissal unless ACT has given you express authorization to do so.

### Power Failure

If a power failure occurs and students cannot be moved to another location with adequate heat, ventilation, light, and adequate student spacing, collect the test booklets and answer documents, then call ACT for instructions.

## Individual Irregularities

### Overview

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the directions for each type of individual irregularity as described below. **NOTE:** Any time you observe behavior that requires dismissal and voiding of an answer document, **be sure you inform the student that the answer document will not be scored and the reasons for your action.** Each instance must also be documented on an Irregularity Report.

### Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the student does not lose time.

- Be sure the replacement booklet is the **same test form** as the defective booklet.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the student must transfer, under your supervision, all information exactly as originally noted to a new one **after the test session.**
- Call ACT for further directions if you do not have sufficient materials to replace those that are defective.

### Duplicating Test Materials

Testing personnel and students are not permitted to duplicate or record any part of the tests by copying, taking notes, photographing, scanning, or using any other means. All answer documents and test booklets must be returned to the Test Supervisor or Test Accommodations Coordinator. No portion of these materials may be retained by students.

If you observe a student using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in “Dismissal for Prohibited Behavior” (pages 43–44) or “Refusal to Turn In Test Materials” (page 44).

In all cases, students observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and both Day 2 answer documents marked VOID. Inform the student that the answer documents will not be scored, explain the reason for your action, and include all necessary information on the Irregularity Report. Call ACT (during the test, if possible) to determine if any additional action is required.

### **Failure to Follow Directions**

Only answers marked properly on an answer document during the time allowed for the test can be scored.

- **UNAUTHORIZED MARKING OF RESPONSES IN TEST BOOKLET INSTEAD OF ON ANSWER DOCUMENT.** Unless the student has been approved to mark in the test booklet, only responses marked on an answer document during the time allowed for the test will be scored. If a student, without authorization, has mistakenly marked responses in the test booklet and has not transferred them to the answer document, follow these instructions:
  1. If time remains on the current test, instruct the student to immediately transfer responses for the current test from the test booklet to the answer document. If time has been called on that test, no answers may be transferred.
  2. The student may then continue testing by marking answers only on the answer document.
  3. Only responses marked on an answer document during the time allowed for a particular test will be scored. Therefore, do **NOT** allow the student to transfer responses from tests for which time has already been called, and do **NOT** allow the student to transfer responses during the break or after testing.
  4. Document the situation on the Irregularity Report.

ACT will not transfer responses from the test booklet to an answer document. The answer document will be scored as received.

- **MARKING RESPONSES IN A FUTURE SECTION OF ANSWER DOCUMENT** (e.g., marking responses in the section for test 2 during administration of test 1). As soon as this error in marking is detected, give the student a new, blank answer document and:
  1. If time remains on the current test, instruct the student to begin marking responses in the correct section of the answer document, beginning with the next item.
  2. If time has been called on that test, instruct the student to begin marking responses in the correct section of the new answer document, beginning with the next test.
  3. After testing is completed, school staff should transfer the information from side one of the replaced answer document to side one of the new answer document. The student should transfer all previous test responses from the replaced answer document to the correct sections on the new answer document. **(This transfer must occur under close supervision and without access to the test booklet.)**
  4. Mark the first answer document REPLACED, document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report. Return the new answer document for scoring.

### **Students Who Become Ill—Standard-Time Testing**

Collect the test booklet and answer document from a student who becomes ill and needs to leave the test room. If the student returns and continues testing, lost time may not be made up. Explain the situation and record the time lost on the Irregularity Report. If a student cannot finish testing because of illness, you must decide whether the answer document should be scored or the student should be scheduled for makeup testing. Students do not make this decision. Clearly indicate your decision on the Irregularity Report.

Only one answer document for *Science*, *Applied Mathematics*, and *Reading for Information* and one for *Locating Information* will be scored for each student (either for the initial or makeup date).

If a student completed the first three tests on Day 2 but became ill before finishing the *Locating Information* test, call ACT at 800.553.6244, ext. 2800 for makeup testing instructions.

### **Students Who Become Ill—Accommodated Testing**

A student testing with accommodations who becomes ill during a test and must leave the test site may come back and finish the **remaining** tests at any time within the designated two-week testing window. All tests must be completed within the window or the answer documents will not be scored. It is in the student's best interest to either complete a test before leaving or not begin the next test if he or she is ill. When testing resumes on the next scheduled test day, the student may not return to the test that was being administered at the time of departure, even if that test was not completed. The student must resume testing with the **next** test in the sequence.

### **Irrational Behavior**

If a student acts in an irrational or violent manner, proceed as follows:

- Try to prevent other students from being interrupted, affected, or involved.
- Collect and retain the student's test materials without physical force.
- Dismiss the student from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other students' safety.
- Inform the student that the answer documents will not be scored.
- Give a detailed explanation on the Irregularity Report, mark both Day 2 answer documents void, and attach the student's voided answer documents to the report.

### **Prohibited Behavior**

If a student is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in "Dismissal for Prohibited Behavior" exactly and continue testing.

Prohibited behaviors include:

- Looking back at a previous test on which time has already been called.
- Looking ahead.
- Looking at another student's test booklet or answer document.
- Giving or receiving assistance.
- Using an unauthorized calculator.
- Using calculators during any test other than the *Applied Mathematics* test.
- Having or using any electronic device during testing or during breaks (all electronic devices, including cell phones and pagers, are prohibited from the testing room).
- Attempting to remove test materials, including test questions or answers, from the test room by any means.
- Using highlight pens, colored pens or pencils, notes, dictionaries, or other aids.
- Not following instructions or abiding by the rules of the test site.
- Exhibiting confrontational, threatening, or unruly behavior.
- Creating a disturbance or allowing an alarm, pager, or phone to sound in the test room.
- Filling in circles after time has been called.
- Using scratch paper or notes.



**Do not void an answer document for any other reason (e.g., student finishes early, does not return after break, does not take testing seriously but is not disturbing others or engaging in prohibited behavior).** See “Voiding Answer Documents” on page 44.

Have a colleague verify your observation, if possible. However, if you are **certain** a student is engaging in prohibited behavior and are supervising a room without assistance, dismiss the student based upon your own observation. The Test Supervisor does not have to be called to the room to verify the activity.

If you **suspect** a student is engaged in prohibited behavior, discreetly warn him/her that these activities are prohibited and continue close observation. To discourage looking at someone else’s answer document, or giving or receiving assistance, move the student to another seat. If you suspect a student has filled in circles after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

**You do not need to observe prohibited behavior if you are certain it occurred.**

For example, if you are certain that five circles left unfilled at the end of a test section were filled in after time was called, you may dismiss the student. **You must inform the student that the answer document will not be scored.**

#### **Dismissal for Prohibited Behavior**

If you dismiss a student for prohibited behavior, follow these procedures exactly:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet from the student.
3. If you believe an electronic device was used to store or exchange information, or to make an image of the test, collect the device from the student and call ACT immediately. ACT will determine if the device is to be retained and sent to ACT or returned to the student. Do not return the device to the student without ACT approval.
4. Tell the student privately:
  - a. You observed or are certain of the prohibited behavior.
  - b. He/she is being dismissed because of the behavior.
  - c. Both Day 2 answer documents will be marked VOID and will not be scored.
5. Write VOID on page 1 of both of the student’s Day 2 answer documents. Do so in the student’s presence, if possible.
6. Complete a detailed Irregularity Report that includes:
  - a. The time of the incident and the name(s) of the student(s).
  - b. The number of circles the student(s) had filled in at the time of the incident, if relevant.
  - c. The test room and seating location(s) of the student(s).
  - d. The details of what you observed.
  - e. The statements you and the student(s) made.
  - f. The name(s) of the staff who observed or were certain of the irregularity.
7. Attach the voided answer documents to the Irregularity Report and return them with the other documentation for this test date. (Return the test booklet with other used test booklets.)

ACT will not score the answer documents if you follow these procedures exactly. **Students dismissed for prohibited behavior are not to be scheduled for makeup testing for the day from which they were dismissed.** For example, students dismissed from Day 1 testing should still participate in Day 2 but not be scheduled for Day 1 makeup testing.

### Voiding Answer Documents

Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scored after it is marked VOID. Mark an answer document VOID and attach it to the Irregularity Report for the following reasons **only**:

- A student was dismissed for prohibited behavior **and was told his or her answer documents will not be scored.**
- An answer document is defective or a student marked in a future section and the answer document has been replaced.
- A student did not finish testing on the initial test date due to illness.

Students may not request that their answer documents not be scored.

### SAMPLES OF VOIDED ANSWER DOCUMENTS

**PSAE Day 2 Answer Document for Science, Applied Mathematics, and Reading for Information**

AND

**Locating Information Answer Document**

### Refusal to Turn In Test Materials

Students must return all test materials before leaving the test room. If a student refuses to turn in a test booklet, warn the student that the police will be contacted and this action may result in fines and imprisonment. Call ACT immediately, and describe the situation in detail, including the student's name and the Test Booklet Number (found near the barcode on the back of the test booklet for *Science, Applied Mathematics, and Reading for Information*; found on the front of *Locating Information* test booklets). Do not place yourself in a position of physical danger, and do not leave other test materials or students unattended.



# Day 2 Test Instructions

## Introduction

The Day 2 tests must always be administered under supervised, timed, secure, standardized testing conditions.

- Practice reading these instructions before test day.
- On test day, read aloud all the instructions in the shaded boxes.
- Read them loudly and clearly, exactly as written. Do not depart from this text. (Text in brackets is for your information only and is not to be read aloud.)
- Where a [PAUSE] appears, pause and look up at the students to be sure they are following instructions. Wait for everyone to finish before proceeding.

No test room may be left unattended by testing personnel at any time, even if only one student is testing.

## Before you Begin

Before you begin reading the Verbal Instructions, make sure you have all the forms needed. The forms are located in the back of this manual and may be removed prior to testing so that you can fill them out where the Verbal Instructions direct you to do so.

You will need:

- Day 2 Roster (page A-1)
- Day 2 Test Booklet Count Form (page A-4)
- Day 2 Testing Irregularity Report (page A-6)
- Day 2 Testing Time Verification Form (Standard Time Only) (page A-7)
- Day 2 Testing Time Verification Form (Accommodations) (page A-8)
- Day 2 Seating Diagram (page A-10)

## Answer Documents

To ensure security of test materials, do not distribute any answer documents prior to the arrival of students. Only distribute them after everyone is seated, as directed in these verbal instructions. The answer document for *Science, Applied Mathematics, and Reading for Information* will be distributed first. The answer document for *Locating Information* will be distributed prior to the *Locating Information* test (if applicable).

## Introductory Instructions

### Accommodations Testing Note

If you will use translated test instructions to accommodate a student with limited English proficiency, you may refer to them at this point or place them in front of the student to read on their own.

## When everyone is seated and you have everyone's attention, say:

I [or "we" if you have a proctor] will now distribute the answer documents. Look at your answer document to make sure you have the one with your name on it. Your name should be printed on the label in the upper right corner of your answer document. If your answer document does not have a label, your name should be printed in the small boxes at the top of the STUDENT NAME grid in the upper left corner of your answer document. If you have the wrong answer document, raise your hand. [PAUSE]

**Hand each student his or her answer document for Science, Applied Mathematics, and Reading for Information individually. You must resolve any discrepancies in answer document identification before continuing. Then say:**

Make sure your desk is cleared of everything except your number two pencils, erasers, and answer document. If you have a wristwatch alarm, check now to make sure it will not go off during testing. If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored.

You may not have a timer, cell phone, media player, or electronic device of any kind in the test room other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed, the device may be confiscated, and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the *Applied Mathematics* test.

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are found:

- in possession of or using any electronic device during testing or during breaks
- looking back at a test on which time has already been called
- looking ahead in the test booklet
- looking at another student's test booklet or answer document
- giving or receiving assistance
- using a prohibited calculator
- using a calculator on any test other than the *Applied Mathematics* test
- sharing a calculator with another student
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test site
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in or altering circles on a test or continuing to work after time has been called on that test. Filling in circles on a previous test during a later test, even with the test booklet closed, is prohibited. If I notice that a test has not been completed and later notice that it has been, I will dismiss you and your answer document will not be scored.

Do not mark on the answer document until you are told to do so. [PAUSE]

**Then say:**

Today you will take the Day 2 tests. The tests are all multiple choice and will be scored by a machine. Make all marks heavy and dark. Fill in each circle completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully erased can affect the scoring of your answer document. Do not use a mechanical pencil or pen.

For each test, mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test. I [or “we” if you have a proctor] will walk around the room during testing to be sure you are working on the right test and marking your answers in the correct place on the answer document.

You may **not** return to a test for which time has been called to make additions or changes to your responses.

Note that all three tests in the first test booklet are secure and copyrighted. Copying, photographing, memorizing, or using any other means to convey, publish, or make known the content of this test booklet is a violation of test security and the copyright. These violations can result in legal action.

Are there any questions before I distribute the test booklets? [PAUSE]

**Distribute the test booklet for *Science, Applied Mathematics, and Reading for Information*. Hand booklets directly to individual students. Then say:**

Write your name on your test booklet cover on the “Student Name” line. [PAUSE]

Next, on the front cover of each test booklet is a form number. Turn to side 2 of your answer document. At the top there is a grid where you will record the form number of your test. Write the TEST FORM number in the boxes at the top of grid 9, and fill in the appropriate circles. Be sure to enter the correct form number in grid 9 so your answer document can be scored correctly. [PAUSE]

Read the examinee agreement in grid 11 at the bottom of side 2 of your answer document; then sign—do not print—your name. Then enter today’s date [give the date], put your pencil down, and look up. [PAUSE]

**Accommodations Testing Note**

If you will use a reader script to test the student, you may refer to it at this point. If the student will be tested with audio DVDs or Spanish video DVDs, you may direct the student to begin using these formats at this point if they have no questions.

**Say:**

Now, look at the front cover of your test booklet. Read the directions silently. Then, look up at me. **DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO.** [PAUSE]

## ISBE-Developed *Science*

### Say:

Are there any questions before we begin the *Science* test? [PAUSE]

Find the section on side 2 of your answer document labeled *Science*. DO NOT make any marks on the answer document until you are instructed to do so.

