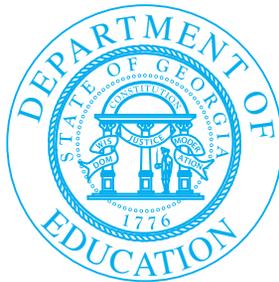




# School and System Test Coordinator's Manual



Georgia Department of Education  
Dr. John D. Barge, State School Superintendent

## ***Secure Test Materials—Do Not Copy***

All test booklets and supporting materials associated with the Criterion-Referenced Competency Tests (CRCTs) are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). CRCT materials must remain secure at all times and (excluding the *School and System Test Coordinator’s Manual* and the *Test Examiner’s Manual*) cannot be viewed by any individual or entity prior to or after testing. To do so is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and the State Board of Education (Rule 160-3-1-.07(2)(i)3) in addition to copyright laws and Georgia professional ethics for educators. CRCT materials may not be provided to any persons except those conducting the test administration and those being tested. **All** test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *School and System Test Coordinator’s Manual*.

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## INTRODUCTION TO THE CRCT PROGRAM

Georgia's Criterion-Referenced Competency Tests (CRCTs) are designed to measure student acquisition of the knowledge and skills set forth in the Georgia Performance Standards (GPS). Legislated by Georgia lawmakers, the Reading, English/Language Arts, Mathematics, Science, and Social Studies assessments were developed to yield information at the student, class, school, system, and state levels. The primary purpose of the CRCTs is to provide a valid measure of the quality of educational services provided throughout the state.

This *School and System Test Coordinator's Manual* (TCM) provides procedural information for schools and systems to follow prior to, during, and after the **Main** and **Makeup** administrations of the CRCTs only. Instructions for the Retest administration will be covered in a separate Retest TCM.

This manual has been prepared for both School and System Test Coordinators. Specific instructions for test administration are contained in the *Test Examiner's Manual* (TEM). **Be sure to read both manuals carefully prior to test administration.**

## TEST COORDINATOR ROLES AND RESPONSIBILITIES

The following provides an overview of the responsibilities of School and System Test Coordinators in the administration of the CRCTs.

### School Test Coordinator Responsibilities

- Become familiar with all testing procedures by reading the *Test Examiner's Manual* and the *School and System Test Coordinator's Manual*.
- Organize orientation sessions for all Test Examiners.
- Supervise the secure storage area for CRCT materials.
- Receive CRCT test materials from the System Test Coordinator.
- Verify that all boxes and all materials for the CRCTs have been received. Report shortages to the System Test Coordinator.
- Distribute CRCT materials and pre-ID labels to Test Examiners.
- Ensure that prescribed administration procedures are followed.
- Collect and store (in a secure area) all test materials at the end of each testing day.
- Collect and return all test materials to the System Test Coordinator after testing is complete, following the directions provided in this manual.
- Verify the receipt and return of all materials.

## System Test Coordinator Responsibilities

- Become familiar with all testing procedures by reading the *Test Examiner's Manual* and the *School and System Test Coordinator's Manual*.
- Ensure that each school has a School Test Coordinator.
- Organize training sessions for School Test Coordinators and Test Examiners.
- Confirm that School Test Coordinators have a secure storage area for CRCT materials.
- Receive CRCT test materials from CTB/McGraw-Hill.
- Verify that all boxes and all materials for the CRCTs have been received.
- Distribute CRCT materials and pre-ID labels to School Test Coordinators.
- Implement the CRCT program in all schools in the system.
- Ensure that prescribed administration procedures are followed.
- Verify the receipt and return of all materials.
- Order additional materials by visiting [www.ctb.com/gacrct](http://www.ctb.com/gacrct).
- Collect test materials from all schools in the system and return them to the CTB/McGraw-Hill Scoring Center, following the directions provided in this manual.

## STUDENTS TO BE TESTED

Students required to take the CRCTs are as follows:

- All public school students enrolled in grades 3 through 8 on the day of testing should be tested at the grade level documented on the system's FTE report.
- Students who are reported to the state on attendance forms or who would be placed in those grades if they were to transfer to graded schools should be tested.
- Students with disabilities, including Section 504 students, should be tested according to guidelines in their Individualized Education Plans (IEPs) or their Individual Accommodation Plans (IAPs).
- English Language Learner (ELL) students should be tested. A student is eligible to be coded as ELL if the student's native language is not English and he or she is eligible for English to Speakers of Other Languages (ESOL) services in accordance with Rule 160-4-5-.02, regardless of whether or not the student receives ESOL services. Students who were formerly identified as ELL but who are no longer considered ELL may not be identified as ELL. Fill in SRC 19 for students who have exited the ESOL program but who are still being monitored. For more information on testing ELL students, refer to the *2011–2012 Student Assessment Handbook*, which can be downloaded at [www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx).

- For additional information on deferment of ELL students on the CRCTs, please review SBOE Rule 160-3-1-.07, which can be accessed at [www.gadoe.org/\\_documents/doe/legalservices/160-3-1-.07.pdf](http://www.gadoe.org/_documents/doe/legalservices/160-3-1-.07.pdf).

**The Georgia Department of Education (GaDOE) requires System Test Coordinators to account for and explain discrepancies between the number of students enrolled in the school at the time the test was administered and the actual number of students who were tested.**

## STANDARD CRCT ADMINISTRATIONS

There are several types of CRCT administrations. This *School and System Test Coordinator's Manual* will be used for all administrations, with the exception of the Retest administration (for which a separate Retest TCM will be provided). Standard CRCT administrations are described below.

### Main Administration

Each system identifies a nine-day testing period within the state Main administration window of April 2 through May 4, 2012, to administer CRCT tests to grades 3 through 8.

### Makeup Administration

All students who are absent may take makeup tests, but only within the system's nine-day Main administration testing period. Students enrolled in grades 3, 5, and 8 who are absent every day of the nine-day testing period may take makeup tests for Reading (grades 3, 5, and 8) and/or for Mathematics (grades 5 and 8) at any time during the entire state Main administration window (April 2 through May 4, 2012). To order a Makeup administration return kit, please call (866) 282-2249. Wait until all makeup tests have been administered and collected (including GNETS program administrations) before sending in your Makeup administration shipment. Only one Makeup administration shipment for each system is allowed.

### Retest Administration

Students enrolled in promotion/retention grades who perform at Level 1 in Reading and/or Mathematics must be offered a Retest opportunity. Each system identifies a five-day testing period—or two separate five-day periods—within the state Retest administration window (May 14 through July 27, 2012) to administer the CRCT Retests in Reading (grades 3, 5, and 8) and Mathematics (grades 5 and 8).

Systems can choose either one or two separate testing periods within the state Retest window to accommodate varying summer school schedules for elementary and middle grades. A grade level can only be assessed during one retest window. A separate shipment of Retest administration materials will be sent to each system at least two weeks before the scheduled testing period. If the system selects two separate testing periods, Retest materials will arrive two weeks before the first five-day testing period.

## Retest Exception Administration

“Exception” students are those students enrolled in promotion/retention grades who received a Level 1 score and missed the scheduled Retest administration testing period(s) at their respective systems. Pending approval from GaDOE, these students may take a Retest for Reading (grades 3, 5, and 8) and/or for Mathematics (grades 5 and 8) at any time during the state Retest administration window (May 14 through July 27, 2012).

**All requests for “exception” testing or additional materials must be received by July 20.** To ensure next-day delivery to the system, CTB/McGraw-Hill must receive orders for additional materials by 1 P.M. EST.

## GNETS PROGRAM ADMINISTRATIONS

Each program in the Georgia Network for Educational and Therapeutic Support (GNETS) sets its own nine-day testing period within the Main administration window to administer the CRCTs. GNETS programs have the option of ordering CRCT materials directly from CTB/McGraw-Hill using the Online Enrollment website, or they may continue to receive CRCT materials from the home systems they serve. GNETS programs should contact the systems they serve to determine the best option and then proceed accordingly. However, regardless of which option they choose for delivery of test materials, **GNETS programs must return all scorable materials to their students’ home systems.** Nonscorable materials may be returned directly to CTB/McGraw-Hill.

### Main Administration

If the GNETS program chooses **not** to order materials directly from CTB/McGraw-Hill, Main administration materials for GNETS-enrolled students will be shipped to the students’ home systems. **It is the responsibility of each home system to forward these materials to the correct GNETS program.** If a GNETS program has not received test materials for a particular student at least five days prior to the start of testing, it should contact the student’s home system to arrange for shipment of those materials.

**NOTE:** Because a GNETS program may serve multiple systems, the program’s test administration dates may not be synchronized with those of the systems it serves. **The GNETS program should still return all scorable materials to the student’s home system.** If these materials are not returned in time to include with the home system’s Main administration shipment, the home system should return these materials to CTB/McGraw-Hill with their Makeup administration shipment.

### Makeup Administration

All GNETS program students who are absent may take a makeup test, but only within the program’s nine-day Main administration testing period. Students enrolled in grades 3, 5, and 8 who are absent every day of the nine-day testing period may take a makeup test for

Reading (grades 3, 5, and 8) and/or for Mathematics (grades 5 and 8) at any time during the entire state Main administration window (April 2 through May 4, 2012). Please contact the student's home system to obtain Makeup administration materials.

