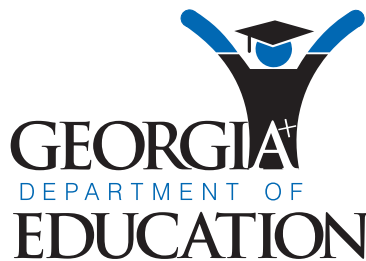# Georgia CRCT-M

Criterion-Referenced Competency Tests - Modified

Spring 2011

TEST EXAMINER'S MANUAL
Grades 3-8

READING
ENGLISH / LANGUAGE ARTS
MATHEMATICS

GEORGIA
DEPARTMENT OF
EDUCATION

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

Secure Test Materials—Do Not Copy

TABLE OF CONTENTS

INTRODUCTION

Georgia's Criterion-Referenced Competency Tests – Modified (CRCT-Ms) are designed to measure student acquisition of the knowledge and skills set forth in the Georgia Performance Standards (GPS). The CRCT-M program has been developed for those students with disabilities who are receiving special education services and whose Individualized Education Program (IEP) documents that they would be best assessed through an alternate assessment based on modified academic achievement standards. The CRCT-M is offered in grades 3 through 8 in Reading, English/Language Arts, and Mathematics. The test is comprised of three content areas—Reading, English/Language Arts, and Mathematics; all items are multiple-choice (40 Reading items, 50 English/Language Arts items, and 60 Mathematics items). Each *Student Test Booklet* contains a single content area test. Student responses to all content areas are to be recorded on the **same** *Student Answer Sheet*.

Students will work through the test independently, using no resource materials during testing. **Students may write in their test booklets, but only answers marked on the Student Answer Sheet will be scored.** Students should use only No. 2 pencils on the answer sheets; highlighters may not be used to mark words or passages in the *Student Test Booklet* unless this is an accommodation in the student's Individualized Education Plan (IEP). Scratch paper, provided by the Test Examiner, may be distributed to students during the Mathematics portion only and must be collected and returned to the School Test Coordinator. Calculators may not be used on the test unless their use is listed as an accommodation in the student's Individualized Education Plan (IEP).

CAUTION: ONLY USE CRCT-M *STUDENT TEST BOOKLETS* AND *STUDENT ANSWER SHEETS* FOR THE CRCT-M ADMINISTRATION. THESE DOCUMENTS ARE SENT TO THE GEORGIA CENTER FOR ASSESSMENT. THIS IS A DIFFERENT VENDOR FROM THE CRCT.

PURPOSE OF THIS MANUAL

This *Test Examiner's Manual* provides procedural information for the Test Examiner (i.e., certified educators), as well as directions for administering the tests. **This *Test Examiner's Manual* is to be used to administer the test.** Before beginning the administration, read this manual thoroughly. It is imperative that the test be administered according to the directives of this manual. If you have any questions, contact your School or System Test Coordinator.

Uniform test administration is needed to ensure high-quality assessment data. To ensure this uniformity, the Test Examiner's responsibilities are clearly outlined and detailed in this manual. Step-by-step instructions for administering the test are designed to protect its integrity and security and must be followed closely.

This manual contains instructions for the Test Examiner, as well as directions to be read aloud to students. The information to be read aloud to students is printed in **bold type**. Instructions for the Test Examiner, interspersed in the spoken material, are bracketed and printed in *italics*. Other information appears in regular type. It is recommended that the Test Examiner read through these directions and become familiar with the test administration procedures before giving the assessment.

TEST MATERIALS

In addition to this manual, you will receive all test materials from the School Test Coordinator. *Student Test Booklets* must remain secure until their distribution to Test Examiners. *Student Answer Sheets* are shrink-wrapped into packs of 10. *Student Answer Sheets* are machine scannable; therefore, it is important that they remain free of stray pencil marks or loose eraser bits and that they are not folded, clipped, stapled, rubber-banded, taped, or torn. They may be banded with adding machine tape.

Each test consists of multiple-choice questions. Students will use one *Student Answer Sheet* to record their answers. In order to acquaint students with the correct procedures for recording answers, sample questions are provided, and directions for filling in answers are provided on the *Student Answer Sheet*.

NOTE: Materials are shipped to arrive a few days before your school's five-day testing window. Contact your School or System Test Coordinator to confirm your scheduled testing window and for any concern about materials.