Break the first seal of your test booklet, and turn to the cover page for the *Science* test. [PAUSE] Read the directions silently. Then, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. [PAUSE]

### When all students have read the directions, say:

You will have 40 minutes to work on the *Science* test. [Students testing with the extended-time accommodation will have more time.] During this time, you are to work only on *Science*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover.

### Set your stopwatch or interval timer to exactly 40 minutes, or note the time on your timepiece (adjust accordingly for extended-time testing), and say:

I will tell you when there are five minutes left. Are there any questions? [PAUSE]  
Turn the page and begin the *Science* test.

### Begin timing.

## *Science* 40 Minutes

---

### START

### 5 minutes remaining

---

### STOP

Transfer to Testing Time Verification Form (page A-7) for standard time testing and to Testing Time Verification Form (Accommodations) (page A-8) for accommodations testing.

During the *Science* test, do the following:

- As you begin testing, record the actual time of day you announce start above (e.g., 8:43), then calculate the projected stop time and the time for the verbal announcement of 5 minutes remaining (subtract 5 minutes from the stop time). See the Test Timing Chart (page A-9) for help with the stop time. Before you announce 5 minutes remaining and before you call stop, check your timepieces carefully against the time you have written down. Make sure you record the actual times you make your announcements.
- Walk around the room to monitor students.
- Complete the Seating Diagram (page A-10). If you need to verify booklet numbers for your diagram, do so at the break. Complete **every** item on the form. You will record two serial numbers in each square of the Seating Diagram—one for the test booklet for *Science*, *Applied Mathematics*, and *Reading for Information* and one for the *Locating Information* booklet during the *Locating Information* test.
- Complete **item C** of the Test Booklet Count Form (page A-4). **This must be done for ALL administrations.** Verify the numbers with the occupied seats on your Seating Diagram and the number of used and unused test booklets. If there is a discrepancy, notify the Test Supervisor immediately. A proctor must remain in the room. Be sure unused test booklets are in a secure area where students cannot access them.

**Reminder:** You may post the start and stop times on the board if a wall clock is available; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on this test. Do not disturb students during the test session with additional oral or written announcements of time remaining.

**When your watch or timer indicates exactly 35 minutes have passed (adjust accordingly for extended-time testing), and you have double-checked the time, say:**

There are five minutes left.

**When your watch or timer indicates exactly 40 minutes have passed (adjust accordingly for extended-time testing), and you have double-checked the time, say:**

Stop, please. Put your pencil down, close your test booklet, and look up. [PAUSE]

## ACT WorkKeys *Applied Mathematics*

**When all students have stopped and completed the last instruction, say:**

All problems on the *Applied Mathematics* test can be solved without a calculator. However, you are allowed to use a calculator on this test. If you brought a calculator, you may get it out now. [PAUSE]

Some types of calculators are prohibited. For example, you may not use any version of the TI-89. You are responsible for knowing if your calculator is permitted. I will check your calculator periodically during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries. Do not share your calculator with another student. If you need to use your backup calculator, raise your hand, and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk. Are there any questions? [PAUSE]

**NOTE:** Students may tear the formula sheet out of their test booklets for use during this test. You will collect any torn-out sheets with the test booklets after the *Reading for Information* test and return them with your non-process materials.

**Say:**

On side 2 of your answer document, find the section labeled *WorkKeys Applied Mathematics*. DO NOT make any marks on the answer document until you are instructed to do so.

Break the second seal of your test booklet, and turn to the *Applied Mathematics* Formula Sheet. You may use this sheet during the *Applied Mathematics* test. If a problem requires a formula or conversion, the formula or conversion has been provided on this sheet. Refer to this sheet as often as you wish. You may tear it out for easier use.

### Accommodations Testing Note

If you will use a reader script to test the student, you may refer to it at this point. If the student will be tested with audio DVDs or Spanish video DVDs, you may direct the student to begin using these formats at this point if they have no questions.

### Say:

Look at the next page and read the directions silently. Then, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. [PAUSE]

You will have 45 minutes to work on the *Applied Mathematics* test. [Students testing with the extended-time accommodation will have more time.] During this time, you are to work only on *Applied Mathematics*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover.

### Set your stopwatch or interval timer to exactly 45 minutes, or note the time on your timepiece (adjust accordingly for extended-time testing), and say:

I will tell you when there are five minutes left. Are there any questions? [PAUSE]  
Turn the page and begin the *Applied Mathematics* test.

### Begin timing.

# Applied Mathematics

## 45 Minutes

**START**

**5 minutes remaining**

**STOP**

Transfer to Testing Time Verification Form (page A-7) for standard time testing and to Testing Time Verification Form (Accommodations) (page A-8) for accommodations testing.

During *Applied Mathematics*, do the following:

- Record the actual time of day you announce start above and calculate the times of day for announcing 5 minutes remaining and stop. See the Test Timing Chart (page A-9) for help with the stop time. Make sure you record the actual times you make your announcements.
- Staff must check all calculators periodically during the test. (See “Checking Calculators during *Applied Mathematics*” and “Calculators,” pages 36–37.) If a student uses a prohibited calculator, follow the instructions on pages 43–44 to void the answer document and dismiss the student. Document this dismissal on the Irregularity Report.
- Testing Time Verification Form—Required (page A-7 or A-8): Transfer the actual start, 5-minutes-remaining, and stop times for the *Science* test onto the form.
- Walk around the room to monitor students.

**Reminder:** You may post the start and stop times on the board if a wall clock is available; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on this test. Do not disturb students during the test session with additional oral or written announcements of time remaining.



**When your watch or timer indicates exactly 40 minutes have passed (adjust accordingly for extended-time testing), and you have double-checked the time, say:**

There are five minutes left.

**When your watch or timer indicates exactly 45 minutes have passed (adjust accordingly for extended-time testing), and you have double-checked the time, say:**

Stop, please. Put your pencil down, put your answer document inside your test booklet, close your test booklet, and look up. [PAUSE] If you tore your formula sheet from your test booklet, please place it inside your test booklet. [PAUSE] If you have a calculator, put it away now. [PAUSE]

**Note for Administration to “First Year in U.S.” Students**

If you are testing “First Year in the U.S.” students who will not be participating in the ACT WorkKeys *Reading for Information* and *Locating Information* tests, please skip to the text at the top of page 58 that begins, “I will first collect and check . . .” Be sure to transfer the actual start, 5-minutes-remaining, and stop times for the *Applied Mathematics* test onto the Testing Time Verification Form.

We will now take a 15-minute break. The next test will begin in exactly 15 minutes. If you come back late, you will not be able to make up any lost time. You may use the restrooms, but you must be back in 15 minutes. You may begin your break now.

During the break, do the following:

- Make sure no test materials are taken out of the room and all test booklets are closed with the answer documents inside them.
- Do not leave the test room unattended. If any students remain in the room, monitor them closely.
- Transfer the actual start, 5-minutes-remaining, and stop times for the *Applied Mathematics* test onto the Testing Time Verification Form.
- Double-check every answer document to be sure students have entered the test form number in grid 9 and filled in the corresponding circles. Also check that students have written their name on their test booklet cover and that they have signed the back of their answer document.
- Verify the test booklet serial numbers you have written on your Seating Diagrams against the booklet at each seat.
- You and your proctor(s) must monitor noise during the break to prevent disrupting rooms that are still testing.
- If you designate a break area, make sure staff members monitor this area to minimize noise and ensure students are not using cell phones or other electronic devices.
- Resume testing no later than 15 minutes after *Applied Mathematics* ends. Do not delay the start of *Reading for Information* waiting for students who return late. They may be readmitted but may not make up lost time. Keep conversation with late arrivals to a minimum. If a student does not return, do not void the answer document unless the student was ill and will be scheduled for makeup testing (see pages 41–42).

## ACT WorkKeys Reading for Information

**After exactly 15 minutes have passed since the end of the previous test, say:**

The break is over. Please take the same seat as before if you have not already done so. Check to make sure that you have the answer document and test booklet with your name on them. If you have the wrong answer document or test booklet, raise your hand. [PAUSE]

We will now begin the instructions for the WorkKeys *Reading for Information* test.

Turn to side 2 of your answer document, and find the section labeled WorkKeys *Reading for Information*. DO NOT make any marks on the answer document until you are told to do so.

Break the third seal of your test booklet.

### Accommodations Testing Note

If you will use a reader script to test the student, you may refer to it at this point. If the student will be tested with audio DVDs, you may direct the student to begin using these formats at this point if they have no questions.

**Say:**

Turn to the cover page for *Reading for Information* and read the directions silently. Then, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. [PAUSE]

You will have 45 minutes to work on the *Reading for Information* test. [Students testing with the extended-time accommodation will have more time.] During this time, you are to work only on *Reading for Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover.

**Set your stopwatch or interval timer to exactly 45 minutes, or note the time on your timepiece (adjust accordingly for extended-time testing), and say:**

I will tell you when there are five minutes left. Are there any questions? [PAUSE]  
Turn the page and begin the reading test.

**Begin timing.**

## Reading for Information

### 45 Minutes

START

5 minutes remaining

STOP

Transfer to Testing Time Verification Form (page A-7) for standard time testing and to Testing Time Verification Form (Accommodations) (page A-8) for accommodations testing.

During *Reading for Information*, do the following:

- Record the actual time of day you announce start above and calculate the times of day for announcing 5 minutes remaining and stop. See the Test Timing Chart (page A-9) for help with the stop time. Make sure you record the actual times you make your announcements.
- If any students do not return from break, collect their materials shortly after testing has begun, but do not void the answer document unless the student was ill and will be scheduled for makeup testing (see page 42).
- Testing Time Verification Form—Required (page A-7 or A-8): Transfer the actual start, 5-minutes-remaining, and stop times for the *Applied Mathematics* test onto the form.
- Walk around the room to monitor students.

**Reminder:** You may post the start and stop times on the board if a wall clock is available; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on this test. Do not disturb students during the test session with additional oral or written announcements of time remaining.

**When your watch or timer indicates exactly 40 minutes have passed (adjust accordingly for extended-time testing), and you have double-checked the time, say:**

There are five minutes left.

**When your watch or timer indicates exactly 45 minutes have passed (adjust accordingly for extended-time testing), and you have double-checked the time, say:**

Stop, please. Put your pencil down, close your test booklet, and look up. [PAUSE]

I will first collect and check the answer documents, and then I will collect and check the test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further directions. [PAUSE]

**While students remain in their seats:**

1. Collect and count the answer documents **individually** from each student. Turn all the answer documents one way, and make certain you have a signed answer document for each student.
2. Collect the test booklets **individually** from each student, and count them. As you do, check to make sure the student names are on them. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. If you are short a test booklet, use the student names on the booklets to match the booklets with the answer documents and determine whose booklet was not collected. Make sure all formula sheets are returned in the test booklets.
3. Complete item D on the Test Booklet Count form.

**Note Concerning the *Locating Information* Test:**

If you are not administering the *Locating Information* test, please skip to the text at the middle of page 58 that begins, “Thank you...”

## ACT WorkKeys *Locating Information*

**After all answer documents and test booklets have been collected and accounted for, say:**

I [or “We” if you have a proctor] will now distribute the *Locating Information* answer document. Check page 4 of the answer document for a preprinted barcode label. If a barcode label is present, be sure the name printed on it is your name. If it is not your name, raise your hand. [PAUSE]

**Hand each student his or her answer document individually and continue with the instructions below.**

For ACT WorkKeys, there are five match criteria used to match student records to create a transcript of scores or to create an ACT National Career Readiness Certificate. The five match criteria are First Name, Last Name, Month of Birth, Day of Birth, and 9-digit State ID Number.

Remember what these are and always use the same five match criteria when taking an ACT WorkKeys test.

**Completing Blocks 1–15 is optional if a Pre-ID label is present, but ACT highly recommends that students do this. If students in your school completed the information in Blocks 1–15 during a pretest session, skip to the middle of page 55 for verbal directions for students to complete Block 16.**

### **Important Note**

If your school is skipping Blocks 1–15 and no Pre-ID label is present, school staff must ensure that at least Blocks 2, 3, and 4 are completed prior to returning the answer document for scoring.

**If students in your school have not already completed the information in Blocks 1–15 and you plan to do so now, proceed with the verbal directions below.**

In block 1, print the name of this school or site [**announce the name**], city, state, and ZIP code. [PAUSE]

In block 2, print your name in the boxes labeled “Name.” Begin in the first box and enter your last name. Then, enter your first name where indicated and finally, enter your middle initial where indicated. [PAUSE]

Now, fill in the corresponding oval beneath each letter and the blank oval beneath each empty box. [PAUSE]

Look at block 3. Official school staff will complete block 3 with your 9-digit State-Assigned Student ID Number if there is no Pre-ID label. Do not grid anything in this block.

In block 4, fill in the oval for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals. Be sure to fill in the leading zeroes if necessary. [PAUSE]

Fill in the appropriate oval in block 5. [PAUSE]

In block 6, fill in the ovals that best describe your racial or ethnic group as generally recognized by your family and friends. Be sure to answer both questions. [PAUSE]

Now, look at block 7. Fill in the oval that best describes your current or highest level of education. [PAUSE]

Leave blocks 8–11 blank.

Complete blocks 12–15 by entering your address and filling in the appropriate ovals. For the state code, enter 14. [PAUSE]

Those who have already completed Blocks 1–15, continue here.

Next, you will have students fill in the appropriate Form Type—Initial, Makeup, Accommodated, or Emergency—on the answer document, block 16. This indicates the type of testing being completed.

**Say:**

Open your answer document to page 2 and look at block 16, Form Type. Fill in [indicate Form Type: Initial/Makeup/Accommodated/Emergency]. [PAUSE]

Leave blocks 17–26 blank. We will go back to block 25 later.

**Then say:**

I will now hand you a *Locating Information* test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name on the front cover. Then, look up at me.