### **Retest Administration**

GNETS program students enrolled in promotion/retention grades who perform at Level 1 in Reading and/or Mathematics must be offered a Retest opportunity. The home system will provide information on where and when the Retest administration will be offered to GNETS program students. The state Retest administration window is May 14 through July 27, 2012.

## **BRILLE AND LARGE-PRINT ADMINISTRATIONS**

The CRCT program includes provisions for administering Braille and Large-Print versions of the CRCTs. Test Examiners assigned to administer the Braille or Large-Print versions must read and follow the directions in the standard *Test Examiner's Manual*. Students taking the Braille version should be tested individually or in a group with other students taking the same version, because the scripted instructions for the Braille version may not be the same as the instructions for the standard and Large-Print versions.

Only one form of the test will be available in Braille and Large-Print. The Braille and Large-Print versions are always based on Form 1 of the test, regardless of the form(s) shipped to the school for the Main administration. When a system receives its Braille and/or Large-Print shipment, the shipment will include corresponding standard Form 1 *Student Test Booklets* to be used as reference documents. In order to supply the correct page number references during test administration, Test Examiners need to review all Braille and Large-Print test materials prior to testing, including the supplemental instructions that accompany these versions.

**Test Examiners who administer the Braille version must record the student's responses on a standard Form 1 *Student Answer Sheet*, using a No. 2 pencil.**

Students who use the Large-Print version should record their answers directly on the Large-Print test book by circling the letters for their selected answers, writing their responses, or using a similar marking system. **The Test Examiner must then transcribe the student's responses onto a standard Form 1 *Student Answer Sheet* exactly as they appear in the Large-Print test book.** Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.

Student answers should be recorded exactly as students have indicated or dictated. Under no circumstance should a student's answer be altered or edited—to do so is a **direct violation of test security**.

Test Examiners for Braille and Large-Print versions must also fill in the student's demographic information on the *Student Answer Sheet*. Additionally, they should indicate that the student was administered the Braille or Large-Print version by filling in the appropriate circle next to "Braille" or "Large-Print" in Section 13. The student's name, teacher, school, and system should also be written on the front cover of each Braille or Large-Print test book.

After testing is complete, the Test Examiner should group the student's answer document together with his or her class's *Student Answer Sheets* for return to the CTB/McGraw-Hill Scoring Center. The original Braille and Large-Print test books should be returned with the nonscorable shipment.

## TEST SECURITY

The CRCTs are secure tests. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials must be kept in locked storage, except during actual test administration. Access to secure materials must be restricted to authorized individuals only (e.g., Test Examiners and the School Test Coordinator). It is the direct responsibility of all individuals who administer the test to follow security procedures.

*Student Test Booklets* and the items therein are to be used solely for test purposes and may not be disclosed or used for any other purpose. *Student Test Booklets* are presorted into class packs of 20 and 5 and must remain in their shrink-wrapped packages as late as possible to avoid security concerns. Shrink-wrapped packages may be broken only for partial-count needs or for distribution to examinees. *Student Test Booklets* from opened shrink-wrapped packages must remain individually sealed until test administration begins.

**The CRCTs must be administered by a certified educator.** During test sessions, Test Examiners are directly responsible for test security and must account for all test materials at all times. When the materials are not in use, they must be kept in locked storage. At the conclusion of each day's test session, Test Examiners must return all used and unused test materials to the School Test Coordinator. School Test Coordinators should verify and account for all materials at the end of each test day. When it is necessary to transcribe student responses and demographic information onto an answer document (due to a soiled answer document or required by an accommodation), this action must be completed by certified personnel in the presence of a witness who also holds a PSC-issued certificate.

**NOTE:** The completion of the transcription must be documented in writing and the documentation maintained by the School and System Test Coordinator.

Testing conditions, especially supervision and seating arrangements of students, should be designed to minimize the potential for cheating. The Test Examiner must supervise the test administration at all times. **All instances of test security breaches and testing irregularities must be reported to the School Test Coordinator immediately.** If questions arise, or if any situations occur that could cause any part of the test administration to be compromised, the System Test Coordinator should contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

## SCHEDULING THE TESTS

The CRCTs must be administered within the state testing window of April 2 through May 4, 2012. Each system must choose nine consecutive school days within the testing window for all schools to administer all Main and Makeup tests. Makeup tests are 100 percent mandatory except for students who are absent during all nine days or who transfer into the system after the state testing window.

Each content area test (Reading, English/Language Arts, Mathematics, Science, and Social Studies) is designed to be administered in one block of time and on the same day.

**Both sections of a content area test must be scheduled for the same day.** Under no circumstances may a content area test be scheduled on multiple days—to do so is a direct violation of test security. It is highly recommended that Test Examiners administer only one content area test per day. The CRCTs must be administered in the following order: Reading, English/Language Arts, Mathematics, Science, and Social Studies.

The time allotted for administration of the CRCTs (indicated in the following tables) should be sufficient for students to complete each test section. **All** students should be given a minimum of 45 minutes to complete each test section. If all students finish the section before 70 minutes have passed, the Test Examiner may end the session early. However, if there are students who are still productively engaged in completing the section, testing should continue for the full 70 minutes. Unless specified in an IEP, IAP, or ELL/TPC Plan, students should have a minimum of 45 minutes and a maximum of 70 minutes to complete each section.

<b>CRCT ADMINISTRATION SCHEDULE</b>		
<b>CONTENT AREA</b>	<b>TASK</b>	<b>TIME ALLOTTED</b>
<b>Reading</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions Complete the student demographic information (for students without a pre-ID label)	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>English/Language Arts</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>Mathematics</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>Science</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
<b>Social Studies</b>	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes

## RECEIVING AND DISTRIBUTING TEST MATERIALS

All test materials for the Main administration will arrive in systems two weeks prior to the preestablished testing window. There will be two shipments. The following table details how test materials will be packaged, labeled, and identified.

TYPE	PACKING AND SHIPPING	OTHER DETAILS
<b>Main administration materials</b>	<ul style="list-style-type: none"> <li>• All system boxes will be marked with the system number, name, and box number on the delivery label.</li> <li>• Box number 1 of the system shipment will include the packing list, Test Coordinator’s Kit, and Security Checklists. It will be identified by a label indicating “Packing List Enclosed.”</li> <li>• All school boxes will be identified with the school number, name, and box number on a white delivery label.</li> </ul>	<ul style="list-style-type: none"> <li>• All CRCT materials will arrive in unique, white CTB/McGraw-Hill boxes with a bright orange band. This will enable systems to quickly identify CRCT materials while maintaining test security because the packaging will not indicate that secure documents are enclosed.</li> <li>• All boxes will be sequentially numbered by shipment (e.g., System Q, box 1, 2, 3 of X; School A, box 1, 2, 3 of X).</li> <li>• Boxes will arrive at systems two weeks prior to the preestablished testing window (not including spring break). If materials arrive less than two weeks prior, the system may request temporary personnel to assist with material sorting and distribution.</li> <li>• Main administration materials for students enrolled in a GNETS program will be shipped to the home system. <b>It is the responsibility of the home system to forward these materials to the respective GNETS program.</b> (See note below.)</li> </ul>
<b>Accommodation materials for the Main administration</b>	<ul style="list-style-type: none"> <li>• Materials for accommodation testing may be shipped to the system independent of the Main administration materials.</li> <li>• Materials will arrive boxed by building.</li> <li>• All accommodation materials will arrive in unique, white CTB/McGraw-Hill boxes with a bright orange band.</li> </ul>	<ul style="list-style-type: none"> <li>• A corresponding standard Form 1 <i>Student Test Booklet</i> and a <i>Student Answer Sheet</i> will be shipped with every Braille and/or Large-Print order.</li> <li>• When forwarding Braille materials to schools, <b>do not ship Braille materials lying flat.</b> Braille test books must be packed and stored in an upright position because pressure on the test books can render the materials unreadable.</li> </ul>

**NOTE:** GNETS programs also have the option of ordering CRCT materials directly from CTB/McGraw-Hill using the Online Enrollment website. GNETS programs should contact the systems they serve to determine the best option and then proceed accordingly. However, regardless of which option they choose for delivery of test materials, **GNETS programs must return all scorable materials to their students’ home systems.**

The boxes will be sequentially numbered. The system box will be marked “System Materials.” School boxes will be identified with the school name on the white system delivery labels. Shown below are examples of both the System and the School Outbound Shipping labels.