TEST SECURITY

The CRCT-M tests are secure tests. Maintaining security of all test materials is crucial to obtaining valid test results. Therefore, test materials must be kept in locked storage, except during the 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* must remain sealed until students are told to break the seal during the administration. *Student Answer Sheets* should remain in shrink-wrap until right before test administration begins.

The CRCT-M must be administered by a certified educator. During test sessions, Test Examiners are directly responsible for the security of the tests 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.

Students are instructed to write their names on the cover of their *Student Test Booklets* (and on their scratch paper for the Mathematics test) to help account for materials at the end of each test session. **Students may write in their test booklets (e.g., underline and/or circle key words, or work problems), but only answers marked on** *Student Answer Sheets* **will be scored.**

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, please have your System Test Coordinator contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

PREPARING FOR THE TESTS

1. This *Test Examiner's Manual* will be used to administer the CRCT-M in Reading, English/Language Arts, and Mathematics. Each content area test consists of multiple-choice items. Each content area test is in a separate test booklet. Students will use one *Student Answer Sheet* to record their answers for all content areas.

2. The use of a proctor is recommended. When more than 30 students are to be tested in one location, the assistance of an administration proctor is **required**. Proctors may assist the Test Examiners in preparing the room and monitoring, as well as assisting students with the completion of student demographic information on the first page of the *Student Answer Sheet*.

3. Before administering the CRCT-M, make sure that you have the following materials:

   - A copy of this *Test Examiner's Manual*
   - One *Student Test Booklet* for each student
   - One *Student Answer Sheet* for each student
   - Pre-ID labels with precoded student information (See page 47 for a description of the information provided on the pre-ID labels.) **Note**: if you are testing CRCT-M much earlier than CRCT, it is possible that your labels will not be available at the start of CRCT-M testing. The Pre-ID labels can be applied when your CRCT materials arrive.

- Two No. 2 pencils with functional erasers for each student
- Blank scratch paper for the Mathematics test (at least 2 sheets per student are recommended). This is only to be distributed when the Mathematics test is administered.
- A timing device, such as a clock or watch, to keep track of time during testing.
- A "Testing—Do Not Disturb" sign to post on the classroom door

NOTE: The Test Examiner should have a list of the student identification numbers for all students in the class or group, in case questions arise while filling in the student information on the *Student Answer Sheet*. In addition, schools and districts may find it advantageous to have a list of students that are to be tested on the CRCT-M. This list should prescribe which subject test(s) the student is to take on the CRCT-M.

4. Arrange test materials so that distribution is organized and efficient. Become familiar with the *Student Answer Sheet*; you may want to write simple instructions on the board.

5. The CRCT-M program will NOT have separate pre-ID labels. Instead, systems will use CRCT pre-ID labels. Systems will receive CRCT pre-ID labels to pre-identify demographic information on *Student Answer Sheets*. There will be three pre-ID labels provided for each student. One label should be applied to the CRCT-M *Student Answer Sheet* in the space marked "PLACE STUDENT LABEL HERE." **Follow these instructions to provide complete and accurate student demographic information on each *Student Answer Sheet*:**

Sample Barcode label for Zachary T. Carter, a Grade 6 student at School "A Two"

```
CARTER ZACHAR T
DISTRICT A    991
SCHOOL A TWO  9912
GTID: 3100001507
GR: 06 BD:
GENDER: M ETH: HISP
RACE: I,B,W
PSRC: 03
00000224
```
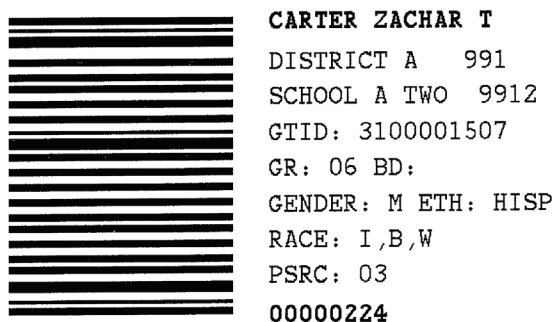
- Verify that the information printed on the pre-ID labels is accurate (system name, system ID, school name, school ID, student name, GTID, grade, date of birth, ethnicity, race gender, and Primary SRC). **If any errors are found, do NOT use the incorrect label.** Instead, notify the School Test Coordinator. Students who do not receive a correct pre-ID label will need to fill in their demographic information on the *Student Answer Sheet* by hand, following the directions in this manual (see pages 17-19). Any incorrect information on pre-ID labels should be corrected in the system's student records, **not** on the *Student Answer Sheet*. **Do not change the label in any way.** Apply only correct pre-ID labels to the *Student Answer Sheets*.