Hand each student a booklet individually. Do not pass them back or across aisles. **Keep an exact count of the number of test booklets distributed.**

**When all students have signed their test booklets, say:**

Your test booklets include Terms and Conditions on the back cover.

Turn your test booklet so the back cover faces up. Read the Terms and Conditions silently. Then, look up at me. [PAUSE]

**Accommodations Testing Note**

If a student will be tested with a reader script, audio DVDs, or Spanish video DVDs and wishes to have the Terms and Conditions read to them, you may read them now.

**When all students have read the Terms and Conditions, say:**

Your answer documents have an Examinee Agreement that requires a signature on page 2, in block 25. Read the Examinee Agreement silently and then sign and date the Examinee Agreement. If you do not sign and date the Examinee Agreement, your answer document may be voided and you may not receive your score. [PAUSE]

Walk around the room to be sure all students are signing the Examinee Agreement.

**When all students have signed their answer documents, say:**

Look at page 3 of your answer document. Find the section titled *Locating Information*.

A Test Form Number is printed in the upper-right corner of your test booklet cover. Print that number in the boxes for the Test Form in this section. Then fill in the corresponding oval in each column. [PAUSE]

A seven-digit number is printed in the upper-left corner of your test booklet. This is your Test Booklet Number. Print the seven-digit number in the boxes for the Test Booklet Number in this section. Fill in the corresponding oval in each column. [PAUSE]

Leave the Admin. Code column blank.

Walk around the room to be sure students are entering the Test Form Number and Test Booklet Number correctly on their answer documents.

**Accommodations Testing Note**

If you will use a reader script to test the student, you may refer to it at this point. If the student will be tested with audio DVDs or Spanish video DVDs, you may direct the student to begin using these formats at this point if they have no questions.

**Then say:**

You may now break the seal on your test booklet, and open the booklet to the directions for *Locating Information*.

Read the directions silently. Then, look up at me. DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. [PAUSE]

**When all students have read the directions, say:**

**You will have 45 minutes to work on *Locating Information*.** During this time, you are to work only on *Locating Information*. If you finish before time is called, recheck your work on this test, then place your answer document inside your test booklet and close the cover.

After I call time on this test, you must remain quietly in your seat while I collect and count the test booklets and answer documents. There must be no talking.

**Set your stopwatch or interval timer to exactly 45 minutes, then say:**

**You have 45 minutes to work on this test.** Open your booklet to *Locating Information* and begin work.

**Begin timing.**

# Locating Information

## 45 Minutes

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### START

### 5 minutes remaining

### STOP

---

Transfer to Testing Time Verification Form (page A-7) for standard time testing and to Testing Time Verification Form (Accommodations) (page A-8) for accommodations testing.

During *Locating Information*, do the following:

- Record the actual time of day you announce start above and calculate the times of day for announcing 5 minutes remaining and stop. See the Test Timing Chart (page A-9) for help with the stop time. Make sure you record the actual times you make your announcements.
- Walk around the room to monitor students.
- Transfer the actual start, 5-minutes-remaining, and stop times for *Reading for Information* onto the Testing Time Verification Form.
- Complete the *Locating Information* portion of your Seating Diagram. Record the serial number of the *Locating Information* test booklet given to each student.

**When your watch or timer indicates exactly 40 minutes have passed, and you have checked the time, say:**

There are five minutes left.

**When your watch or timer indicates exactly 45 minutes have passed, and you have checked the time, say:**

Stop, close your test booklet, and look up at me now. [PAUSE]

**When you have everyone's attention, say:**

Now, refold your answer document so that page 1 faces up, and leave it on your desk next to your test booklet. Do not open, alter, or mark on your answer document, and do not place it inside your test booklet.

### Continue reading here:

I will first collect and check the answer documents, and then I will collect and check the test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further directions. [PAUSE]

#### While students remain in their seats:

1. Collect and count the answer documents **individually** from each student. Turn all the answer documents one way, and make certain you have a signed answer document for each student.
2. Collect the test booklets **individually** from each student, and count them. As you do, check to make sure they are signed. Do not allow the booklets to be passed in. Verify that you collect the same number of booklets you distributed. If you are short a test booklet, use the booklet numbers to match the booklets with the answer documents and determine whose booklet was not collected.
3. Complete item D on the Test Booklet Count Form if you have not already done so. Complete item E on the Test Booklet Count Form for *Locating Information*, if applicable.

**Do not dismiss students until you have verified that you collected all the test booklets you distributed and that you have an answer document for each student.** Make certain that students do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer documents after they have been returned to the proctor or room supervisor.

#### After all answer documents and test booklets have been collected and accounted for, say:

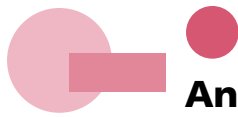
Thank you for your cooperation. Your score reports will be mailed this fall.

At the conclusion of testing:

- Direct students to the next activity of the day as determined by your school administration.
- Transfer the actual start, 5-minutes-remaining, and stop times for *Locating Information*, if applicable, onto the appropriate Testing Time Verification Form (standard time or accommodations).
- Double-check your counts and complete items E and F on the Test Booklet Count Form. The number of used and unused test booklets **must** equal the number you received for your room. The number of each type of answer document you return **must** match the number of students in the room **AND item C** on the Test Booklet Count Form. Room supervisors must personally return all standard-time test materials to the Test Supervisor and all accommodations testing materials to the Test Accommodations Coordinator immediately after testing. Students may not assist with the transportation of any test materials.

Test Supervisors will verify the return of test booklets and prepare the Day 2 standard-time test materials for return to ACT and Pearson, per instructions that follow in this manual. Test Accommodations Coordinators will verify the return of accommodations testing materials and prepare them for return to ACT and Pearson in a separate shipment.





# Post-Test Entry of Information on the Answer Document for Science, Applied Mathematics, and Reading for Information

## Overview

After testing, authorized school or district personnel may need to complete grids 1–8 on some or all of the answer documents for *Science*, *Applied Mathematics*, and *Reading for Information*.

## Grids 1 through 6: Student Information

If a student does *not* have a pre-ID label affixed to his or her answer document, school staff must complete grids 1 through 6 (Student Name, Testing School/City, Gender, Date of Birth, Home School RCDTS Code, and State Assigned Student ID Number; see directions on page 27). If a student *has* a pre-ID label affixed to his or her answer document, it not necessary that you enter anything in these grids.

## Grid 7: Accommodations Testing

If a student tested with accommodations, enter a response for each of the six pieces of required information in grid 7 (Accommodations Testing). Inform room supervisors whether they should fill in the appropriate responses or whether the appropriate responses will be filled in after answer documents are returned to the Test Accommodations Coordinator. Responses should be filled in regardless of whether a pre-ID label is affixed to a student’s answer document.

<b>7</b>	<p><b>ACCOMMODATIONS TESTING</b> (Required <u>only</u> for students testing with accommodations)</p> <p><input type="radio"/> IEP Accom <input type="radio"/> 504 Accom <input type="radio"/> LEP Accom</p> <p>(If any of the above are marked, a response must be provided for each of the 5 items listed below.)</p> <hr style="border-top: 1px dashed black;"/> <p>Test Booklet Format <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C                  Testing Time ..... <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                  Presentation Mode <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F                  Response Mode .... <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                  Other ..... <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C</p>
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In the top portion of the Accommodations Testing grid, there are three selections.

- **IEP Accom**—Fill in the **IEP Accom** circle if a student received an accommodation on any part of the PSAE Day 2 tests based on needs documented in an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA).
- **504 Accom**—Fill in the **504 Accom** circle if a student received an accommodation on any part of the PSAE Day 2 tests based on needs documented in a Section 504 Plan. This is a plan developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.
- **LEP Accom**—Fill in the **LEP Accom** circle if a student received an accommodation on any part of the PSAE Day 2 tests based on needs related to the student’s limited English proficiency (LEP).

In the bottom portion of the grid, there are five pieces of information that must be provided. Fill in the appropriate response for each of the items below.

- **Test Booklet Format** (used by student)
  - A. Regular print (Form 31401)
  - B. Large print (Form 31401)
  - C. Braille (Form 31401)
- **Testing Time** (ACT-Approved Timing Codes are referenced as examples)
  - A. Extended time—50% extended time in self-paced single session (*Timing Code 6*)
  - B. Extended time—50% extended time over multiple days (*Timing Code 7*)
  - C. Extended time—more than 50% extended time (*Timing Codes 2 and 3*)
  - D. Standard time with stop-the-clock breaks or testing over multiple days (*Timing Code 5*)
  - E. None of the above (no testing time accommodation provided or *Timing Code 8*)
- **Presentation Mode**
  - A. Reader script
  - B. Audio DVDs
  - C. Exact English Signing (EES) of test items
  - D. Signing of test items in sign language other than EES
  - E. Spanish Video DVD (LEP only)
  - F. None of the above (no presentation mode accommodation provided)
- **Response Mode**
  - A. Mark answers in test booklet (instead of in answer document)
  - B. Oral response/point to answers in test booklet
  - C. Alternative response mode (via computer)
  - D. Braille writer
  - E. None of the above (no response mode accommodation provided)
- **Other**
  - A. Yes—accommodation provided that does not fit into one of the categories above
  - B. No
  - C. Translated Verbal Instructions in Native Language (LEP only)

**Grid 8: Optional School Use**

Grid 8, Optional School Use, is provided for school and/or district use. This grid allows you to code the participation of students in various school or district programs. The code you give each program is determined by your school or district. For example, students in vocational programs could be coded as A1. If you use this grid, the information will be included as part of a student’s PSAE record on the student data CD that is sent to the student’s home school. The information will allow electronic sorting of students.

**Information in the Optional School Use grid must be entered manually. It is not included on pre-ID label data files.**

**NOTE:** Because the scanner will read only one digit per column, do not fill in more than one circle in each column.

<b>8</b>		
<b>OPTIONAL SCHOOL USE</b>		
<b>A</b>	<b>B</b>	<b>C</b>
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**Grid 9: Test Form**

Be sure the student has gridded the correct test form in grid 9.

**Grid 10: ISBE Use Only**

Grid 10 will not be used by school staff. Leave grid 10 blank.



**Sample Answer Document for Science, Applied Mathematics, and Reading for Information (continued)**

SIDE 2

**Marking Directions**

- Use only a No. 2 soft lead pencil.
- Do NOT use a fountain pen, ballpoint pen, or colored pencil.
- Make heavy black marks that completely fill the circles.
- Erase completely any marks you wish to change.
- Make NO stray marks on this sheet.

---

**MARKING EXAMPLES**

Correct Mark:

Incorrect Marks:

**9 TEST FORM**

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**10 STATE USE ONLY**  
(Do not write in this area.)

1	2	3	4	5
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L

**Science**

- 1 (A) (B) (C) (D)      10 (A) (B) (C) (D)      19 (A) (B) (C) (D)      28 (A) (B) (C) (D)      37 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)      11 (A) (B) (C) (D)      20 (A) (B) (C) (D)      29 (A) (B) (C) (D)      38 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)      12 (A) (B) (C) (D)      21 (A) (B) (C) (D)      30 (A) (B) (C) (D)      39 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)      13 (A) (B) (C) (D)      22 (A) (B) (C) (D)      31 (A) (B) (C) (D)      40 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)      14 (A) (B) (C) (D)      23 (A) (B) (C) (D)      32 (A) (B) (C) (D)      41 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)      15 (A) (B) (C) (D)      24 (A) (B) (C) (D)      33 (A) (B) (C) (D)      42 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)      16 (A) (B) (C) (D)      25 (A) (B) (C) (D)      34 (A) (B) (C) (D)      43 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)      17 (A) (B) (C) (D)      26 (A) (B) (C) (D)      35 (A) (B) (C) (D)      44 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)      18 (A) (B) (C) (D)      27 (A) (B) (C) (D)      36 (A) (B) (C) (D)      45 (A) (B) (C) (D)

**WorkKeys Applied Mathematics**

- 1 (A) (B) (C) (D) (E)      8 (F) (G) (H) (J) (K)      15 (A) (B) (C) (D) (E)      22 (F) (G) (H) (J) (K)      29 (A) (B) (C) (D) (E)
- 2 (F) (G) (H) (J) (K)      9 (A) (B) (C) (D) (E)      16 (F) (G) (H) (J) (K)      23 (A) (B) (C) (D) (E)      30 (F) (G) (H) (J) (K)
- 3 (A) (B) (C) (D) (E)      10 (F) (G) (H) (J) (K)      17 (A) (B) (C) (D) (E)      24 (F) (G) (H) (J) (K)      31 (A) (B) (C) (D) (E)
- 4 (F) (G) (H) (J) (K)      11 (A) (B) (C) (D) (E)      18 (F) (G) (H) (J) (K)      25 (A) (B) (C) (D) (E)      32 (F) (G) (H) (J) (K)
- 5 (A) (B) (C) (D) (E)      12 (F) (G) (H) (J) (K)      19 (A) (B) (C) (D) (E)      26 (F) (G) (H) (J) (K)      33 (A) (B) (C) (D) (E)
- 6 (F) (G) (H) (J) (K)      13 (A) (B) (C) (D) (E)      20 (F) (G) (H) (J) (K)      27 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)      14 (F) (G) (H) (J) (K)      21 (A) (B) (C) (D) (E)      28 (F) (G) (H) (J) (K)

**WorkKeys Reading for Information**

- 1 (A) (B) (C) (D) (E)      8 (F) (G) (H) (J) (K)      15 (A) (B) (C) (D) (E)      22 (F) (G) (H) (J) (K)      29 (A) (B) (C) (D) (E)
- 2 (F) (G) (H) (J) (K)      9 (A) (B) (C) (D) (E)      16 (F) (G) (H) (J) (K)      23 (A) (B) (C) (D) (E)      30 (F) (G) (H) (J) (K)
- 3 (A) (B) (C) (D) (E)      10 (F) (G) (H) (J) (K)      17 (A) (B) (C) (D) (E)      24 (F) (G) (H) (J) (K)      31 (A) (B) (C) (D) (E)
- 4 (F) (G) (H) (J) (K)      11 (A) (B) (C) (D) (E)      18 (F) (G) (H) (J) (K)      25 (A) (B) (C) (D) (E)      32 (F) (G) (H) (J) (K)
- 5 (A) (B) (C) (D) (E)      12 (F) (G) (H) (J) (K)      19 (A) (B) (C) (D) (E)      26 (F) (G) (H) (J) (K)      33 (A) (B) (C) (D) (E)
- 6 (F) (G) (H) (J) (K)      13 (A) (B) (C) (D) (E)      20 (F) (G) (H) (J) (K)      27 (A) (B) (C) (D) (E)
- 7 (A) (B) (C) (D) (E)      14 (F) (G) (H) (J) (K)      21 (A) (B) (C) (D) (E)      28 (F) (G) (H) (J) (K)

11

**EXAMINEE AGREEMENT**

By submitting this answer document, I agree to the ACT terms and conditions set forth in the Overview and Preparation Guide for PSAT Day 2 booklet for this exam, including the arbitration and dispute remedy provisions with ACT. I certify that I am the person whose name appears on this form. I understand that I cannot share any test questions or responses with anyone by any form of communication.