<p style="text-align: center;"><b>System Outbound Shipping Label</b></p> <p><b>CTB</b> C/O Von Hoffmann, Inc. 20 Ryan Ranch Road Monterey, CA 93940</p> <p>SHIP TO: BLACKBIRD COUNTY SCHOOLS #301 1969 ABBEY ROAD PRUDENCE, GA 31909 ATTN: TEST COORDINATOR</p> <p>Carton #C140274      Carton: 1 of 3</p> <p style="text-align: right;">Ship Via: GROUND FREIGHT</p>
<p style="text-align: center;"><b>School Outbound Shipping Label</b></p> <p><b>CTB</b> C/O Von Hoffmann, Inc. 20 Ryan Ranch Road Monterey, CA 93940</p> <p>SHIP TO: BLACKBIRD COUNTY SCHOOLS #301 PENNY LANE ELEMENTARY SCHOOL #0064 1969 ABBEY ROAD PRUDENCE, GA 31909 ATTN: Albert Hall</p> <p>Carton #C1402899      Carton: 7 of 7</p> <p style="text-align: right;">Ship Via: GROUND FREIGHT</p>

### *Outbound Shipping Labels*

The following is a list of materials found in the system box(es) of the Main administration materials.

### **Main Administration Materials**

- System Packing List
- School Packing List
- System Shipment Verification Form
- System Security Checklist (listing all secure overage materials)

### **Return Materials**

- System Security Checklist Envelope(s)
- Return Labels for Scorable Materials (white)
- Return Labels for Nonscorable Materials (yellow)

### System Overage Materials

- School/Group Lists
- Group Information Sheets
- *School and System Test Coordinator’s Manuals*
- *Test Examiner’s Manuals*
- *Student Test Booklets*
- *Student Answer Sheets*
- Paper Bands
- Empty Cartons

Student pre-ID labels (as shown on page 16) will be included in the Main administration materials shipment (unless otherwise indicated in the shipment cover letter). Braille and Large-Print test materials will be shipped separately to systems around the same time as the other testing materials. The Braille test booklets will **not** be reused and should be returned with the nonscorable shipment.

To order additional materials, go to [www.ctb.com/gacrct](http://www.ctb.com/gacrct).

Illustrations of the System/School Packing List, System Shipment Verification Form, and System/School Security Checklist are shown below and on the next page.



Georgia  
Central Role, Comprehensive Test  
Spring 2012

Georgia CRCT  
CRCT Operational Sp12

**Ship To:**  
PENNY LANE ELEMENTARY SCHOOL, 0064  
C/O: BLACKBIRD COUNTY SCHOOLS, 301  
1969 ABBEY ROAD  
PRUDENCE, GA - 31909  
U.S.  
Attention: ALBERT HALL

(Please keep a copy of this Packing List for your records)

School Packing List  
Packing List #: 000270

Part #	Description of Material	Type	Qty	Qty/Pkg	Back Order Qty	Total	Beginning Serial Range	Ending Serial Range	Ctn#	Customer Sign-Off
49783SG010	Reading ELA & Math Science & SS Test Book Gr. 3 Small Group	PKG	2	10	0	20	CR309321	CR309340	17-17	
4978400025	Reading ELA & Math Science & SS Test Book Gr. 4	PKG	10	25	0	250	CS440926	CS441175	17-22	
49784SG010	Reading ELA & Math Science & SS Test Book Gr. 4 Small Group	PKG	2	10	0	20	CU608951	CU608970	22-22	
4978500025	Reading ELA & Math Science & SS Test Book Gr. 5	PKG	9	25	0	225	CV740801	CV741025	23-27	
4978500005	Reading ELA & Math Science & SS Test Book Gr. 5	PKG	3	5	0	15	CW804536	CW804550	27-27	
49785SG010	Reading ELA & Math Science & SS Test Book Gr. 5 Small Group	PKG	2	10	0	20	CX906921	CX906940	27-28	
4979700010	Answer Sheets—Grade 3	PKG	23	10	0	230			28-28	
4979800010	Answer Sheets—Grade 4	PKG	25	10	0	250			28-28	
4979900010	Answer Sheets—Grade 5	PKG	24	10	0	240			28-28	
4980800003	Paper Bands & Stack Cards	PKG	21	3	0	63			28-28	

Please verify all materials have arrived and mark any discrepancies. When all materials have been checked, sign, date, and fax the System Shipment Verification Form included in the Test Coordinator's Kit.

Cartons: 28  
Shipped Via: EAGLE  
Date Packed: 3/16/12A 9:24:53 P.M.

### System/School Packing List



**GEORGIA CRCT  
SPRING 2012  
SYSTEM SHIPMENT VERIFICATION FORM**

Georgia Department of Education  
Dr. John D. Barge, State School Superintendent

List any shipment discrepancies here:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sign, date, and fax this form, even if there are no discrepancies, to CTB Scoring at (800) 428-2668 before April 11, 2012. If there is a discrepancy listed, include with your fax the corresponding page of the packing list that shows the inconsistency.

System Name \_\_\_\_\_

System # \_\_\_\_\_

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

*System Shipment Verification Form*

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**Georgia CRCT  
CRCT Operational Sp12  
SECURITY CHECKLIST**



DISTRICT: 301 BLACKBIRD COUNTY SCHOOLS

SCHOOL: 0064 PENNY LANE ELEMENTARY SCHOOL

PACKING LIST #: 000270

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Each day BEFORE testing, the Test Examiner (TE) must initial and date below to indicate receipt of secure test materials.  
Each day AFTER testing, the School Coordinator (SC) must initial and date below to indicate return of secure test materials.

SECURITY #	CARTON #	STUDENT NAME	RECEIVED (TE SIGNATURE)	RETURNED (SC SIGNATURE)	IF DOCUMENT IS NOT RETURNED, STATE REASON
BZ301626	6	_____	_____	_____	_____
BZ301627	6	_____	_____	_____	_____
BZ301628	6	_____	_____	_____	_____
BZ301629	6	_____	_____	_____	_____
BZ301630	6	_____	_____	_____	_____
BZ301621	6	_____	_____	_____	_____
BZ301622	6	_____	_____	_____	_____
BZ301623	6	_____	_____	_____	_____
BZ301624	6	_____	_____	_____	_____
BZ301625	6	_____	_____	_____	_____
BZ301616	6	_____	_____	_____	_____
BZ301617	6	_____	_____	_____	_____
BZ301618	6	_____	_____	_____	_____
BZ301619	6	_____	_____	_____	_____

*System/School Security Checklist*

## SYSTEM INVENTORY CHECKLIST

This checklist provides step-by-step instructions for receiving materials and taking an initial inventory of the materials in the system boxes. These activities should be completed by the System Test Coordinator immediately upon receipt of the shipment.

- \_\_\_\_ 1. Inventory the test materials in each school's box(es) using the "Customer Sign-Off" area of the packing list(s), and sign the System Shipment Verification Form. Send a copy of the signed System Shipment Verification Form to CTB/McGraw-Hill by fax, following the instructions on the form. When returning materials, place the System Security Checklist and System Shipment Verification Form on top of the first box of **scorable** materials. Keep two copies for your records. Braille and Large-Print test books will ship separately.
- \_\_\_\_ 2. Samples of all administration forms, manuals, and test materials have been provided, should questions arise during administration. Store all of these test materials in a secure/locked area. All schools required to administer the CRCTs will receive test materials and sufficient overage amounts based on student enrollment.
- \_\_\_\_ 3. The return shipping labels are to be used when returning the test materials to the CTB/McGraw-Hill Scoring Center. Place them in your files for safekeeping until testing is complete.
- \_\_\_\_ 4. The destination of each box will be clearly identified with a school name on the label. Verify that every school required to administer the CRCTs within your system has a box or boxes containing test materials. The School Test Coordinator for each school should be instructed to take a thorough inventory of all materials.
- \_\_\_\_ 5. Quantities of test materials were determined based on FTE counts and should be sufficient. However, if additional materials are required for certain schools, use the supply of overage sent to the system. Use the System Security Checklist to record the distribution of overage materials to each school. It is critical that the distribution of overage materials is documented by schools for tracking purposes.
- \_\_\_\_ 6. If additional materials are still needed after the system's overage supply has been depleted, carefully check to make sure that your list of needed items for each school is complete so that only one request for extra materials is necessary. To order additional materials, go to [www.ctb.com/gacrct](http://www.ctb.com/gacrct). Additional materials may be requested by the System Test Coordinator only. Additional materials must be requested by April 20, 2012. To ensure next-day delivery to the system, CTB/McGraw-Hill must receive orders for additional materials by 1 P.M. EST.
- \_\_\_\_ 7. Place all materials in locked storage until they are distributed to schools.
- \_\_\_\_ 8. Keep all shipping boxes. After testing is complete, use these boxes to return the materials to the CTB/McGraw-Hill Scoring Center.

## DISTRIBUTING MATERIALS TO SCHOOLS

Based on the testing window and spring break dates provided by each system, CRCT test materials for the Main administration will be shipped to arrive at systems two weeks prior to the preestablished testing window. If materials arrive less than two weeks prior, the system may request temporary personnel to assist with material sorting and distribution. The System Test Coordinator will distribute materials to individual schools accordingly. The following is a list of Main administration materials found in the individual school box(es):

### Main Administration Materials

- School Packing List
- School Security Checklist (listing all secure test materials)
- School/Group List
- Group Information Sheets
- Pre-ID Labels
- *School and System Test Coordinator's Manuals*
- *Test Examiner's Manuals*
- *Student Test Booklets*
- *Student Answer Sheets*

### Return Materials

- School Security Checklist Envelope(s)
- Paper Bands
- Empty Cartons

Braille and Large-Print test books will be shipped separately to systems around the same time as the other testing materials. They will NOT arrive with the testing materials listed above.