- It is essential that the label be oriented correctly; the text should be the same orientation as the rest of the text on the document, and the barcode should be to the LEFT of the text.

- **Not all information included on the pre-ID label is visible.** All student demographic information (including gender, ethnicity, race, and date of birth) is included on the pre-ID label and should not be filled in on the *Student Answer Sheet*. Student demographic information on the pre-ID label will override any hand-filled information for all students.

- Even with a pre-ID label, all students will still need to complete Section 1 on the front, and the Test Examiner will need to complete the "FOR TEACHER USE ONLY" section.

- If the student is new to the school/system, or for any other reason does not have a pre-ID label, follow the instructions in this manual to fill in the student identification information on the *Student Answer Sheet* (see pages 17-19). All fields should be completed accurately (including the FTE Student ID and GTID numbers). Test Examiners should have a complete list of FTE Student ID and GTID numbers prior to testing.

- Become familiar with the sections on the *Student Answer Sheet*. You will want to have some of this information written on the board prior to the beginning of test administration.

- **NOTE:** Each test booklet has a Form Code to be filled in on the top right-hand side of the *Student Answer Sheet* for that content area.

6. Before beginning the test, make sure that each student has the following:

- One CRCT-M *Student Test Booklet* for the content area being tested
- One CRCT-M *Student Answer Sheet*
- Two No. 2 pencils with functional erasers
- Two sheets of blank scratch paper for the Mathematics test only

7. Workspace for each student should be large enough to accommodate an open *Student Test Booklet* and a *Student Answer Sheet*. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. **Posters, charts, and other instructional material related to the content being tested and displayed in the classroom should not be available to students during test administration.** Take down or cover all such material.

8. You may want to plan an activity for those students who finish early. For example, you may want to tell students to have a book to read or some other work to do if they finish the test early. This work must be unrelated to the content being tested, and students may not be permitted to open their *Student Test Booklets* again.

SCHEDULING THE TESTS

The CRCT-M will be administered to students within the state testing window of April 4-May 6, 2011. Systems will choose a specific 5-day CRCT-M test window.

All students should be tested in surroundings that will provide them with the opportunity to do their best work on the test. In schools where students in several classes are being tested, each classroom of students should take the same content area at the same time. It is recommended that the 3 content areas tests be assessed on separate days.

The CRCT-M must be administered in the prescribed order: Reading, English/Language Arts, and Mathematics. Each content area test consists of two sections and each section must be administered in one block of time. Approximately halfway through the administration of each content area test (between sections 1 and 2), students should be given a 10-minute break. **Both sections of a content area test must be administered on the same day.** Under no circumstances may a content area test be split across multiple days—**to do so is a direct violation of test security.**

The administration time for the test, as indicated in the following table, should be sufficient for students to complete each test section. The administration of each section of the test should allow for up to 70 minutes. **ALL** students should be given at least 45 minutes to complete each section of a content area test. 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 of a content area test.

CRCT-M ADMINISTRATION SCHEDULE

CONTENT AREA	TASK	TIME ALLOTTED
READING	Distribute *Student Test Booklets*, *Student Answer Sheets*, and read directions Complete the student demographic section Code Reading Form	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
ENGLISH / LANGUAGE ARTS	Distribute *Student Test Booklets*, *Student Answer Sheets*, and read directions Complete the student demographic section Code ELA Form	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
MATHEMATICS	Distribute *Student Test Booklets*, *Student Answer Sheets*, and read directions Complete the student demographic section Code Mathematics Form	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

ADMINISTERING THE CRCT-M

This *Test Examiner's Manual* should be used to administer the Reading, English/Language Arts, and Mathematics CRCT-M's. Before you administer the CRCT-M, make sure you have extra No. 2 pencils available and that student' desks are cleared of all other materials.

On each day of testing, it is very important that students write their names on the *Student Test Booklets*. There is a separate test booklet for each content area, but students will use the same *Student Answer Sheet* (with their name on it) for every day of testing. Each day, students will need to be instructed to locate the form code on the *Student Test Booklet* and then bubble that form code on the correct corresponding portion of the *Student Answer Sheet* for that content area.

Some students may not be familiar with how to fill in answers. To familiarize students with the correct procedure, sample items are provided at the beginning of each of the test's content areas. Sample question areas are provided in each area of the answer document. Verify that students do not mark the sample question response as their response to Item 1.