Signature (Do Not Print) \_\_\_\_\_

Date \_\_\_\_\_

# Post-Test Entry of Information

## on the Answer Document for *Locating Information* (Accommodated Testing Only)

### Overview

After testing, authorized school or district personnel must complete the Admin. Code grid on every *Locating Information* answer document that was used for accommodated testing.

### Administration Codes

Every individual *Locating Information* test administered with accommodations must have the corresponding administration code gridded on the *Locating Information* answer document. The Test Accommodations Coordinator must coordinate with room supervisors to grid these codes on the answer documents.

Test Name: Locating Information

TEST FORM	BOOKLET NUMBER	ADMIN. CODE	
R 0 1 D T	1 0 0 1 2 3 4	1 2 3	1 (A) (B) (C) (D)
(K) (L) (M) (N) (P) (Q) (R) (S) (T) (U)	(1) (2) (3) (4) (5) (6) (7) (8) (9) (0)	(1) (2) (3) (4) (5) (6) (7) (8) (9)	2 (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			3 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			4 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			5 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			6 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			7 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			8 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			9 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			10 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			11 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			12 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			13 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			14 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)
			15 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U)

### Administration Codes and Descriptions

The table below shows the administration code to grid for each type of accommodation.

Accommodation	Administration Codes				
	Regular Time (45 mins)	Time-and-a-half (68 mins)	Double Time (90 mins)	Three Hours	Stop-the-clock Breaks
<b>Single-day Testing</b>					
Regular Print Materials (including extended time)	400	150	200	300	450
Large Print	400	130	235	291	451
Audio DVD	-	-	-	294	454
Reader Script	-	-	-	293	453
Braille	-	-	-	292	452
Instructions translated ONLY	600	610	620	630	640
Spanish Video DVD	-	-	-	941*	942*
ACT WorkKeys-ineligible Accommodation (see page 22 for examples)	900*	910*	920*	930*	940*

\* Ineligible for ACT WorkKeys scores and the ACT National Career Readiness Certificate

## Choosing the Correct Administration Code

It is critical that you grid the correct administration codes on the *Locating Information* answer documents. They may affect a student’s eligibility for ACT WorkKeys scores and the National Career Readiness Certificate.

- **When more than one administration code applies to a session, grid the highest code that applies.** Example: An exam is administered with Braille materials in a three-hour session. An ACT WorkKeys-ineligible accommodation is also allowed by the Test Accommodations Coordinator. Two administration codes apply—292 and 930. Administration code 930 must be gridded on the answer document because it is the higher of the two codes.
- **Administration codes are provided only for acceptable testing times.** For instance, some accommodations may be administered under standard testing time, while others must be administered under extended testing time.
- **For sign language interpreters signing test items with Exact English Signing from the reader script, grid the reader script code.** This would be 293 for single-day testing. If American Sign Language is used for the instructions, grid the code for translated instructions instead.
- **Grid a code for every individual test administered with an accommodation.** Every student testing with an accommodated test form must have an administration code gridded on the answer document.

## Gridding the Administration Codes

To grid an administration code on a *Locating Information* answer document:

1. Open the answer document to page 3. Locate the field titled “ADMIN. CODE.”
2. Use the chart on page 63 to determine which administration code applies to this student’s *Locating Information* testing session.
3. Print the three-digit administration code in the boxes. Then fill in the corresponding oval in each column.
4. Repeat these steps for any additional *Locating Information* answer documents used for accommodated testing.

Sample Answer Document for Locating Information

<p><b>12</b> Mailing Address (House No. &amp; Street (Apt. No.), PO Box &amp; No., and/or RR &amp; No.)</p>												<p><b>13</b> CITY (Do not enter your state in this block.)</p>												<p><b>14</b> STATE CODE</p>											
<p><b>15</b> ZIP CODE</p>												<p><b>16</b> FORM TYPE</p>												<p><b>17</b> REPORT CODES</p>											
<p><b>18</b> RESERVED FOR FUTURE USE.</p>												<p><b>19</b> RESERVED FOR FUTURE USE.</p>												<p><b>20</b> RESERVED FOR FUTURE USE.</p>											
<p><b>21</b> RESERVED FOR FUTURE USE.</p>												<p><b>22</b> RESERVED FOR FUTURE USE.</p>												<p><b>23</b> RESERVED FOR FUTURE USE.</p>											
<p><b>24</b> RESERVED FOR FUTURE USE.</p>												<p><b>25</b> EXAMINEE AGREEMENT</p>												<p><b>26</b> LOCAL ITEMS</p>											

<p><b>1</b> SITE NAME AND ADDRESS</p>												<p><b>2</b> NAME</p>												<p><b>3</b> ID NUMBER</p>											
<p><b>4</b> DATE OF BIRTH</p>												<p><b>5</b> GENDER</p>												<p><b>6</b> RACE/ETHNICITY BACKGROUND</p>											
<p><b>7</b> What is your current or highest level of education? (Mark ONE only)</p>												<p><b>8</b> How would you describe your program of study during high school?</p>												<p><b>9</b> What is your current educational status?</p>											
<p><b>10</b> What other educational programs or training are you currently attending? (Mark ALL that apply.)</p>												<p><b>11</b> Is English the language in which you communicate best?</p>												<p><b>12</b> OFFICE USE ONLY (DO NOT MARK)</p>											

**Sample Answer Document for Locating Information (continued)**

**Test Name: Locating Information**

TEST FORM	BOOKLET NUMBER	ADMIN CODE
01	01	01
02	02	02
03	03	03
04	04	04
05	05	05
06	06	06
07	07	07
08	08	08
09	09	09
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
31	31	31
32	32	32
33	33	33
34	34	34
35	35	35
36	36	36
37	37	37
38	38	38

BARCODE LABEL PLACEMENT

If a pre-identification barcode is not present, carefully affix the label provided inside the four corner brackets.

DO NOT WRITE IN THIS SHADED AREA.

PAGE 4

**Test Name: Locating Information**

TEST FORM	BOOKLET NUMBER	ADMIN CODE
01	01	01
02	02	02
03	03	03
04	04	04
05	05	05
06	06	06
07	07	07
08	08	08
09	09	09
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
31	31	31
32	32	32
33	33	33
34	34	34
35	35	35
36	36	36
37	37	37
38	38	38

BARCODE LABEL PLACEMENT

If a pre-identification barcode is not present, carefully affix the label provided inside the four corner brackets.

DO NOT WRITE IN THIS SHADED AREA.

PAGE 3





# After the Tests

## Overview

Immediately after testing is completed on each test date (initial and makeup), the Test Supervisor and Test Accommodations Coordinator must account for all test materials by:

- Personally verifying the set of materials returned by each room supervisor
- Making sure all documentation is accurate and complete
- Setting aside and ordering materials for makeup testing, if applicable
- Packing items into envelopes, polymailers, and cartons
- Shipping materials back to ACT and Pearson

These procedures are covered in the following sections.

## Pickup Dates

Carrier pickups for the testing materials have been prearranged. Materials must be returned to ACT and Pearson on these designated pickup dates:

Test Date	Materials Pickup Date
Standard-time initial	Friday, April 25, 2014
Standard-time makeup	Friday, May 9, 2014
Accommodations	Friday, May 9, 2014*

*\*NOTE. If all students testing with accommodations finish testing on April 24, materials may be returned on the April 25 date. If all students with accommodations finish testing after April 24 but before May 9, you may contact ACT or Pearson to ask about an earlier pickup date.*

## Answer Document Returned for Every Student Who Tests

You are required to return answer documents for processing for every student who tested at your school. Answer documents for students who were absent should be kept for use on the makeup day or returned with non-process materials if the student never tests. If a student was absent from all the tests given on Day 1 and Day 2, districts are required to indicate the reason why the student did not test in ISBE's Assessment Correction file.

Failure to return materials as directed may result in delayed scores or nonscoring of your students' answer documents.

## Red and Teal Envelopes

In your test materials shipment, you received one red envelope and, depending on your enrollment, one or more teal envelopes. The red envelope is used to return the completed test administration forms. The teal envelope is used to return to ACT the State Testing Site Supervisor's Header sheet and *Locating Information* answer documents to be processed.

## Polymailers

In your test materials shipment, you received one or more plastic polymailers with prepaid return labels. You will use these polymailers to return the red and teal envelopes to ACT.

### Test Materials Shipping Cartons from ACT

Cartons in which materials were shipped to you from ACT have reversible flaps that contain a prepaid return label. These cartons are used to return materials such as test booklets and manuals to ACT. Use only cartons specific to the materials you are returning.

### Test Materials Shipping Cartons from Pearson

Cartons in which secure test materials were shipped to the Test Supervisor and Test Accommodations Coordinator from Pearson do not contain a prepaid return label. Aqua labels, orange labels, and white UPS return service labels (two types) were included in the original shipment of secure test materials. These Pearson return labels are included in the plastic-wrapped “Test Supervisor Kit” and “Test Accommodations Coordinator Kit.” The correct return label will need to be applied to the appropriate carton for return of process and non-process PSAE Day 2 materials.

### School Identification Sheet for PSAE Day 2

A completed School Identification Sheet must be placed on top of each set of answer documents for *Science*, *Applied Mathematics*, and *Reading for Information* that is returned to Pearson for processing.

Your school should also have received three pregridded School Identification Sheets for *Science*, *Applied Mathematics*, and *Reading for Information*:

- One for the APRIL test date in the original shipment of secure test materials that Pearson sent to the Test Supervisor
- One for the APRIL/MAY test dates in the original shipment of secure accommodations testing materials that Pearson sent to the Test Accommodations Coordinator
- One for the MAY test date in the original shipment of secure makeup test materials (if applicable) that Pearson sent to the Test Supervisor

### Site Supervisor’s Header Sheet for Locating Information

A State Testing Site Supervisor’s Header must be placed on top of each set of *Locating Information* answer documents that is returned to ACT for processing.

Your school should also have received three pregridded State Testing Site Supervisor’s Header sheets for *Locating Information*:

- One for the APRIL test date in the original shipment of secure test materials that ACT sent to the Test Supervisor
- One for the APRIL/MAY test dates in the original shipment of secure accommodations testing materials that ACT sent to the Test Accommodations Coordinator
- One for the MAY test date in the original shipment of secure makeup test materials (if applicable) that ACT sent to the Test Supervisor

### Incorrect Information

Please check the accuracy of preprinted information on each sheet you receive.

If information is incorrect or you did not receive a ...	Contact ...
School Identification Sheet (for PSAE Day 2)	Pearson at 888.705.9413, option 3
Site Supervisor’s Header Sheet (for <i>Locating Information</i> )	ACT at 800.553.6244, ext. 2800

### **Reason for Not Testing Codes**

Districts must enter Reason for Not Testing Codes in SIS during the Assessment Correction Window. It opens on May 9, 2014, and closes on July 17, 2014. School staff must communicate the reason why a student did not test to staff responsible for verifying information in the Assessment Correction file. Score records showing all blanks or at least one NR (indicating no responses were made) in place of a subject-area scale score will need to be identified with a reason for not testing. Assessment Score records that contain numeric scale scores, NAs, or a combination of the two for each subject-area scale score will not require a reason for not testing to be entered.

Contact your School Principal or District Superintendent to determine who is responsible for entering these not tested reasons in the Assessment Correction file. Please contact ISBE at 866.317.6034 if you have any questions regarding coding a reason for not testing.

### **Codes to Enter**

The Reason for Not Testing Codes to enter and their definitions are available from ISBE at [www.isbe.net/sis/pdf/not\\_testing.pdf](http://www.isbe.net/sis/pdf/not_testing.pdf).

### **Scoring Questions**

If scores are questioned, schools may request rescoring of results for individual students no later than July 17, 2014. PSAE scores are scheduled to be posted in ISBE's Student Information System no later than July 10, 2014.



**Site Supervisor's Header Sheet for Locating Information**

**WorkKeys®**

**State Testing  
Site Supervisor's Header**

**ACT®**

P.O. Box 168, Iowa City, IA 52243-0168

↑  
If a barcode is not already present, carefully place your pre-identification label (if provided with this shipment) inside the four corner brackets.

**DIRECTIONS:** A Site Supervisor's Header is required for all answer folders being returned to ACT for scoring. Please complete **only** blocks A, B, and C following the instructions listed below. Leave blocks D, E, and F blank.

Sample

**A** SCHOOL NAME, ADDRESS, AND TELEPHONE  
Use a soft lead No. 2 pencil only.

School Name \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_  
Telephone Number \_\_\_\_\_

**INSTRUCTIONS:** Use a soft lead No. 2 pencil only. Enter the information requested and fill in the appropriate ovals below each box. Erase any errors completely. Place this completed form on the top of your answer folders and return in your first return envelope. Follow the directions below or refer to the manual of instructions.

**BLOCK A:** Please print the information requested on the lines provided.

**BLOCK B:** Enter the number of answer folders to be scored. DO NOT include unused answer folders or this form in your count. If the number is less than 1000, enter the appropriate number of zeros (e.g., 0020).