## SCHOOL INVENTORY CHECKLIST

This checklist provides step-by-step instructions for receiving materials and taking inventory at the school level. These activities should be completed by the School Test Coordinator immediately upon receipt of materials from the System Test Coordinator.

- \_\_\_\_ 1. Locate the School Packing List and verify the quantities for all items listed.
- \_\_\_\_ 2. Use the School Packing List to compare the quantities received with the quantities required so that there is one *Student Test Booklet* and one *Student Answer Sheet* for every student.
- \_\_\_\_ 3. Materials were packed based on FTE counts and should be sufficient. However, if additional materials are required, carefully check to make sure that your list of needed items is complete so that only one request for additional materials is necessary. Contact your System Test Coordinator, who will request additional materials from CTB/McGraw-Hill. To ensure that materials arrive in time for testing, make requests for additional materials as soon as possible. Additional materials will be shipped directly to the School Test Coordinator, with confirmation of shipment sent to the System Test Coordinator via e-mail.
- \_\_\_\_ 4. Organize the pre-ID labels by class for distribution to Test Examiners. Three labels with precoded information will be provided for each student. **If any information on the pre-ID labels is incorrect, the labels should NOT be used.** Instead, Test Examiners should make certain that the student's demographic information is filled in on the *Student Test Booklet* or the *Student Answer Sheet*, following the directions in the appropriate grade-level TEM. Any incorrect information on pre-ID labels should be corrected in the system's student records (see page 16).
- \_\_\_\_ 5. Place all materials in locked storage until they are distributed to Test Examiners. Access to this area must be restricted to authorized personnel only.
- \_\_\_\_ 6. Before distributing secure test materials to Test Examiners, record the Test Examiner's name on the School Security Checklist next to the security number of each test booklet assigned to him or her. At the beginning of each day of testing, **the Test Examiner must date and initial the receipt of secure test materials.** At the end of each day of testing, **the School Coordinator must date and initial the return of secure test materials** prior to placing them back in locked storage. Store the School Security Checklists in a safe place until testing is complete.
- \_\_\_\_ 7. Keep all shipping boxes. After testing is complete, use these boxes to return the test materials to the System Test Coordinator.
- \_\_\_\_ 8. On the first day of testing, distribute materials to Test Examiners, and make sure they allow sufficient time for applying the pre-ID labels.

# PREPARING FOR THE TESTS

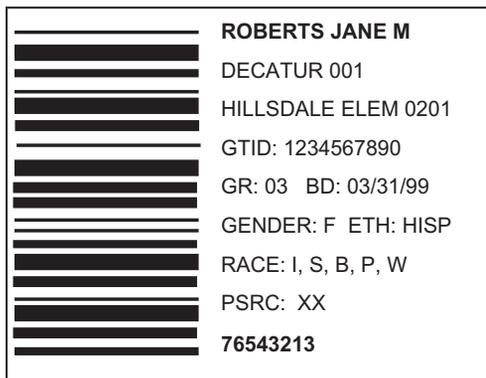
The following set of materials should be assembled for each classroom prior to testing:

- *Test Examiner’s Manual*, one per Test Examiner
- *Student Test Booklets*, one per student
- *Student Answer Sheets*, one per student
- No. 2 pencils with functional erasers, two per student
- Group Information Sheet, one per Test Examiner
- Pre-ID labels, three per student

**NOTE:** For the Mathematics test, scratch paper will be needed, but **calculators are NOT allowed unless specified in the student’s IEP.** Test Examiners should provide each student with two sheets of blank scratch paper at the beginning of the Mathematics test. Students may ask for more scratch paper during the test administration, if necessary. Students should write their name on each sheet of scratch paper. **All scratch paper must be accounted for and returned with the used test materials to the School Test Coordinator.**

Students may write in their *Student Test Booklets* (using a No. 2 pencil), but only answers filled in on the *Student Answer Sheets* will be scored. **Highlighters may NOT be used to mark words or passages in the *Student Test Booklets*.**

Student demographic information that appears on student labels is shown and described below.



- |  |                             |
|--|-----------------------------|
| Ethnicity:                                     | Gender:                     |
| HISP = Hispanic                                | F = Female                  |
| NHIS = Not Hispanic                            | M = Male                    |
| Race:  | Primary SRC:                |
| I = American Indian/<br>Alaskan Native         | 01–12,15 = (see<br>page 21) |
| S = Asian                                      |                             |
| B = Black                                      |                             |
| P = Native Hawaiian/<br>Other Pacific Islander |                             |
| W = White                                      |                             |

## APPLYING PRE-ID LABELS

**Prior to distributing tests to students,** Test Examiners should apply pre-ID labels to the *Student Answer Sheets*. If there are problems with any pre-ID labels, Test Examiners should follow these rules to resolve them.

PROBLEM	RESOLUTION
Pre-ID labels for a classroom or an individual student are missing or destroyed.	<ul style="list-style-type: none"> <li>• Complete Sections 1 through 8 on the <i>Student Answer Sheet</i>.</li> <li>• The School Test Coordinator should update the school's student record file with the missing information.</li> </ul>
Pre-ID labels contain incorrect information.	<ul style="list-style-type: none"> <li>• If the pre-ID label has been placed onto a <i>Student Answer Sheet</i>, the Test Examiner should transcribe the student demographic information onto a replacement <i>Student Answer Sheet</i>, following the directions in the appropriate TEM.</li> <li>• The Test Examiner should notify the School Test Coordinator, who should update the school's student record file.</li> </ul>
Test Examiner applies pre-ID label incorrectly.	<ul style="list-style-type: none"> <li>• If answers have been marked on the <i>Student Answer Sheet</i>, the Test Examiner should transcribe the student's answers and demographic information onto a replacement <i>Student Answer Sheet</i>, following the directions in the TEM. The Test Examiner should write VOID on the cover of the original <i>Student Answer Sheet</i> and return it with the nonscorable materials.</li> <li>• If answers have NOT been marked on the <i>Student Answer Sheet</i>, the Test Examiner should write VOID on the cover of the original <i>Student Answer Sheet</i> and return it with the nonscorable materials.</li> </ul>
ALL GRADES: The system receives a pre-ID label for a student who has transferred out of the system.	<ul style="list-style-type: none"> <li>• Do NOT attach the pre-ID label to an answer document. Destroy the pre-ID label.</li> <li>• If the pre-ID label has been attached to a <i>Student Answer Sheet</i>, the Test Examiner should write VOID on the cover of the blank <i>Student Answer Sheet</i> and return it with the nonscorable materials.</li> </ul>
ALL GRADES: A pre-ID label is attached to the wrong student's answer document.	<ul style="list-style-type: none"> <li>• The Test Examiner should place the correct label on top of the incorrect label. If there is no correct label, place a blank label over the incorrect label, and fill in the circles with the appropriate demographic information. More than two labels will cause scanning errors.</li> </ul>

**Even with a pre-ID label, Sections 1 and 9 will still need to be completed on the front cover of the answer document. Test Examiners will also need to complete Sections 10 through 15 on the inside front cover, if applicable.**

## TRAINING TEST EXAMINERS PRIOR TO TESTING

Test Examiners must be trained prior to the actual administration of tests. The thoroughness and quality of this training are vital to the success of the program.

Instruct Test Examiners to review testing procedures and become familiar with the instructions in the *Test Examiner's Manual* prior to the training session.

Training should focus on the following topics:

### Reviewing Test Security

The CRCTs are secure tests. Test Examiners are directly responsible for the security of the tests. While test materials are in their possession, they must be kept in locked storage when not in use. Only authorized individuals should have access. At the conclusion of each day's testing, Test Examiners are responsible for returning all used and unused testing materials to the School Test Coordinator. Test materials may not remain in the classroom overnight.

### Checking the Testing Materials

Each Test Examiner should check the quantities of materials provided to ensure that they are adequate for the number of students to be tested. *Student Test Booklet* packages may not be opened prior to test administration. These materials must always be stored in a secure place.

### Setting a Proper Testing Atmosphere

The CRCTs should be administered in a normal classroom setting. Test Examiners should be informed that their attitudes toward the CRCT program and their administration of the tests can affect student scores. Students should be informed that the tests are important; however, a tense atmosphere should be avoided.

### Administering the Tests According to Established Procedures

Test Examiners should be thoroughly familiar with the *Test Examiner's Manual*. It is imperative that all tests be administered in a uniform manner. For this purpose, detailed directions are provided for test administration. Test Examiners should follow these directions exactly to ensure a standardized administration.

## FOR TEACHER USE ONLY

Test Examiners should be instructed to follow the directions in the *Test Examiner's Manual* for completing the "FOR TEACHER USE ONLY" section of the *Student Answer Sheet*, if applicable. Accurate coding is essential for federal- and state-required reporting. School and System Test Coordinators should be familiar with proper coding procedures.

## Returning Test Materials

All test materials must be accounted for and returned. It is not necessary to alphabetize the *Student Test Booklets* and/or *Student Answer Sheets* by student name. Specific instructions for assembling the test materials for return to the CTB/McGraw-Hill Scoring Center are included in this manual and in the *Test Examiner's Manuals*. These instructions must be followed precisely.

## MONITORING TEST ADMINISTRATION

School Test Coordinators are responsible for monitoring all test procedures at their schools. Before test administration begins, the School Test Coordinator should make sure that each Test Examiner has an adequate supply of materials and that proctors have been assigned as needed. It is recommended that for every 20 students, one additional proctor be available. When more than 30 students are to be tested in one location, the assistance of a proctor is **required**. The School Test Coordinator should also make sure that Test Examiners are aware that the test administration directions are to be followed word for word. During the test administration, the School Test Coordinator should be available to answer questions that may arise and should visit each room to make sure that the tests are being administered exactly as directed.

## TESTING ACCOMMODATIONS AND IRREGULARITIES

Testing accommodations are permissible for students with a current IEP, IAP, or ELL/TPC Plan on file. Regular program students who do not qualify under IDEA or Section 504, including those served by Student Support Teams (SSTs), may not, under any circumstances, be granted testing accommodations—to do so is **a direct violation of state regulations**.

Accommodations must be specified in the student’s IEP, IAP, or ELL/TPC Plan and must be consistent with accommodations used during daily classroom instruction and testing. The use of any accommodation must be reported in the appropriate section of the *Student Answer Sheet*. A list of GaDOE-approved accommodations is provided on pages 39 and 40 of this manual.

### COMPLETING SECTIONS 10–15: “FOR TEACHER USE ONLY”

It is imperative that information be filled in correctly for each student taking the CRCTs. Federal and state regulations require complete and accurate coding of student information for reporting purposes. Response circles in Sections 10 through 15 should be left blank if they are not applicable to the student. Sections 10 through 15 are found on the inside front cover of the *Student Answer Sheets*.

Test Examiners must ensure that each student’s answer document is correctly identified by his or her ten-digit GTID number. No other student identification number may be used. This information will be on the student’s pre-ID label. If the student does not have a pre-ID label, the GTID and FTE numbers should be written and bubbled in Sections 7 and 8 of the answer document. School Test Coordinators, System Test Coordinators, and System Superintendents are responsible for ensuring that student identification codes and all other descriptive codes (such as gender, ethnicity, and state-required codes) are correct.

#### Section 10: SRC

The information provided below will help Test Examiners assign the correct State-Required Codes (SRCs) for students who receive special education services:

- If the student receives special education services, fill in the appropriate circle(s) next to the student’s classification(s). Please refer to the student’s Individualized Education Plan (IEP) for the appropriate classification(s).

**NOTE:** For the student’s primary classification, only one circle should be filled in for SRCs 1–12, 14, or 15 (grades K–5 only). Additional circles for SRCs 13 and 16–19 may be filled in as applicable. SRCs are listed in the following table.

SRCs	
01 Visual Impairments	11 Emotional and Behavioral Disorders
02 Deaf/Hard of Hearing	12 Other Health Impairments
03 Deaf and Blind	13 English Language Learner (ELL)
04 Specific Learning Disabilities	14 Section 504
05 Mild Intellectual Disabilities	15 Significant Development Delay (K–5 only)
06 Traumatic Brain Injury	16 Title I Reading
07 Moderate/Severe/Profound Intellectual Disabilities	17 Title I Math
08 Autism	18 Migrant Certified
09 Orthopedic Impairments	19 English Language Learner—Monitored
10 Speech-Language Impairments	

- If a Georgia Migrant Education Agency has identified the student as Migrant Certified, fill in the appropriate circle (18). The four regional Georgia Migrant Education Agencies have provided each system with a listing of students who are Migrant Certified. Only certified students should be coded.
- If the student is classified under Section 504, fill in the appropriate circle (14). A student is eligible to be coded as Section 504 if he or she has a current Individual Accommodation Plan (IAP) on file.
- If the student is identified as an English Language Learner (ELL) according to Board of Education Rule 160-4-5-.02, fill in the appropriate circle (13). A student is eligible to be coded as ELL if the student’s native language is not English and he or she is eligible for English to Speakers of Other Languages (ESOL) services in accordance with Rule 160-4-5-.02, regardless of whether or not the student receives ESOL services. Students who are not eligible for ESOL services (as specified in Rule 160-4-5-.02) may not be coded as ELL. Fill in circle (19) for students who have exited the ESOL program but who are still being monitored.

### ***Accommodations (Requires at least one SRC)***

If the student was given a test administration accommodation based on his or her Individualized Education Plan (IEP), Individual Accommodation Plan (IAP), or English Language Learner/Testing Participation Committee (ELL/TPC) Plan, fill in the appropriate circle in the Accommodations section. A current IEP, IAP, or ELL/TPC Plan must be on file for each student who receives an accommodation. Only state-approved accommodations may be used, following the guidance issued by GaDOE. If an accommodation is included in a student’s plan that is not on the approved list, it must be reported as an irregularity. Students who are served by Student Support Teams (SSTs) but do not qualify for services under IDEA or Section 504 status may NOT be granted accommodations. **Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of state regulations and must be reported.**

### *Accommodation Type*

If the student was given a test administration accommodation based on his or her IEP, IAP, or ELL/TPC Plan, fill in the appropriate circle(s) under Accommodation Type to identify it as a Setting, Presentation, Response, or Scheduling accommodation.

### *Conditional Administration*

Conditional administrations result from the use of conditional accommodations. Conditional accommodations are more expansive than standard accommodations, and are intended to provide access to students with more severe disabilities or very limited English proficiency who would not be able to access the tests without such assistance. Only students meeting strict criteria (outlined in the *2011–2012 Student Assessment Handbook*) are eligible for conditional accommodations. Any use of conditional accommodations **must** be coded. Per State Board rule, only a small number of students should participate in conditional administrations. **ELL-M students are NOT eligible for conditional accommodations.**

**Definitions of Setting, Presentation, Response, and Scheduling accommodations (both standard and conditional) are provided on pages 39 and 40 of this manual.**

### **Section 11: First Year ELL Deferred**

ELL students enrolled for the first time in a school in the United States may receive a one-time deferment from assessments in content areas other than Mathematics and Science. If the student was deferred from any CRCT content areas, fill in the appropriate circles in this section.

### **Section 12: PTNA**

If the student was present for the test administration but did not attempt any items **in one or more content areas**, this must be coded in the appropriate circle under “PTNA.”

### **Section 13: BRAILLE/LARGE-PRINT**

If the student was tested with a Braille or Large-Print version of the CRCTs, this must be coded in the appropriate circle under “BRAILLE/LARGE-PRINT.”

### **Section 14: EIP SERVED**

If the student has received services from the state’s Early Intervention Program (EIP) at any time during the current school year, fill in the “Yes” circle under “EIP SERVED” (relevant to grades 3 through 5 only).

### **Section 15: LOCAL OPTIONAL CODING**

Systems may choose to use this section to code special program students to gauge their performance on the CRCTs. System Test Coordinators will designate a code to be filled in for this section; fill in the code number starting with the first box on the left. **Note that systems will not receive any special reports based on this coding.** Instead, the coding will generate information on the system’s data file for the system to extract and disaggregate based on its requirements.

## COMPLETING SECTIONS 16 AND 17: “STATE-DIRECTED USE ONLY”

Sections 16 and 17 should generally be filled in by the School Test Coordinator only. Directions for filling in these sections are as follows:

### Section 16: GNETS

This section should be used by GNETS programs to report their assigned facilities code. The two-digit code should be filled in under Section 16 for all students who are served at a GNETS facility. This information is being collected in order to provide reports to each center.

**A list of all GNETS facility codes is provided on page 41 of this manual.**

### Section 17: IR/IV/PIV

School Test Coordinators should complete this section **only as directed by GaDOE**. The procedure for reporting testing irregularities to Assessment and Accountability is described below. If GaDOE determines that an Irregularity (IR), Invalidation (IV), or Participation Invalidation (PIV) has occurred and should be coded in Section 17, the GaDOE Program Manager will provide the proper codes and instructions for completing this section.

For each affected content area, fill in **only one** bubble on the top line: IR, IV, or PIV. Then, write in the five-digit code number provided by GaDOE and fill in the corresponding circles.

## TESTING IRREGULARITIES

Testing irregularities may take many forms. They include, but are not limited to, the following scenarios:

- A student is given access to test questions or prompts prior to testing.
- A Test Examiner or other personnel copies or otherwise reproduces and distributes secure test materials.
- A Test Examiner or other personnel coaches students during testing.
- A Test Examiner or other personnel alters or otherwise interferes with a student’s responses.
- A Test Examiner or other personnel fails to follow security regulations when distributing and returning test materials before, during, or after testing, resulting in a breach of security.
- A Text Examiner or other personnel uses or handles test materials for purposes other than test administration (e.g., taking a *Student Test Booklet* home to review or reading a *Student Test Booklet* after school).
- A Test Examiner or other personnel fails to follow prescribed test administration directions.