**BLOCK C:** Read the statement, then sign and date.

**BLOCK D:** Leave this block blank.

**BLOCK E:** Leave this block blank.

**BLOCK F:** Leave this block blank.

**B** NUMBER OF ANSWER FOLDERS

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**C** I supervised the administration of the WorkKeys® tests. I hereby certify that all examinees tested at this center were positively identified from photo-bearing documents, a counselor's letter of identification, or were personally recognized by a member of the testing staff. The WorkKeys tests were administered according to the procedures outlined in the manual of instructions. All test materials were stored in a secure location and all test booklets are being returned without delay.

Signature (Do not print) \_\_\_\_\_  
Date \_\_\_\_\_

**DO NOT COMPLETE BLOCKS D, E, AND F BELOW.**

**D** ACT HIGH SCHOOL CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

**E** TEST DATE

Month Year (4-digits)

Jan.    2 0  
 Feb.  
 March    ● 20 0 0  
 April    1 1  
 May    2 2  
 June    3 3  
 July    4 4  
 Aug.    5 5  
 Sept.    6 6  
 Oct.    7 7  
 Nov.    8 8  
 Dec.    9 9

**F** ACT CONTRACT NUMBER

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Office Use Only (Do Not Mark)

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9



# Standard Time Makeup Testing

## Introduction

If a student did not complete testing on the initial test date, you must decide whether to schedule the student for makeup testing.

## Eligibility for Makeup Testing

You *may* administer makeup testing to:

- A student who was absent or arrived too late to begin testing.
- A student who was unable to complete all standard time initial tests because of illness or a family emergency.

You *may not* administer makeup testing to:

- A student who completed testing. You must submit the answer document with your other answer documents to be scored.
- A student who did not return after the break (for reasons other than an illness or family emergency) or who did not take testing seriously (e.g., doodled, rushed and finished early). You must submit the answer document with your other answer documents to be scored.
- A student who was dismissed for prohibited behavior.

## Completing All Tests on the Makeup Test Date

Students scheduled for makeup testing must take all Day 2 tests on the makeup test date. If a student began testing on the initial test date, you may not use the same answer document for makeup testing.

**NOTE:** If a student completed the first three tests on Day 2 but became ill before finishing the *Locating Information* test, call ACT for makeup testing instructions at 800.553.6244, ext. 2800.

## Setting Aside Materials for Makeup Testing

If you will be administering makeup testing, take the following steps:

1. Set aside unused manuals and/or answer documents, if any.
2. Use the following table to determine which partially completed answer documents to set aside:

If a student ...	Then ...	And before the makeup test date ...
<ul style="list-style-type: none"> <li>● Was absent OR</li> <li>● Arrived too late to begin testing</li> </ul>	<p>Set aside the original answer document(s) for use on the makeup test date.</p>	<ul style="list-style-type: none"> <li>● Have the student complete any nontest portions of the <i>Locating Information</i> answer document (if applicable) that aren't already complete, unless you plan to complete these immediately prior to the test.</li> </ul>
<ul style="list-style-type: none"> <li>● Began but did not complete testing</li> </ul>	<p>Attach the answer document(s) to an irregularity report to explain why testing was started but not completed.</p> <p>Set aside the original <i>Locating Information</i> answer document (if applicable) for transferring nontest responses to a new answer document if this was already completed.</p>	<ul style="list-style-type: none"> <li>● Supervise the student while he or she transfers all nontest responses to a new <i>Locating Information</i> answer document (if applicable).*</li> <li>● VOID the original answer document(s), attach them to an Irregularity Report, and return to ACT after makeup testing.</li> </ul> <p>*NOTE. Test answers may not be transferred.</p>

## Ordering Standard Time Makeup Materials

Order your makeup testing materials no later than April 25. All schools must complete a makeup order. If your school will not require makeup materials, enter “0” for the quantity. To place your order, go to Pearson’s *PSAE Test Sites Online* website at [www.ncsschoolhouse.com](http://www.ncsschoolhouse.com).

After logging in to *PSAE Test Sites Online*, follow these steps to order Day 2 standard time makeup test materials:

1. Click on the “Enrollment” tab.
2. Select “PSAE Spring 2014 Makeup Standard Time (May 8)” from the “Test” drop-down menu.
3. Follow the “Detailed Instructions” to complete your order OR to confirm that your school needs no materials.

If you have any questions, contact Pearson at 888.705.9413, option 3.

## Materials Sent to You for Standard Time Makeup Testing

If you will be administering makeup testing, you will receive the following materials:

- Different test booklets (Test Form 21401 for PSAE Day 2 and Form P21DQ for *Locating Information*)
- Additional answer documents
- Additional PSAE Day 2 supervisor’s manuals
- A School Identification Sheet for PSAE Day 2
- A State Testing Site Supervisor’s Header sheet for *Locating Information*
- Red and teal return envelopes
- Polymailer(s)
- Shipping labels
- Other supplements, as applicable

NOTE: *Locating Information* materials will be shipped from ACT and PSAE Day 2 materials will be shipped from Pearson. If you are missing materials for *Locating Information*, contact ACT at 800.553.6244, ext. 2800. If you are missing materials for PSAE Day 2, contact Pearson at 888.705.9413, option 3.

# Collecting, Packing, and Returning Materials

## Overview

This section contains information about collecting, packing, and returning materials. Use the step-by-step instructions to pack your materials and return them to ACT or Pearson. See page 78 for a diagram of materials to be returned to ACT. See page 79 for a diagram of materials to be returned to Pearson.

## If You Did Not Test

If you did not test any students, you do not need to follow every step in this section. Simply:

1. Mark the outside of both the red and teal envelopes “DID NOT TEST” and indicate test date.
2. Place both envelopes in a polmailer and set aside for return to ACT.
3. Follow the instructions in parts E and F to prepare your other materials for return.

## A. Completing the Testing Staff List

1. The Test Supervisor must complete the form specified below:

For the ...	Make sure ...
<input type="checkbox"/> Testing Staff List	<ul style="list-style-type: none"> <li>● All personnel who assisted with the administration are listed.</li> </ul>

## B. Collecting Materials from the Room Supervisors

2. For each testing room, use the following checklist to ensure that you have secure materials from the room supervisor.

**NOTE:** Do not dismiss room supervisors until you are sure you have all required materials from them.

For each room's ...	Make sure ...
<input type="checkbox"/> PSAE Day 2 test booklets and answer documents	<ul style="list-style-type: none"> <li>● There are no answer documents inside the test booklets.</li> <li>● Each answer document to be scored contains the required identifying information and, if applicable, a barcode label is present and identifies the student who actually used that answer document.</li> </ul>
<input type="checkbox"/> PSAE Day 2 alternate formats	<ul style="list-style-type: none"> <li>● Every DVD case contains all three PSAE Day 2 DVDs.</li> <li>● All materials for other formats are returned.</li> </ul>
<input type="checkbox"/> <i>Locating Information</i> Test booklets and answer documents (as applicable)	<ul style="list-style-type: none"> <li>● There are no answer documents inside the test booklets.</li> <li>● Each answer document to be scored contains the required identifying information and, if applicable, a barcode label is present and identifies the student who actually used that answer document.</li> </ul>
<input type="checkbox"/> <i>Locating Information</i> alternate formats (as applicable)	<ul style="list-style-type: none"> <li>● Every DVD case contains the <i>Locating Information</i> DVD.</li> <li>● All materials for other formats are returned.</li> <li>● All test responses on large-print answer documents are transferred to regular <i>Locating Information</i> answer documents.</li> </ul>
<input type="checkbox"/> Test Booklet Count Form (one per room)	<ul style="list-style-type: none"> <li>● It is signed and initialed by the Test Supervisor and room supervisor.</li> <li>● All test booklets are accounted for.</li> <li>● All items on the form are completed.</li> </ul>



For each room's ...	Make sure ...
<input type="checkbox"/> Roster (one per room)	<ul style="list-style-type: none"> <li>● All students who were scheduled to test are listed, whether they tested or not.</li> <li>● School ID Letters or notarized statements are attached, if applicable.</li> </ul>
<input type="checkbox"/> Seating Diagram (one per room)	<ul style="list-style-type: none"> <li>● All items in the top half of the diagram are completed.</li> <li>● The serial numbers of the students' test booklets are recorded in the squares.</li> </ul>
<input type="checkbox"/> Testing Time Verification Form (Standard Time)	<ul style="list-style-type: none"> <li>● The times recorded are the actual start, 5-minutes-remaining, and stop times for each test.</li> </ul> <p><i>Contact ACT immediately if any discrepancies are identified.</i></p>
<input type="checkbox"/> Testing Time Verification Form (Accommodations)	<ul style="list-style-type: none"> <li>● The times recorded are the actual start and stop times for each test.</li> </ul> <p><i>Contact ACT immediately if any discrepancies are identified.</i></p>
<input type="checkbox"/> Irregularity Report (if applicable)	<ul style="list-style-type: none"> <li>● It is signed.</li> <li>● The report explains the reason that each answer document was voided or replaced.</li> <li>● Any voided or replaced answer documents are attached to the report (do not staple).</li> </ul>

3. You may now dismiss the room supervisors.
4. Make copies of all shaded items in steps 1 and 2 above. (Do not copy test booklets, answer documents, or manuals.) Keep the copies in your files for six months after each test date in case questions about testing arise.

### **C. Packing the PSAE Day 2 Administrative Forms for Return to ACT in the Red Envelope**

Take the following steps to pack PSAE Day 2 Administrative Forms into the red envelope.

5. If you have more than one roster, clip them together.
6. Place the shaded items in steps 1 and 2 into the red envelope. (Remember to keep copies for your records.)
7. Complete the information on the outside of the red envelope, and seal it.

### **D. Packing the Locating Information Answer Documents in the Teal Envelope**

If applicable, take the following steps to pack *Locating Information* answer documents to be scored and the State Testing Site Supervisor's Header sheet into the teal envelope.

8. Turn the *Locating Information* answer documents to be scored the same way, with page 1 facing you.
9. Complete the information on the State Testing Site Supervisor's Header sheet and place it on top of the answer documents.
10. In the teal envelope, place:
  - The completed State Testing Site Supervisor's Header sheet
  - Up to 200 *Locating Information* answer documents

Use additional teal envelopes for additional answer documents (up to 200 per envelope), if needed. *Do not overstuff the envelope(s).*
11. Complete the information on the outside of the envelope(s), and seal them.

### E. Packing the Red and Teal Envelopes into the Polymailer

Take the following steps to pack the red and teal envelopes into your polymailer(s).

12. Place your sealed red envelope into a polymailer.
13. Place up to two sealed teal envelopes into the same polymailer. If you have more than two sealed teal envelopes, place them into additional polymailer(s)—with no more than three envelopes per polymailer.
14. If you have any unused polymailers, place them into the first polymailer (the one containing the red envelope).
15. Complete the information on the outside of the full polymailer(s) and seal the polymailer(s). If you're returning just one sealed polymailer, mark it "1 of 1." If you're returning more than one sealed polymailer, mark them "1 of X," "2 of X," etc. Use a permanent marker to label them—do not use an ink pen, pencil, or any other writing instrument.

Your polymailers are now ready for return to ACT.

### F. Packing the ACT Non-Process Materials for Return to ACT in Cartons

Take the following steps to pack the ACT non-process materials into your cartons for return to ACT.

16. Place the following items into the cartons:

After Initial Testing	After Makeup and Accommodations Testing
<ul style="list-style-type: none"> <li>● All <i>Locating Information</i> initial test booklets</li> <li>● Packing List</li> </ul> <p><i>Do not keep any test booklets; different booklets will be shipped for makeup testing.</i></p>	<ul style="list-style-type: none"> <li>● All <i>Locating Information</i> makeup test booklets</li> <li>● All <i>Locating Information</i> alternate test formats: Braille and large print booklets, DVDs, reader scripts, and related materials</li> <li>● All <i>unused Locating Information</i> answer documents without test responses and large print answer documents</li> <li>● Packing List</li> </ul>

17. Reverse the flaps on the cartons and number each carton (e.g., "1 of 3," "2 of 3," etc).
18. Make sure your six-digit ACT High School Code, school name, and return address are on the outside of the cartons.
19. Seal each carton so the shipping label is visible.

Your cartons are now ready for return to ACT.

### G. Packing the PSAE Day 2 (Science, Applied Mathematics, and Reading for Information) Answer Documents for Return to Pearson in Cartons

Take the following steps to pack PSAE Day 2 answer documents for return to Pearson:

20. Turn the PSAE Day 2 *Science, Applied Mathematics, and Reading for Information* answer documents to be scored the same way, with page 1 facing you.
21. Put the PSAE Day 2 *Science, Applied Mathematics, and Reading for Information* answer documents into a carton. Use as many cartons as needed, but try to pack all answer documents in the same carton.
22. Complete the grid 5 information on the preprinted School Identification Sheet and place it on top of the answer documents.

*If using more than one carton, place the School Identification Sheet on top of the answer documents in the first carton. There is no need to put a School Identification Sheet on top of the answer documents in the additional carton(s).*

23. Affix the **aqua** label(s) to each carton (one per carton) and write the carton numbers on the labels in sequential order (e.g., "1 of 3," "2 of 3," etc).

24. Affix a white UPS return service shipping label to each carton. Each process materials carton to be returned to Pearson must have **2510 North Dodge St., Iowa City, Iowa**, as the return service shipping address.

Your PSAE Day 2 answer documents are now ready for return to Pearson.

**H. Packing the PSAE Day 2 (Science, Applied Mathematics, and Reading for Information) Non-Process Materials for Return to Pearson in Cartons**

Take the following steps to pack the PSAE Day 2 non-process materials into your cartons for return to Pearson.