- A student's *Student Test Booklet* or *Student Answer Sheet* is lost.
- Teaching aids are displayed in the classroom during testing (e.g., a poster or bulletin board that reveals relevant instructional material).

School Test Coordinators who become aware of testing irregularities within the system's nine-day Main administration testing period should report the incident(s) to the System Test Coordinator. The System Test Coordinator should then follow the steps below:

1. **Immediately** contact Assessment and Accountability at (404) 656-2668 or (800) 634-4106.
2. Explain the irregularity in the testing session, including details of all actions taken to that point.
3. The GaDOE representative will determine whether or not testing should continue or if further documentation is needed. If asked to do so by GaDOE, go to the MyGaDOE Portal (at <https://portal.doe.k12.ga.us>) and fill out the CRCT Testing Irregularities: School/System Test Coordinator Report Form.

If GaDOE determines that testing should **not** continue for the student or class, the GaDOE representative will provide instructions for invalidating the applicable section(s) of the *Student Answer Sheet* before returning them for scoring.

## VOIDED AND DEFECTIVE ANSWER DOCUMENTS

The following table explains in detail how hazardous, voided, and defective *Student Answer Sheets* should be handled. The table provides examples and directions for returning or destroying these types of documents.

TYPE	CLASSIFICATION	EXAMPLES	RETURN PROCESS
<b>Biohazard Document</b>	Soiled answer document	Bodily fluids, nail polish, food, coffee, or soda	<p>Test Examiner should transcribe answers and student demographic information onto a new answer document following GaDOE procedure. Submit the transcribed answer document with the scorable materials.</p> <p><b>Mark soiled answer document as SOILED and VOID on School Security Checklist; then destroy the soiled version.</b></p> <p>Do NOT send back soiled answer documents with scorable or nonscorable materials. Destroy at the school/system level.</p>

TYPE	CLASSIFICATION	EXAMPLES	RETURN PROCESS
<p><b>Voided Document</b></p>	<p>Damaged answer document</p>	<p>Tears or holes caused by excessive erasing</p>	<p>Test Examiner should transcribe answers and student demographic information onto a new answer document following GaDOE procedure. Submit the transcribed answer document with the scorable materials. <b>Write VOID on the damaged answer document.</b> Submit the VOID document with nonscorable materials.</p> <p>Do NOT include VOID documents in the group information count.</p>
	<p>Pre-ID label error</p>	<p>Pre-ID label attached to wrong answer document; pre-ID label attached in incorrect location</p>	<p>Test Examiner should transcribe answers and student demographic information onto a new answer document following GaDOE procedure. Submit the transcribed answer document with the scorable materials. <b>Write VOID on the incorrect answer document.</b> Submit the VOID document with nonscorable materials.</p> <p>Do NOT include VOID documents in the group information count.</p>
	<p>Answer document error</p>	<p>Student in grade 3 marks answers on a grade 4 <i>Student Answer Sheet</i>; student marks ELA answers in Math section</p>	<p>Test Examiner should transcribe answers and student demographic information onto a new answer document following GaDOE procedure. Submit the transcribed answer document with the scorable materials. <b>Write VOID on the incorrectly marked answer document.</b> Submit the VOID document with nonscorable materials.</p> <p>Do NOT include VOID documents in the group information count.</p>
<p><b>Defective Document</b></p>	<p>Unused answer document (no marks on document)</p>	<p>Missing pages; duplicate pages; incorrect cover; smudged or unreadable security barcodes; damaged or broken seals</p>	<p>Test Examiner should contact School Test Coordinator to receive a replacement document and to return the defective document. School Test Coordinator should notify System Test Coordinator of the defective document. System Test Coordinator should send an e-mail to GaDOE Program Manager. GaDOE Program Manager may ask System Test Coordinator to provide samples of defective documents.</p>
	<p>Used answer document (demographic information or answers marked on document)</p>	<p>Missing pages; duplicate pages; incorrect cover; smudged or unreadable security barcodes; damaged or broken seals</p>	<p>Test Examiner should contact School Test Coordinator to receive a replacement document and to return the defective document. Test Examiner should transcribe answers and student demographic information onto the replacement document following GaDOE procedure. School Test Coordinator should notify System Test Coordinator of the defective document. System Test Coordinator should send an e-mail to GaDOE Program Manager. GaDOE Program Manager may ask System Test Coordinator to provide samples of defective documents.</p>

# AFTER TESTING

## TEST EXAMINER INSTRUCTIONS

All test materials must be accounted for and returned. The Test Examiner is responsible for returning all test materials to the School Test Coordinator immediately after testing is complete. Test materials consist of all Group Information Sheets, *Student Answer Sheets*, scratch paper for Mathematics test, and *Test Examiner's Manuals*. Test Examiners must follow the instructions in the *Test Examiner's Manual* for returning test materials to the School Test Coordinator.

The *Test Examiner's Manual* provides directions for completing the Group Information Sheet. Test Examiners must place the completed Group Information Sheet on top of the completed *Student Answer Sheets* for each group of students tested. Test Examiners must complete a separate Group Information Sheet for each group of students tested. It is critical that the Group Information Sheet be coded properly and that it remain with the answer documents it represents.

**If any precoded information is incorrect on the Group Information Sheet, the Test Examiner should not use the incorrect form.** Instead, the System Test Coordinator should contact the CTB/McGraw-Hill GA CRCT support team toll-free at (866) 282-2249 to order replacements.

The following table illustrates the packing order for the return of materials to the School Test Coordinator.

<b>TOP OF STACK</b>
Completed Group Information Sheet
Used <i>Student Answer Sheets</i>
Scratch paper for Mathematics test
All remaining <i>Student Test Booklets</i> (including Braille, Large-Print, and VOID <i>Student Test Booklets</i> , but not including SOILED <i>Student Test Booklets</i> )
Unused and VOID <i>Student Answer Sheets</i> (but not SOILED <i>Student Answer Sheets</i> )
<i>Test Examiner's Manual</i>
<b>BOTTOM OF STACK</b>

**NOTE:** Unused *Student Answer Sheets* that contain pre-ID labels or completed demographic information (for students who were not administered any part of the test) must be returned with the nonscorable materials. Mark these documents as VOID.

## SCHOOL TEST COORDINATOR INSTRUCTIONS

All test materials must be accounted for and returned. The School Test Coordinator is responsible for returning all scorable materials to the System Test Coordinator immediately after completion of testing. Scorable materials consist of the School Security Checklist, the School/Group List, used Group Information Sheets, and used *Student Answer Sheets*. All nonscorable materials, used and unused, must be returned to the System Test Coordinator at the same time. School Test Coordinators must follow the instructions in this section when returning testing materials to the System Test Coordinator.

### Preparing Materials for Return to System Test Coordinator

Follow these steps for preparing materials for return to the System Test Coordinators:

- \_\_\_\_ 1. Verify that each Test Examiner has returned all test materials. On the School Security Checklist, enter and initial the RETURNED date for each *Student Test Booklet* and *Student Answer Sheet* returned by Test Examiners. If an answer document is not returned for any reason, provide an explanation in the “IF DOCUMENT IS NOT RETURNED, STATE REASON” column of the checklist. (See pages 24 and 25 for instructions on how to handle voided and defective answer documents.) Retain a copy of the School Security Checklist for your records.
- \_\_\_\_ 2. Assemble the following **scorable** materials:
  - Completed School Security Checklist
  - Completed School/Group List (see pages 31 and 32 for instructions)
  - Completed Group Information Sheets
  - Used *Student Answer Sheets*
- \_\_\_\_ 3. Check that each Group Information Sheet has been properly completed and is placed on top of the corresponding stack of *Student Answer Sheets*. Confirm that the count on the Group Information Sheet reflects the number of answer documents returned for that group. Confirm that all damaged, contaminated, or soiled *Student Answer Sheets* have been transcribed, if applicable.
- \_\_\_\_ 4. Confirm that each *Student Answer Sheet* adheres to the following:
  - All answer documents must have either a pre-ID label placed in the correct location or gridded student demographic and school information.
  - All answer documents should be arranged with the front cover grid face-up.  
**NOTE:** Answer documents do not need to be alphabetized.

- If testing irregularities occurred that resulted in a test administration being discontinued, complete the coding in Section 17: IR/IV/PIV on the affected *Student Answer Sheet(s)*, following the instructions provided by the GaDOE representative.
- \_\_\_\_\_ 5. Bundle each testing group's *Student Answer Sheets* with Stack Cover Cards and the correct Group Information Sheet, following the instructions on pages 28–30.
- \_\_\_\_\_ 6. Organize the **nonscorable** materials by type, in the following order:
- Voided *Student Answer Sheets*
  - Used and unused *Student Test Booklets*
  - Unused *Student Answer Sheets*
  - Unused Group Information Sheets
  - Unused School/Group Lists
  - Braille and Large-Print test books
  - Scratch paper for the Mathematics test
- \_\_\_\_\_ 7. Make sure there are no scorable materials in the stacks of nonscorable materials.

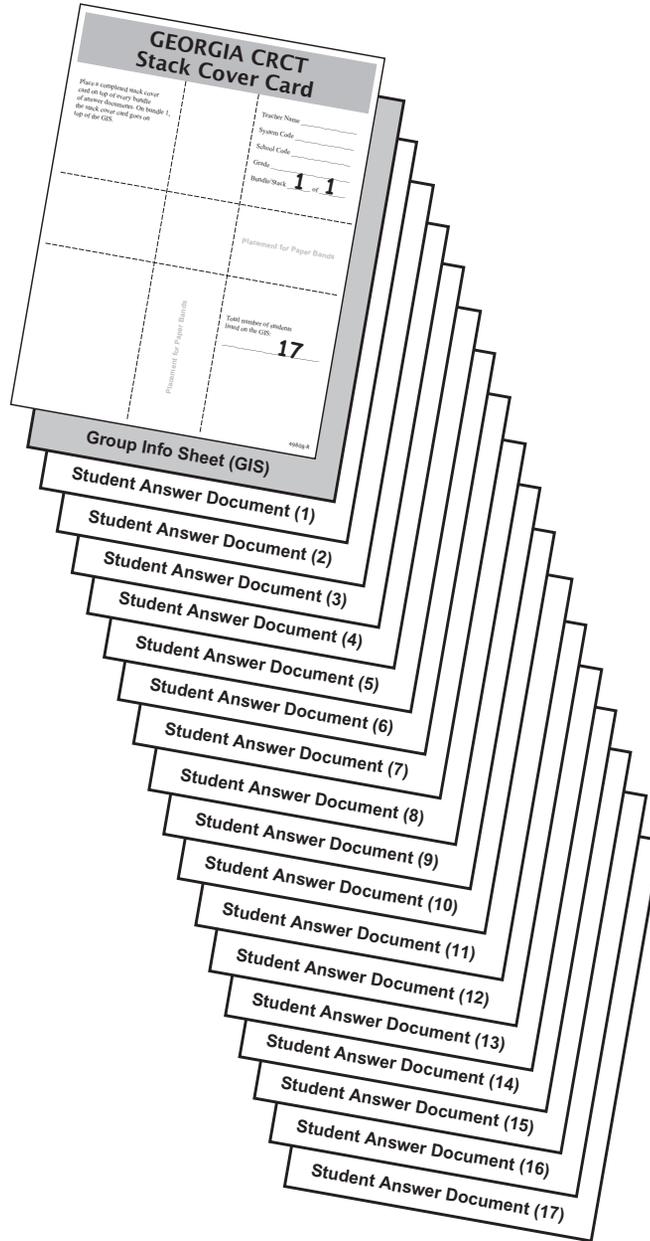
### **Bundling Answer Documents with Stack Cover Cards**

A Stack Cover Card must be prepared and placed on top of every bundle of answer documents. A single Stack Cover Card should be prepared for each testing group. Directions for bundling answer documents and completing the Stack Cover Card are as follows:

- \_\_\_\_\_ 1. Stack used *Student Answer Sheets* by teacher. For each stack, ensure that (a) the answer documents are all from the same testing group and (b) the spines are all facing in the same direction. Place the correct Group Information Sheet on top of each testing group's stack. Then, place a completed Stack Cover Card on top of the Group Information Sheet. Verify that the correct information is written on the Stack Cover Card. See the illustration on the next page.

## BUNDLING ANSWER DOCUMENTS WITH STACK COVER CARDS

Sample Class of 17 Students



2. Make sure that each Stack Cover Card contains the following:
- Teacher Name—same as on Group Information Sheet
  - System Code—three digits
  - School Code—three or four digits
  - Grade—grade level tested
  - Bundle/Stack—number “1 of X,” “2 of X,” etc., with “X” being the total number of bundles for that testing group
  - Total number of students listed on the Group Information Sheet—this must match the total number of answer documents in ALL bundles for the testing group.

<h2 style="margin: 0;">GEORGIA CRCT Stack Cover Card</h2>		
<p>Place a completed stack cover card on top of every bundle of answer documents. On bundle 1, the stack cover card goes on top of the GIS.</p>		<p>Teacher Name _____</p> <p>System Code _____</p> <p>School Code _____</p> <p>Grade _____</p> <p>Bundle/Stack _____ of _____</p>
		<p>Placement for Paper Bands</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Placement for Paper Bands</p>	<p>Total number of students listed on the GIS:</p> <p>_____</p>
<p>49808-R</p>		

*Stack Cover Card*

3. Secure each bundle with bands provided by CTB/McGraw-Hill and place bundles into CTB/McGraw-Hill box(es).
- Keep each testing group’s bundles together in the box(es).
  - Place bundle “1 of X” on top of the stacks for that testing group.
  - Keep grade-level bundles together and packed in the same box(es), if possible.



The School/Group List may be photocopied if additional space is needed to accommodate your school. **Keep a photocopy of each completed page for your records.** Directions for completing a *School/Group List* are as follows:

### ***System Name***

Check that the system name has been precoded.

### ***School Name***

Check that the school name has been precoded. Make sure the school name matches what is written on the Group Information Sheet.

### ***System Code***

Check that the system code number has been precoded. Make sure the system code number matches the number that appears on each Group Information Sheet.

### ***School Code***

Check that the school code number has been precoded. Make sure the school code number matches the number that appears on each Group Information Sheet.

### ***School Test Coordinator Name / Phone Number / E-mail Address***

Provide the School Test Coordinator's name, telephone number, and e-mail address.

### ***Teacher Name / Grade / Number Students Testing (Sections A, B, and C)***

List each group by the Teacher Name shown on the Group Information Sheet. This information must be **IDENTICAL** to the information filled in on the corresponding Group Information Sheet. Print only one letter or number per box for:

- Teacher Name
- Grade
- Number of Students Testing

### **Packing and Returning Materials to System Test Coordinator**

- \_\_\_\_ 1. Pack all scorable *Student Answer Sheets* by testing group and grade, using the supplied paper bands and the original shipping boxes. Each testing group should be paper-banded separately.
- \_\_\_\_ 2. Place the completed School/Group List on top of the stack in the first box of scorable materials.
- \_\_\_\_ 3. Complete the School Security Checklist, and retain a copy for your records. Place all completed sheets in the School Security Checklist Envelope(s) that they came in, and place the envelope(s) on top of the School/Group List in the first box of scorable materials.

4. Return these scorable materials to the System Test Coordinator immediately after the completion of testing. The following table illustrates the packing order for the return of **scorable** materials.

<b>TOP OF STACK</b>
Completed School Security Checklist
Completed School/Group List
Completed Group Information Sheet and used <i>Student Answer Sheets</i> for each group of Grade 3 students (each testing group bundled separately and secured with a paper band)
Repeat stacking order for additional grades, as appropriate
<b>BOTTOM OF STACK</b>

5. Keep the nonscorable materials sorted by type, and pack them using the original shipping boxes. Return all nonscorable materials to the System Test Coordinator at the same time as the scorable materials. The following table illustrates the packing order for the return of **nonscorable** materials.

<b>TOP OF STACK</b>
Scratch paper for the Mathematics test
All remaining <i>Student Test Booklets</i> (including Braille, Large-Print, and VOID <i>Student Test Booklets</i> )
Unused and VOID <i>Student Answer Sheets</i>
Unused Group Information Sheets and School/Group Lists
<i>Test Examiner's Manual</i>
<b>BOTTOM OF STACK</b>

## SYSTEM TEST COORDINATOR INSTRUCTIONS

All test materials must be accounted for and returned. The System Test Coordinator is responsible for returning all scorable materials to the CTB/McGraw-Hill Scoring Center immediately after completion of testing. For each school, scorable materials consist of the School/Group List, used Group Information Sheets, and used *Student Answer Sheets*. The System Test Coordinator must follow the instructions below for returning scorable materials to the CTB/McGraw-Hill Scoring Center.

### Scorable Materials

- \_\_\_\_ 1. Verify that each School Test Coordinator has properly packed all scorable materials, including the completed School Security Checklist, completed School/Group List, completed Group Information Sheets, and used *Student Answer Sheets*.
- \_\_\_\_ 2. Verify that each paper band contains only one testing group of used *Student Answer Sheets*.
- \_\_\_\_ 3. Confirm that all scorable materials from all schools in the system are accounted for.
- \_\_\_\_ 4. Pull the School Security Checklist from the first box of scorable materials for each school. Make copies of all School Security Checklist pages that list missing or nonreturned test materials. Place these pages back in the School Security Checklist Envelope, and replace the envelope in the school's first box of scorable materials. Retain the original School Security Checklist for your records.
- \_\_\_\_ 5. Reuse the original shipping boxes to return scorable test materials to the CTB/McGraw-Hill Scoring Center. The following table illustrates the packing order for the return of scorable materials from each school.