25. Place the following items into the cartons:

After Initial Testing	After Makeup and Accommodations Testing
<ul style="list-style-type: none"> <li>● All PSAE Day 2 initial test booklets</li> <li>● Packing List</li> <li>● All used PSAE Day 2 <i>Supervisor’s Manual of Instructions</i></li> <li>● <i>Applied Mathematics</i> formula sheets</li> </ul> <p><i>Do not keep any test booklets; different booklets will be shipped for makeup testing.</i></p>	<ul style="list-style-type: none"> <li>● All PSAE Day 2 makeup test booklets</li> <li>● All PSAE Day 2 alternate test formats: Braille and large print materials, DVDs, reader scripts, and related materials</li> <li>● All PSAE Day 2 answer documents without test responses</li> <li>● Packing List</li> </ul>

26. Affix the **orange** label(s) to each carton (one per carton) and write the carton numbers on the labels in sequential order (e.g., “1 of 3,” “2 of 3,” etc).

27. Affix a white UPS return service shipping label to each carton. Each non-process materials carton to be returned to Pearson must have **7405 Irish Dr. SW, Cedar Rapids, Iowa**, as the return service shipping address.

You should have at least one carton with an aqua (process) label on it and at least one carton with an orange (non-process) label on it.

**I. Storage and Pickup**

After your materials are packaged and ready for return to ACT and Pearson:

28. Return the polmailer(s) and cartons to secure storage.
29. On the date scheduled for pickup, place the polmailer(s) and cartons in a location where the designated carrier will be able to pick them up. If your school’s normal pickup point is secure or constantly monitored, you may leave them there. If it is not, leave a note directing the driver to a staffed location where you can leave the materials. *Do not leave the materials unattended.*

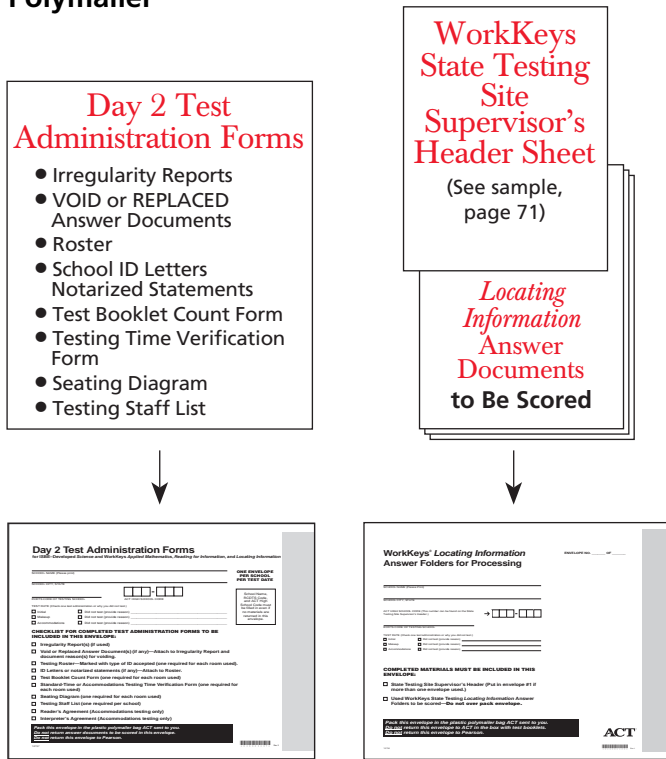
**Carrier Pickup Issues**

Materials to ACT will be picked up by FedEx. If FedEx has not picked up materials to be shipped to ACT by the dates indicated on the *Checklist of Dates*, then the school needs to call ACT at 800.553.6244, ext. 2800, to reschedule a FedEx pickup.

Materials to Pearson will be picked up by UPS. If UPS has not picked up materials to be shipped to Pearson by the dates indicated on the *Checklist of Dates*, then the school needs to call Pearson at 888.705.9413, option 3, to reschedule a UPS pickup.

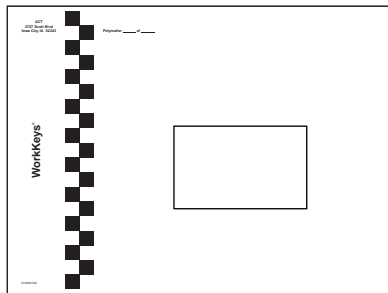
## Packing Diagram for Materials to be Returned to ACT

### Polymailer



### RED Envelope

**Required Test Date Documentation**  
(Place on TOP of ALL Teal Envelopes)

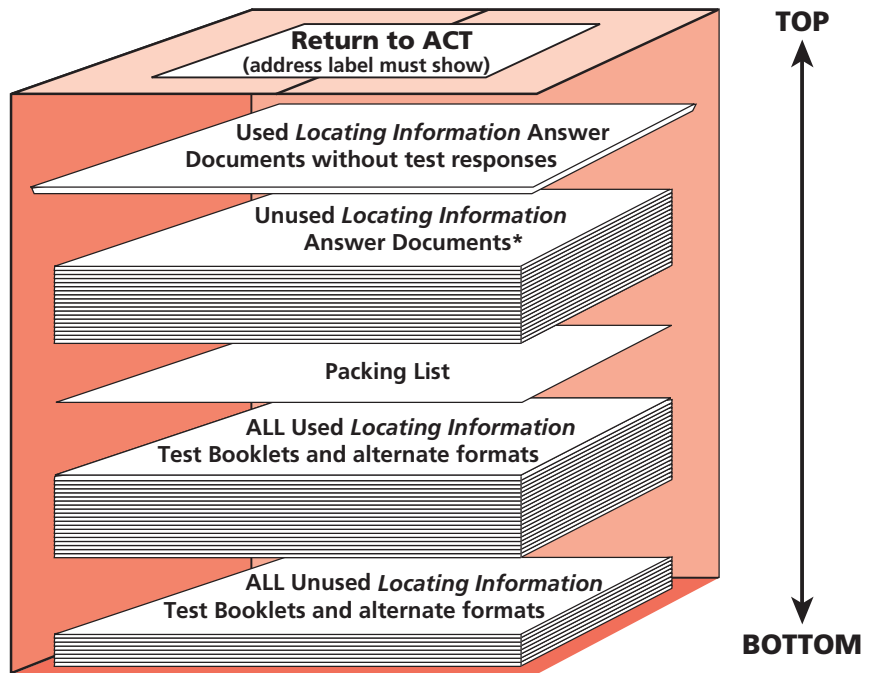


Above is a graphic of the polymailer. Clearly label it "1 of 4," "2 of 4," "3 of 4," etc.

### TEAL Envelope(s)

**Answer Documents to Be Scored:**  
≤ 200 per envelope

### Carton

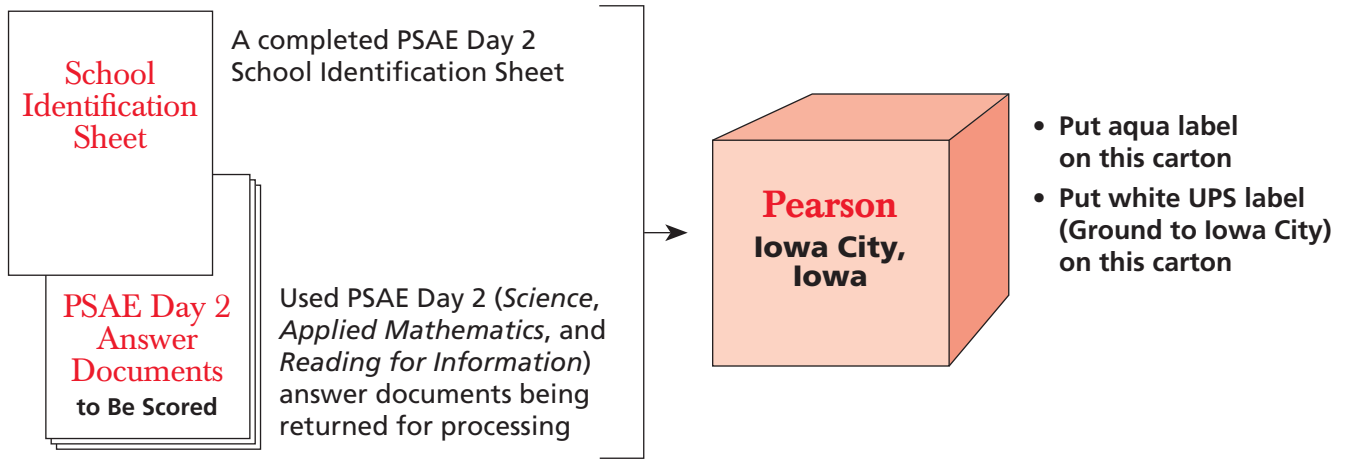


\*If needed, retain unused answer documents for enrolled students who will participate in the standard time make-up testing.

## Packing Diagram for Materials to be Returned to Pearson

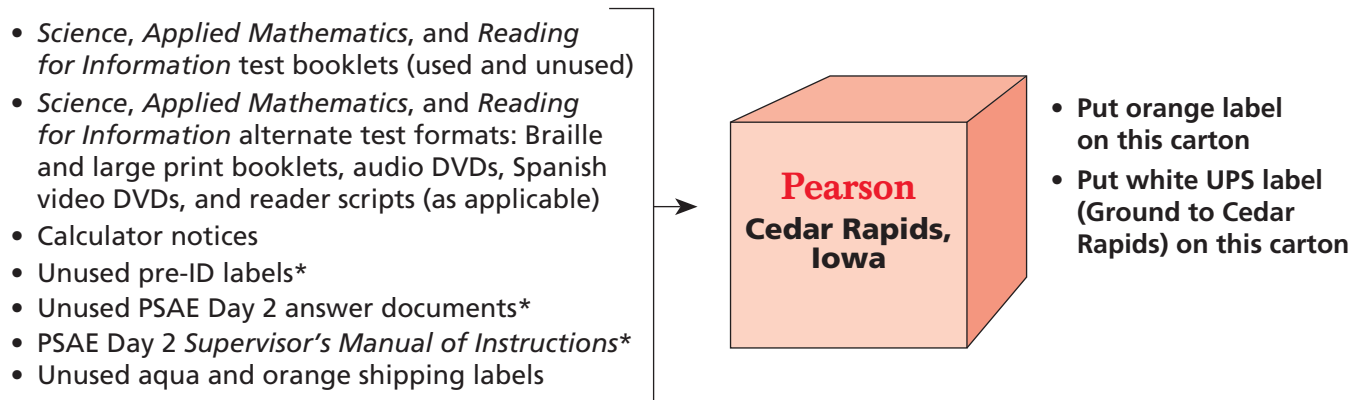
### Packing Sequence for PSAE Day 2 Process Materials Being Returned to Pearson (Aqua Label)

Process materials that will be returned to Pearson in cartons



### Packing Sequence for PSAE Day 2 Non-Process Materials Being Returned to Pearson (Orange Label)

Non-process materials that will be returned to Pearson in cartons



\*If needed, retain unused manuals, Day 2 answer documents, and pre-ID labels for enrolled students who will participate in the standard time makeup testing.

## Training Session **Outline** and Topics for Discussion

Test Supervisors and Test Accommodations Coordinators are expected to discuss the following topics with their staff during their training sessions:

### I. Security of Test Materials

- A. Security is of utmost concern. Test materials must NEVER be left unattended. Test booklets must be kept away from doors and away from students in the test room before and after testing.
- B. Describe how the Test Supervisor/Test Accommodations Coordinator will distribute materials to the test rooms and how room supervisors are to distribute materials inside the test rooms.
- C. Room supervisors are to count test booklets when they receive them from the Test Supervisor/Test Accommodations Coordinator and again before students are dismissed. Review the use of the Test Booklet Count Form.
- D. No unauthorized persons are allowed in the test rooms. This includes friends; relatives; state, district, or school board representatives; and members of the media. ACT-authorized observers must be asked for a letter of introduction from ACT or state/district education agency ID, and you must call ACT to confirm the observer's identity.
- E. Staff members must NEVER leave a test room unattended.

### II. Room Preparation

- A. Demonstrate proper seating arrangements and test room preparation. Discuss arrangements for potential multiple-level seating, fixed seating, left-handed students, ease of staff movement, and inappropriate posted materials.
- B. Describe any items that will be supplied by the school (e.g., pencils, timepieces) and how they will be distributed and returned.

### III. Test Activities

- A. Discuss when barcode labels will be applied to answer documents.
- B. Review a roster of students and explain the information it contains and how it is to be used on test day.
- C. Review acceptable and unacceptable forms of student identification. Emphasize the importance of properly marking the roster. If a student is personally recognized by a member of the testing staff, enter "R" and the staff member's initials on the roster. If a student cannot be recognized by any of the testing or school staff who are present, a government or school-issued photo ID is required.
- D. Room supervisors are not to wait for students who arrive late or delay testing for those attempting to produce an acceptable form of identification.
- E. Students must not be allowed to select their own seats. Instead, direct them to specific, assigned seats and pay particular attention to separating known friends.
- F. No one may be admitted to the test room after test booklets have been distributed. Determine how to handle late arrivals.
- G. Discuss when and where staff members are to report on test day.
- H. Staff members are encouraged to wear soft-soled shoes. They should avoid crinkly clothing, noisy jewelry, coins in pockets, perfumes, or other items that may distract students.
- I. Information concerning potential student dress and behavior issues should be discussed. These might include school rules regarding the wearing of hats, the location of restrooms, and smoking restrictions.

- J. Discuss procedures for prohibiting cell phones and other electronic devices in the test rooms and during breaks.
- K. For standard-time testing, testing must begin by 9:00 a.m. in all rooms. Testing begins when the room supervisor starts reading the verbal instructions on each test date.
- L. Verbal instructions must be read verbatim to students.
- M. To protect the security of the tests, test booklets and answer documents may not be distributed prior to admitting students and only as directed in the verbal instructions.
- N. Only students may break the test booklet seals. Testing staff are not authorized to open any test booklets.
- O. Accurate timing of each test is critical. Room supervisors must record the actual start, 5-minutes-remaining, and stop times in their manuals. Review the use of the Testing Time Verification Form. Discuss the consequences of a mistimed test. If a retest is necessary, a retest of all tests is required, not just the test that was mistimed.
- P. The room supervisor must complete a Seating Diagram showing where students were seated and how test booklets were distributed. Stress the importance of providing complete and accurate information, which assists in keeping tests secure. The number of test booklets handed out (used) and number of students in the room (serial numbers on Seating Diagram) must be the same.
- Q. Staff members must not read (other than this manual), correct papers, use a computer, talk casually with other staff, or do anything not related to administering the tests. They must not eat, drink, or smoke in the test room, or use a cell phone unless calling ACT or ISBE.
- R. Conversations must be quiet and kept to a minimum. Even whispered conversations can be distracting to students.
- S. Calculators must be checked during test 2 (*Applied Mathematics*) to ensure they do not violate ACT standards. Review permitted and prohibited calculator guidelines. Stress that students using a prohibited calculator must be dismissed.
- T. During testing, staff members are to walk quietly around the room, be available to respond to questions, assist in the case of illness, replace defective test booklets or answer documents, and check that students are working on the correct test. Advise staff not to pause near a student long enough to be a distraction.
- U. Stress the importance of ensuring that the correct test form is entered AND the circles are filled in by every student.
- V. Discuss how to handle the 15-minute break between tests 2 and 3. Stress that the break begins immediately after test 2 ends. This is not a lunch break. If the break is longer than 15 minutes, the room supervisor must explain why on the Irregularity Report. Remind room supervisors that extending the break could result in the cancellation of scores. Review what to do if a student does not return after break. Also discuss procedures for leaving during testing to go to the restroom.
- W. Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing students (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
- X. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or in the case of an emergency. Also, discuss potential individual irregularities and actions to take.
- Y. Review the Irregularity Report.

#### **IV. After the Test**

- A. Discuss how to decide which students to schedule for standard-time makeup testing. The Test Supervisor must enter makeup enrollment in *PSAE TestSites Online*.
- B. Room supervisors must verify the count of used and unused test booklets, then return test materials, completed rosters, Testing Time Verification Forms, Test Booklet Count Forms, and Seating Diagrams to the Test Supervisor or Test Accommodations Coordinator immediately after testing.
- C. The number of used test booklets (seals broken) must match the number of students tested in each room.
- D. Emphasize the importance of correctly completing all required documentation and returning all answer documents to be scored immediately after testing to ensure timely and accurate scoring of the answer documents.



# Day 2 Roster

(This document may be photocopied.)

Page \_\_\_\_ of \_\_\_\_

You may provide your own roster instead of this form IF it has **all** the information shown on this form.

Testing School Name \_\_\_\_\_ ACT High School Code \_\_\_\_\_  
(for testing school)

City, State \_\_\_\_\_ Test Date \_\_\_\_\_

Room Supervisor \_\_\_\_\_ Room Name/Number \_\_\_\_\_

<b>Type of ID</b>	
P = Photo ID	R and initials = Recognized
L = ID Letter	- = Absent

Student's Name (please print or type) List all students scheduled to test in this room	Test Date Mark attendance by noting type of ID		
	Initial April 24, 2014	Makeup May 8, 2014	Accommodations April 24–May 8, 2014
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

**Test Supervisor/TAC: Return one completed form for each test room with your other reports in the forms envelope. Keep a copy for your records.**



# Day 2 Testing Staff List

Testing School Name \_\_\_\_\_ ACT High School Code \_\_\_\_\_  
(for testing school)

City, State \_\_\_\_\_ Test Date \_\_\_\_\_

Test Supervisor/TAC \_\_\_\_\_

Print the name, job title (e.g., teacher, counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with PSAE Day 2 administration. Also list those individuals who assisted with or handled test booklets in any way.

Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

**Test Supervisor/TAC: Return this form in the forms envelope. Keep a copy for your records.**

# Day 2 Test Booklet Count Form—SAMPLE

Testing School Name Sample High School ACT High School Code 9 8 7 6 5 4  
(for testing school)  
 City, State Sample, IL Test Date 04/24/2014  
 Room Supervisor Allison C. Turner Room Name/Number 102

**Received Before Testing**—Complete A and B on test day morning when the room supervisor receives materials from the Test Supervisor or TAC. **Record all test booklets** received for this room. Include any booklets added after the initial count. Both the room supervisor and Test Supervisor or TAC must sign/initial below when booklets are transferred.

**A. PSAE Day 2 (Science, Math, Reading)**

**Test Booklets Received:**

Total PSAE Day 2 (Science, Math, Reading) test booklets received for this room 0 3 8

**Sequence A**

First serial number 3 0 0 0 0 0 0 0 1 (-0)

Last serial number 3 0 0 0 0 0 0 3 8 (-0)

**(Sequence B)**

First serial number \_\_\_\_\_ (-)

Last serial number \_\_\_\_\_ (-)

**B. Locating Information Test Booklets Received:**

Total *Locating Information* test booklets received for this room 0 4 0

**Sequence A**

First serial number 2 0 0 0 0 0 1

Last serial number 2 0 0 0 0 4 0

**(Sequence B)**

First serial number \_\_\_\_\_

Last serial number \_\_\_\_\_

I have counted and verified the test booklets received for this room:

Room Supervisor Signature Allison C. Turner Test Supervisor/TAC Initials ML

**C. Student Count During Test 1**

Number of students testing in this room 0 3 5 ← **These two numbers must match** → Number of occupied seats shown on the Seating Diagram 0 3 5

**Returned After Testing**—Complete D, E, and F **after** you collect all test materials. Do not dismiss students until all materials have been accounted for. Both the Test Supervisor or TAC and room supervisor must sign/initial below when materials are returned.

**D. PSAE Day 2 (Science, Math, Reading)**

**Test Booklets Returned:**

Complete after the *Reading for Information* test.

Quantity USED 0 3 5

Quantity UNUSED 0 0 3

TOTAL PSAE Day 2 (Science, Math, Reading) test booklets returned to Test Supervisor or TAC

*Must equal "A" above* 0 3 8

**E. Locating Information Test Booklets Returned:**

Complete after the *Locating Information* test.

Quantity USED 0 3 5

Quantity UNUSED 0 0 5

TOTAL *Locating Information* test booklets returned to Test Supervisor or TAC

*Must equal "B" above* 0 4 0

Science, Math, Reading 0 3 5 Locating Information 0 3 5

**F. Answer Documents Returned:** Number of answer documents for students who tested 0 3 5 0 3 5  
 Make sure you have **two** answer documents for every student in the room. **These numbers must equal C above.**

I have counted and verified the answer documents and test booklets returned:

Test Supervisor/TAC Signature Molly Lin Room Supervisor Initials AT

**Test Supervisor/TAC: Return this form with your roster and keep a copy for your records.**

# Day 2 Test Booklet Count Form—INSTRUCTIONS ON REVERSE—Sample on page A-3

Testing School Name \_\_\_\_\_ ACT High School Code \_\_\_\_\_  
(for testing school)

City, State \_\_\_\_\_ Test Date \_\_\_\_\_

Room Supervisor \_\_\_\_\_ Room Name/Number \_\_\_\_\_

**Received Before Testing**—Complete A and B on test day morning when the room supervisor receives materials from the Test Supervisor or TAC. **Record all test booklets** received for this room. Include any booklets added after the initial count. Both the room supervisor and Test Supervisor or TAC must sign/initial below when booklets are transferred.

**A. PSAE Day 2 (Science, Math, Reading)**

**Test Booklets Received:**

Total PSAE Day 2 (Science, Math, Reading) test booklets received for this room \_\_\_\_\_

**Sequence A**

First serial number \_\_\_\_\_ (—)

Last serial number \_\_\_\_\_ (—)

**(Sequence B)**

First serial number \_\_\_\_\_ (—)

Last serial number \_\_\_\_\_ (—)

**B. Locating Information Test Booklets Received:**

Total *Locating Information* test booklets received for this room \_\_\_\_\_

**Sequence A**

First serial number \_\_\_\_\_

Last serial number \_\_\_\_\_

**(Sequence B)**

First serial number \_\_\_\_\_

Last serial number \_\_\_\_\_

I have counted and verified the test booklets received for this room:

Room Supervisor Signature \_\_\_\_\_ Test Supervisor/TAC Initials \_\_\_\_\_

**C. Student Count During Test 1**

Number of students testing in this room \_\_\_\_\_ ← **These two numbers must match** → Number of occupied seats shown on the Seating Diagram \_\_\_\_\_

**Returned After Testing**—Complete D, E, and F **after** you collect all test materials. Do not dismiss students until all materials have been accounted for. Both the Test Supervisor or TAC and room supervisor must sign/initial below when materials are returned.

**D. PSAE Day 2 (Science, Math, Reading)**

**Test Booklets Returned:**

Complete after the *Reading for Information* test.

Quantity USED \_\_\_\_\_

Quantity UNUSED \_\_\_\_\_

TOTAL PSAE Day 2 (Science, Math, Reading) test booklets returned to Test Supervisor or TAC  
*Must equal "A" above* \_\_\_\_\_

**E. Locating Information Test Booklets Returned:**

Complete after the *Locating Information* test.

Quantity USED \_\_\_\_\_

Quantity UNUSED \_\_\_\_\_

TOTAL *Locating Information* test booklets returned to Test Supervisor or TAC  
*Must equal "B" above* \_\_\_\_\_

Science, Math, Reading      *Locating Information*

**F. Answer Documents Returned:** Number of answer documents for students who tested \_\_\_\_\_  
 Make sure you have **two** answer documents for every student in the room. **These numbers must equal C above.**

I have counted and verified the answer documents and test booklets returned:

Test Supervisor/TAC Signature \_\_\_\_\_ Room Supervisor Initials \_\_\_\_\_

**Test Supervisor/TAC: Return this form with your roster and keep a copy for your records.**

# Day 2 Test Booklet Count Form Instructions

This form is to be completed by the room supervisor on test day when materials are received from the Test Supervisor or TAC. The form must be signed and initialed by both the room supervisor and Test Supervisor/TAC upon receipt and return of materials.

## Received Before Testing

### A. and B. Test Booklets Received

1. Complete Sections A and B in the presence of the Test Supervisor or TAC at the time you receive your room's test booklets.
2. Make sure your test booklets are in serial number order. If your room has a broken sequence of booklet numbers, record the first run of numbers as "Sequence A" and the second run of numbers as "Sequence B."
3. If there is a discrepancy in your materials, notify the Test Supervisor or TAC immediately and do not proceed until the discrepancy is resolved.
4. Room Supervisor—sign to certify that you personally counted and verified your materials.
5. Test Supervisor or TAC—initial to acknowledge the materials were received and accounted for.
6. Room Supervisor—you are now responsible for these materials until they are returned to the Test Supervisor or TAC.

### C. Student Count During Test 1

7. During test 1, count the students **in the room**.
8. Enter the number of occupied seats you marked on your Seating Diagram. This serves as a cross-check to make sure the number of occupied seats on the Seating Diagram equals the number of students in the room.

## Returned After Testing

### D. and E. Test Booklets Returned

9. After test 3, **Reading for Information** (D), collect and count the PSAE Day 2 (*Science*, *Applied Mathematics*, and *Reading for Information*) test booklets.  
After the **Locating Information** test (E), collect and count the *Locating Information* test booklets.  
Do not allow any student to leave the room until all materials have been accounted for.
10. Be certain the total number of used and unused test booklets returned equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which student's booklet is missing. No one may leave the room until any discrepancy is resolved.

### F. Answer Documents Returned

11. Be certain you have two answer documents for every student—check against your roster to be sure.

### Immediately After Testing

12. Return all materials and forms to the Test Supervisor or TAC.
13. Test Supervisor/TAC—count and verify all materials returned to you after testing by the room supervisor. Sign below Section F to certify that you personally counted and verified the returned materials.
14. Room Supervisor—initial below Section F to acknowledge all materials were returned and accounted for.
15. Test Supervisor/TAC—return this completed form to ACT in the RED envelope after testing.

# Day 2 Testing Irregularity Report

Complete and return **ONLY** if irregularities have occurred. Duplicate as needed.

School Name \_\_\_\_\_ RCPTS Code \_\_\_\_\_

City \_\_\_\_\_ Test Administration Date \_\_\_\_\_ ACT High School Code \_\_\_\_\_

Note all irregularities (individual and group) on this form. Enter the appropriate information or an "X" in each column and provide additional explanation. ATTACH VOIDED ANSWER DOCUMENTS and defective test materials to this form.

**PLEASE PRINT OR TYPE.**

**INDIVIDUAL IRREGULARITIES**

Examinee's Name	Examinee's State Assigned Student ID Number	Time That Test Irregularity Occurred	Test Form(s) Affected by Irregularity (from test book cover)	Test Subject(s) Affected by Irregularity	Type of Irregularity								Answer Document Marked Void?		If voided by testing staff, was examinee informed?					
					Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking or Altering Answer Circles After Time	Item Challenged	Timing Questioned	Other (Specify Below)	Defective Materials (Specify Below)	Yes	No	Yes	No				
1.																				
Explanation:																				
2.																				
Explanation:																				
3.																				
Explanation:																				

**GROUP IRREGULARITIES**

Room Number	Number of Examinees in Room	Time and Duration of Irregularity	Description of irregularity. (Attach separate sheet if more space is required.) Be prepared to provide a list of examinees affected by this irregularity. Call ACT immediately if a mistiming occurs.

Room Supervisor's Signature \_\_\_\_\_ Test Supervisor's/TAC's Signature \_\_\_\_\_  
 Contact phone number if more information is needed (area code + number) \_\_\_\_\_

**Test Supervisor/TAC: Place completed reports and any attached answer documents/materials in the forms envelope. Keep a copy for your records.**





# Day 2 Testing Time Verification Form (Standard Time Only)

Completed by room supervisor as tests are administered.