<b>TOP OF STACK</b>
School Security Checklist pages listing missing or nonreturned materials
Completed School/Group List
Completed Group Information Sheet and used <i>Student Answer Sheets</i> for each group of Grade 3 students (each testing group bundled separately and secured with a paper band)
Repeat stacking order for additional grades, as appropriate
<b>BOTTOM OF STACK</b>

- \_\_\_\_ 6. All scorable materials from each school in the system should be packed in the same way. **Do not consolidate materials from more than one school in the same box.** A new school should begin with a new box.
- \_\_\_\_ 7. Identify the sequence of boxes by filling in the line on the white scorable label that reads “School Box \_\_ of \_\_.” The school boxes should be consecutively numbered. For example, if school A has twelve boxes and school B has six boxes, the System Test Coordinator should mark the first boxes for these two schools as “1 of 12” and “1 of 6,” respectively.
- \_\_\_\_ 8. On the same white label, fill in the total number of boxes for the entire system in the space provided.
- \_\_\_\_ 9. If any box is not completely filled, add crumpled paper to prevent damage that may be caused by shifting during shipment. **NOTE:** Use **only** crumpled paper to fill boxes; do not use foam “popcorn” or “peanuts.”
- \_\_\_\_ 10. Seal the boxes securely and place the white label on the end of each box in the space provided. **NOTE:** If necessary, reinforce the bottom of the box with packing tape before shipment.
- \_\_\_\_ 11. Make copies of any System Security Checklist pages that list missing or nonreturned overage materials, and place these pages in the System Security Checklist Envelope. Place the signed System Shipment Verification Form in the same envelope, and place the envelope in the first system box of scorable materials.

### **Nonscorable Materials**

- \_\_\_\_ 1. Check nonscorable materials for any scorable materials that may have been packed in error. Save any scorable materials to include in the Makeup administration shipment.
- \_\_\_\_ 2. Destroy all scratch paper used for the Mathematics test.
- \_\_\_\_ 3. Reuse the original shipping boxes to return nonscorable test materials to the CTB/McGraw-Hill Scoring Center. Return all unused overage materials, including *Test Examiner’s Manuals*, *Student Test Booklets*, and *Student Answer Sheets*. The following table illustrates the packing order for the return of nonscorable materials.

<b>TOP OF STACK</b>
All remaining <i>Student Test Booklets</i> (including Braille, Large-Print, and VOID <i>Student Test Booklets</i> )
Unused and VOID <i>Student Answer Sheets</i>
Unused Group Information Sheets and School/Group Lists
<i>Test Examiner’s Manual</i>
<b>BOTTOM OF STACK</b>

- \_\_\_\_ 4. Identify the sequence of boxes by filling in the line on the yellow nonscorable label that reads “School box \_\_ of \_\_.” Each school’s boxes should be consecutively numbered. Place a return shipping label on the end of each box in the space provided.
- \_\_\_\_ 5. On the same yellow label, fill in the total number of boxes for the entire system in the space provided.

### Stacking Boxes on Pallets for Pickup

- \_\_\_\_ 1. Stack scorable and nonscorable boxes on pallets, as shown below. Shrink-wrap the pallet by first tying off the shrink-wrap to the pallet’s corner. In a spiral fashion, wrap the shrink-wrap around the boxes until you have completely encircled and overlapped all the top-level boxes by at least 4 inches. Continue spiraling back down the boxes until you have overlapped the bottom of the pallet by at least 2 inches. Repeat this process until all boxes have been covered by at least four layers of shrink-wrap.



*Boxes properly palletized (shrink-wrap not shown)*

## PICKUP SCHEDULE

### Scorable Materials

Scorable test materials will be picked up on the fifth business day following the completion of testing, or as scheduled during CRCT Enrollment. It is imperative that materials be returned as scheduled. System Test Coordinators are responsible for ensuring that test materials are packed and ready to be picked up on the morning scheduled. Please be aware that any delays in the return of scorable test materials will also delay the delivery of reports. Refer to the table below for your system's pickup date.

### Nonscorable Materials

Nonscorable materials will be picked up on the tenth business day following the completion of testing. System Test Coordinators are responsible for ensuring that test materials are packed and ready to be picked up on the morning scheduled. For additional information on pickup schedules, call ADS at (800) 840-9965. Refer to the table below for your system's pickup date.

<b>PICKUP DATES*</b>			
<b>TEST COMPLETION DATE</b>	<b>SCHOOLS RETURN MATERIALS TO SYSTEM TEST COORDINATOR</b>	<b>SCORABLE MATERIALS PICKED UP AT THE SYSTEM</b>	<b>NONSCORABLE* MATERIALS PICKED UP AT THE SYSTEM</b>
Thurs., April 12	Fri., April 13	Thurs., April 19	Thurs., April 26
Fri., April 13	Mon., April 16	Fri., April 20	Fri., April 27
Mon., April 16	Tues., April 17	Mon., April 23	Mon., April 30
Tues., April 17	Wed., April 18	Tues., April 24	Tues., May 1
Wed., April 18	Thurs., April 19	Wed., April 25	Wed., May 2
Thurs., April 19	Fri., April 20	Thurs., April 26	Thurs., May 3
Fri., April 20	Mon., April 23	Fri., April 27	Fri., May 4
Mon., April 23	Tues., April 24	Mon., April 30	Mon., May 7
Tues., April 24	Wed., April 25	Tues., May 1	Tues., May 8
Wed., April 25	Thurs., April 26	Wed., May 2	Wed., May 9
Thurs., April 26	Fri., April 27	Thurs., May 3	Thurs., May 10
Fri., April 27	Mon., April 30	Fri., May 4	Fri., May 11
Mon., April 30	Tues., May 1	Mon., May 7	Mon., May 14
Tues., May 1	Wed., May 2	Tues., May 8	Tues., May 15
Wed., May 2	Thurs., May 3	Wed., May 9	Wed., May 16
Thurs., May 3	Fri., May 4	Thurs., May 10	Thurs., May 17
Fri., May 4	Mon., May 7	Fri., May 11	Fri., May 18

\* ADS may, at their discretion and per their space availability, pick up nonscorable materials at the same time as scorable materials if requested by the system in advance. These are the default pickup dates. Districts can choose their pickup date during the CRCT Enrollment Window.

## **Shipment Loading**

The Carrier is responsible for loading trucks and trailers in a manner that minimizes load shifting and damage under normal transportation conditions. Blocking and bracing of the load in the truck/trailer is the responsibility of the Carrier. All shipping documentation, with agreed-upon box/pallet count, must be signed off by both parties (Customer and Carrier).

## **CONTACT INFORMATION**

If you have questions regarding the administration of the Georgia Criterion-Referenced Competency Tests, assistance is readily available by contacting the offices below:

Questions about test administration:

- Call Assessment and Accountability at (800) 634-4106 or (404) 656-2668.

Questions about distribution and collection of materials:

- Call the CTB/McGraw-Hill GA CRCT support team toll-free at (866) 282-2249.

For additional information about the CRCTs, see the Georgia Department of Education website at [www.gadoe.org](http://www.gadoe.org).

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE  
WITH THE ADMINISTRATION OF THE CRCTs.**

## GADOE-APPROVED ACCOMMODATIONS

<b>ACCOMMODATIONS</b>		
	<b>STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP</b>	<b>ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN</b>
<b>Setting Accommodations</b>		
Special education/ESOL classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard
Sound field adaptations	Standard	
Adaptive furniture (e.g., slant board)	Standard	
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
<b>Presentation Accommodations</b>		
Large-Print	Standard	
Sign the directions	Standard	
Sign test questions	Standard	
Sign reading passages	Conditional	
Explain or paraphrase the directions for clarity (in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Use of highlighter by student		
Oral reading of test questions in English only by reader or assistive technology	Standard	Standard
Oral reading of reading passages in English only by reader or assistive technology	Conditional	Conditional
Low vision aids (e.g., CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Photograph used		
Substitute manipulative		
Use directions that have been marked by teacher		
Audio amplification devices or noise buffer/listening devices	Standard	

<b>ACCOMMODATIONS</b>		
	<b>STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP</b>	<b>ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN</b>
<b>Response Accommodations</b>		
Technology applications, such as Braille, word processor, or other communications device with all grammar and spell-check devices disabled	Standard	
Student marks answers in test booklet	Standard	Standard
Student points to answers	Standard	Standard
Verbal response in English only	Standard	Standard
Braille writer	Standard	
Calculator use is limited to basic function calculators only. Scientific calculators, graphing calculators, and calculators that are programmable or that store text are not permissible.	Conditional (restricted to eligible students only)	
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large-diameter pencil)	Standard	
Word-to-word dictionary		Standard
<b>Scheduling Accommodations</b>		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard
Flexibility in the order of administration for content areas	Standard	
Extending sessions over multiple days		

## GNETS FACILITY CODES

PROGRAM NAME	STATE- DIRECTED CODE
Alpine Program	01
Burwell Program	02
Cedarwood Program	03
Coastal Academy Program	04
Coastal Georgia Comprehensive Academy	05
Mainstay	06
Dekalb-Rockdale Program	07
Elam Alexander Academy	08
Flint Area Learning Center	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24





***School and System Test Coordinator's Manual***

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