Testing School Name \_\_\_\_\_ ACT High School Code \_\_\_\_\_  
(for testing school)

City, State \_\_\_\_\_ Test Date \_\_\_\_\_

Room Supervisor \_\_\_\_\_ Room Name/Number \_\_\_\_\_

Number of Students \_\_\_\_\_

## Science



**START**

**5 minutes remaining**  
Transfer from page 48

**STOP**

## Applied Mathematics



**START**

**5 minutes remaining**  
Transfer from page 50

**STOP**

## Reading for Information



**START**

**5 minutes remaining**  
Transfer from page 52

**STOP**

## Locating Information



**START**

**5 minutes remaining**  
Transfer from page 57

**STOP**

**Test Supervisor: Return this form in the forms envelope. Keep a copy for your records.**



# Day 2 Testing Time Verification Form (Accommodations)

## Day 2 Testing Time Verification Form (Accommodations)

This form must be completed for ALL administration(s) and returned in the forms envelope. **Please print or type.**

Testing School Name \_\_\_\_\_ ACT High School Code \_\_\_\_\_  
(for testing school)

City, State \_\_\_\_\_ Room Name/Number \_\_\_\_\_

Name(s) of Testing Personnel/Staff \_\_\_\_\_  
(list all staff who assisted with this administration)

Below, for each Day 2 assessment administered, give the test date and student's actual start and stop times.

Did more than one student test in this room? Yes  No  If yes, how many? \_\_\_\_\_ Complete the Seating Diagram on page A-10.

Student Names List all students tested in this room	Accommodations Provided (describe all)	ISBE-Developed Science			Applied Mathematics			Reading for Information			Locating Information		
		Date	Start	Stop	Date	Start	Stop	Date	Start	Stop	Date	Start	Stop
1.													
2.													
3.													
4.													
5.													
6.													

**TAC: Return this form in the forms envelope. Keep a copy for your records.**

# Standard Time—Test Timing Chart

All times are “Minutes after the hour”

	<i>Science</i> <b>40</b> minutes	<i>Math</i> <b>45</b> minutes	<i>Reading</i> <b>45</b> minutes	<i>Locating</i> <b>45</b> minutes
START	STOP	STOP	STOP	STOP
:00	:40	:45	:45	:45
:01	:41	:46	:46	:46
:02	:42	:47	:47	:47
:03	:43	:48	:48	:48
:04	:44	:49	:49	:49
:05	:45	:50	:50	:50
:06	:46	:51	:51	:51
:07	:47	:52	:52	:52
:08	:48	:53	:53	:53
:09	:49	:54	:54	:54
:10	:50	:55	:55	:55
:11	:51	:56	:56	:56
:12	:52	:57	:57	:57
:13	:53	:58	:58	:58
:14	:54	:59	:59	:59
:15	:55	:00	:00	:00
:16	:56	:01	:01	:01
:17	:57	:02	:02	:02
:18	:58	:03	:03	:03
:19	:59	:04	:04	:04
:20	:00	:05	:05	:05
:21	:01	:06	:06	:06
:22	:02	:07	:07	:07
:23	:03	:08	:08	:08
:24	:04	:09	:09	:09
:25	:05	:10	:10	:10
:26	:06	:11	:11	:11
:27	:07	:12	:12	:12
:28	:08	:13	:13	:13
:29	:09	:14	:14	:14

	<i>Science</i> <b>40</b> minutes	<i>Math</i> <b>45</b> minutes	<i>Reading</i> <b>45</b> minutes	<i>Locating</i> <b>45</b> minutes
START	STOP	STOP	STOP	STOP
:30	:10	:15	:15	:15
:31	:11	:16	:16	:16
:32	:12	:17	:17	:17
:33	:13	:18	:18	:18
:34	:14	:19	:19	:19
:35	:15	:20	:20	:20
:36	:16	:21	:21	:21
:37	:17	:22	:22	:22
:38	:18	:23	:23	:23
:39	:19	:24	:24	:24
:40	:20	:25	:25	:25
:41	:21	:26	:26	:26
:42	:22	:27	:27	:27
:43	:23	:28	:28	:28
:44	:24	:29	:29	:29
:45	:25	:30	:30	:30
:46	:26	:31	:31	:31
:47	:27	:32	:32	:32
:48	:28	:33	:33	:33
:49	:29	:34	:34	:34
:50	:30	:35	:35	:35
:51	:31	:36	:36	:36
:52	:32	:37	:37	:37
:53	:33	:38	:38	:38
:54	:34	:39	:39	:39
:55	:35	:40	:40	:40
:56	:36	:41	:41	:41
:57	:37	:42	:42	:42
:58	:38	:43	:43	:43
:59	:39	:44	:44	:44

# Day 2 Seating Diagram INSTRUCTIONS AND SAMPLES ON REVERSE

**1 Specify ALL the following information regarding the test site, test room, and staff, including city/state**

ACT High School Code \_\_\_\_\_ Testing School Name \_\_\_\_\_  
(for testing school)

Test Date \_\_\_\_\_ Room name/number \_\_\_\_\_

Number of staff in the room \_\_\_\_\_ Room Supervisor Name \_\_\_\_\_

City, State \_\_\_\_\_

**2 Select room type**

Single-level  
 OR  
 Multiple-level

**3 Select surface types and specify dimensions**

Desks \_\_\_ inches by \_\_\_ inches

Tables \_\_\_ ft. by \_\_\_ ft. # \_\_\_ per table

**4 Specify distances between students**

shoulder-to-shoulder      head-to-head

**5 During Test 1**

On the diagram, enter the serial number of the PSAE Day 2 test booklet distributed to each student.

Count students in the room for test 1 \_\_\_\_\_

Count the PSAE Day 2 (*Science, Applied Mathematics, and Reading for Information*) test booklets handed out \_\_\_\_\_

Explain any discrepancies:

*During Locating Information test:*  
 On the diagram, enter the serial number of the *Locating Information* test booklet distributed to each student.

Count students in the room for the *Locating Information* test \_\_\_\_\_

Count the *Locating Information* test booklets handed out \_\_\_\_\_

Explain any discrepancies:


↓ FRONT OF ROOM (the direction students are facing)—ALL students in the room must face the SAME direction ↓

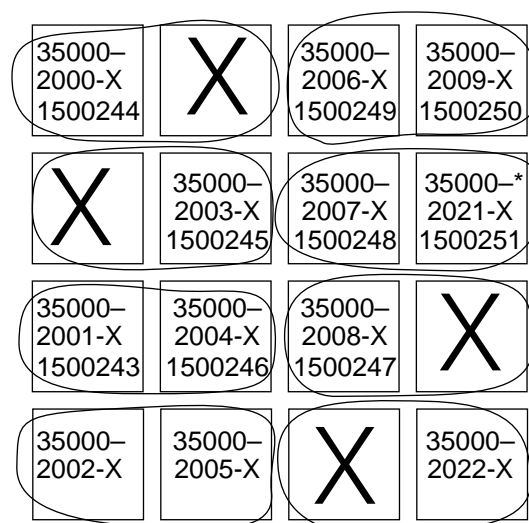
**Test Supervisor: Return this form with your roster and keep a copy for your records.**

## Day 2 Seating Diagram Instructions/Sample

1. Room Supervisor—You must complete this form even if only one student is in the room. Complete all information accurately.
2. Hand a test booklet individually to each student in the room in sequential, serial number order. Do not skip serial numbers and do not assign a test booklet to an empty seat. If your room has a broken sequence of booklet numbers, distribute all booklets of the first sequence (A) before distributing booklets from the second (B) sequence (see Test Booklet Count Form).
3. On the Seating Diagram, show where students are seated in relation to each other in the room. Each square represents ONE seat—one student per square. If using tables, draw a circle around all seats at the same table. Stand at the front of the room (facing the students) and draw the diagram from that perspective. For test security, all students in the room must face the same direction. If this diagram does not reasonably fit your room, complete the top half of the form, draw your own diagram on a separate sheet of paper, and attach it to this form.
4. During test 1:
  - Record the number of students in the room.
  - Record the quantity of PSAE Day 2 (*Science, Applied Mathematics, and Reading for Information*) test booklets distributed to students.
  - On the Seating Diagram, indicate each occupied seat by writing the student's test booklet serial number in the square that corresponds to the student's seat in the room. The number of occupied squares on the Seating Diagram must equal the number of students in the room for test 1.
  - Show unoccupied seats by drawing an X through them.
5. During the *Locating Information* test:
  - Record the quantity of *Locating Information* booklets distributed to students.
  - On the Seating Diagram, indicate each seat occupied during the *Locating Information* test by writing the serial number of the *Locating Information* test booklet handed to each student.

Note: In the example below, the squares that only have one test booklet number represent students who left the test site before the *Locating Information* test.
6. Students must remain in their assigned seats for the entire session. If you have to move a student to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the reason for the move on the Irregularity Report.
7. Cross-check the booklet numbers and student counts you entered on this form with the numbers entered on your Test Booklet Count Form.
8. Test Supervisor: Return this completed form with your roster.

### Sample Seating Diagram



↓ FRONT OF ROOM

In **this** example, students are seated at tables with two students per table (see #3 above).

# Day 2 Accommodations Reader's Agreement

(This document may be photocopied as needed if different readers are used for different tests.)

**Note:** Students using this accommodation must test individually.

Test Date(s) \_\_\_\_\_  
\_\_\_\_\_

Testing School Name \_\_\_\_\_

Test Accommodations Coordinator \_\_\_\_\_

Reader's Name \_\_\_\_\_  
Last Name First Name MI

Student's Name \_\_\_\_\_  
Last Name First Name MI

Scripts are provided for readers to use in administering Day 2 to students who need to have the test questions read to them. The tests must be read **verbatim** by a reader who meets the qualifications specified in this manual (see page 20).

As the reader, you are required to review and comply with the "Instructions to the Reader" printed in the reader's scripts and the procedures documented in this manual.

The student may ask you to read any portion of a test as often as necessary within the time allowed for that test. Each time you read them, you must read the test directions, test passages, and test questions **exactly**

as they are presented, with no explanation and no additional information provided to the student through the reading.

All test questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect that which the tests are designed to measure.

If any explanation or additional information has been provided to a student, any test materials were not read verbatim, or the reader did not meet the qualifications for testing personnel, the student's scores may be cancelled.

"I certify that I have read, understand, and agree to administer the test in compliance with this manual and assure that the test items will be read verbatim with no explanation and no additional information provided to the student through the reading."

Reader's Signature \_\_\_\_\_ Date \_\_\_\_\_

Indicate the tests read by this reader:

ISBE-Developed Science     Applied Mathematics

Reading for Information     Locating Information

**TAC: Return this agreement in the forms envelope. Keep a copy for your records.**





## Day 2 Accommodations Interpreter's Agreement

*(This document may be photocopied if different interpreters are used for different tests.)*

**Note:** Students using this accommodation must test individually if the interpreter uses Exact English Signing for the test items and directions. If the interpreter interprets directions and supervisor announcements only, he or she may use either American Sign Language (ASL) or Exact English Signing, and the student may test with other students.

Testing School Name \_\_\_\_\_

Test Date(s) \_\_\_\_\_ Test Accommodations Coordinator \_\_\_\_\_

\_\_\_\_\_

Interpreter's Name \_\_\_\_\_  
Last Name First Name MI

Student's Name \_\_\_\_\_  
Last Name First Name MI

The interpreter must meet the qualifications specified in this manual (see page 20).

The Exact English Signing of the test must be a direct transcription of the passages and items from the reader's scripts, with no explanation and no additional information provided to the student through the signing. All test questions rely on the student being able to comprehend and respond to the materials as written. Any explanation or translation of the questions or passages would affect that which the tests are designed to measure.

The Test Accommodations Coordinator and the interpreter must provide signatures to the following statement:

"I certify that I have read, understand, and agree to administer the test in compliance with this manual and I further assure that the Exact English Signing of the tests is a direct transcription of the passages and items from the reader's scripts with no explanation and no additional information provided to the student through the signing."

\_\_\_\_\_  
Test Accommodations Coordinator's Signature Date

\_\_\_\_\_  
Interpreter's Signature Date

Indicate the tests read by this interpreter:

ISBE-Developed Science     Applied Mathematics

Reading for Information     Locating Information

**TAC: Sign and return this agreement in the forms envelope. Keep a copy for your records.**













# PSAE Day 2 Checklist: Major PSAE Test Supervisor and Test Accommodations Coordinator Activities

(The critical focus is ensuring standardized test administration procedures and test security.)

## Before Testing

- Receive shipments of Day 2 materials.
- Conduct detailed inventory of shipments.
- Order additional standard-time Day 2 test materials (if needed) at Pearson's *PSAE TestSites Online* website March 18–April 18, 2014.
- Order additional accommodations Day 2 test materials (if needed) at Pearson's *PSAE TestSites Online* website March 18–May 2, 2014.
- Instruct room supervisors and proctors about standardized test administration procedures and test security.
- Remind students to bring an acceptable calculator for the ACT WorkKeys *Applied Mathematics* test (must meet same guidelines as those for the ACT—see [www.actstudent.org](http://www.actstudent.org)).
- Determine if the school has extra calculators for students who do not have calculators.
- Check each testing room to ensure bulletin boards and walls are free of materials related to the subjects being tested.
- Distribute Day 2 materials to room supervisors prior to testing on the day of the test. Begin completing the Test Booklet Count Forms.
- As necessary, complete Reader's Agreements and Interpreter's Agreements. Prepare rosters and Staff Lists.

## During Testing

- Complete Seating Diagrams and Testing Time Verification Forms. Complete Irregularity Reports as necessary.
- Monitor overall test administration.
- Ensure standardized test administration.
- Call ACT immediately about group irregularities that interrupt testing.

## After Testing

- Receive Day 2 materials (including Irregularity Reports, if any) from room supervisors.
- Finish Test Booklet Count Forms. Complete an Irregularity Report for any individual or group irregularity.
- Complete the School Identification Sheet (for PSAT Day 2) and State Testing Site Supervisor's Header (for *Locating Information*, if applicable) for your school.
- Pack test materials for return to ACT and Pearson per instructions in this manual.
- Affix aqua PROCESS or orange NON-PROCESS label to each Pearson carton as appropriate.
- Affix a UPS return service shipping label to each Pearson carton (the carrier will not accept cartons that do not have a label). ACT cartons and polymailers will have a shipping label pre-attached.
- Order Day 2 standard-time makeup testing materials at Pearson's *PSAE TestSites Online* website no later than April 25, 2014.
- After the April 24 test date, keep all accommodations testing materials if some students require testing over multiple days.
- After the May 8 test date, return all remaining Day 2 materials to ACT and Pearson on May 9, 2014.