During each test session, circulate around the room to see that students are recording their answers in the correct section of the *Student Answer Sheet*. This process will be referred to on subsequent pages as "circulate and check."

Students may underline and circle key words or work problems in their test booklets (using a No. 2 pencil), but only answers marked on *Student Answer Sheets* will be scored.

Follow the script provided in this manual for administering the Reading, English/Language Arts, and Mathematics tests. You may repeat any part of these directions as many times as needed, but you should not modify the words used. Use your professional judgment in responding to student questions that arise during the testing session. **You may clarify directions; however, under no circumstances should you reword or re-order test items, suggest answers, or evaluate student work during the testing session.**

Read, word-for-word, the material that is printed in **bold type** and preceded by the word "**Say**." The material in both regular type and italics is information for you and should not be read to the students.

For the Mathematics test, students should be given at least two sheets of blank scratch paper. Students must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for and returned to the School Test Coordinator with the other test materials. **Unless specified by a student's IEP, calculators are not allowed on the Mathematics test.**

If testing is interrupted at any time during the test session (by a fire emergency or a student becoming ill, for example), note the time the interruption begins so that you can calculate the amount of reserved time students will need to complete the test session. If students must leave the room during testing, be sure to lock the door to ensure the security of the test materials. Should you have any questions about an individual situation, please contact your School or System Test Coordinator.

ADMINISTERING THE BRAILLE VERSION

The directions in this manual also apply to the administration of the Braille version of the CRCT-M. Additional Braille instructions are as follows:

- Disregard references to class packs. Braille test books will be individually packaged.

- References to specific page numbers in the standard Form 1 *Student Test Booklet* may be incorrect for the Braille version. To supply the correct page numbers and other references, Test Examiners should review-prior to testing-all test materials that accompany the Braille test book, including the supplemental instructions and the standard Form 1 *Student Test Booklet* for that content area.

- The Test Examiner must complete the student demographic information for each student on a *Student Answer Sheet*. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Braille test book.

- Indicate on the *Student Answer Sheet* that the student was administered the Braille version by filling in the circle next to "Braille" in Section 15.

- Because extra time may be needed for administering the Braille version, it is recommended that students be tested individually or in a small-group setting.

- Test Examiners who administer the Braille version will use the standard Form 1 *Student Test Booklet* throughout testing.

- The Test Examiner or proctor must fill in student responses on the *Student Answer Sheet* exactly as the student dictates. Under no circumstances should a student's answer be altered or edited--**to do so is a direct violation of test security.**

- Keep the transcribed *Student Answer Sheet* with the other used *Student Answer Sheets* from the student's class. The School Test Coordinator should return the Braille test books with the other materials.

ADMINISTERING THE LARGE-PRINT VERSION

The directions in this manual also apply to the administration of the Large-Print version of the CRCT-M. Additional Large-Print instructions are as follows:

- Disregard references to class packs. Large-Print test books will be individually packaged.

- The Test Examiner must complete the student demographic information for each student on a Student Answer Sheet. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Large-Print test book.

- Indicate on the Student Answer Sheet that the student was administered the Large- Print version by filling in the circle next to "Large-Print" in Section 15.

- 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.

- Students who use a Large-Print version should record their answers directly in 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 or proctor must then transcribe student responses onto the Student Answer Sheet exactly as they appear in the Large-Print test book. Under no circumstances should a student's answer be altered or edited--to do so is a direct violation of test security.

- Keep the transcribed Student Answer Sheet with the other used Student Answer Sheets from the student's class. The School Test Coordinator should return the Large-Print test books with the other materials.

ADMINISTERING TESTS TO STUDENTS WITH A READ-ALOUD ACCOMMODATION

Test items may only be read aloud to students if this accommodation is clearly specified in their IEP, IAP, or ELL/TPC Plan. Follow the guidelines below to administer tests to students with a read aloud accommodation.

General Guidelines

- Read all test items exactly as they are printed in the *Student Test Booklet*. **Test items may not be explained, translated, or interpreted.** The read-aloud accommodation is not a substitute for the student interacting with the text; rather, it is simply a means of facilitating the student's access to the test. Therefore, the student should read along as the test items are being read.

- While oral reading of test items is a standard accommodation, **oral reading of reading passages is a conditional accommodation** and must be restricted to students who meet the specific guidelines outlined in the *2010-2011 Student Assessment Handbook*.

- All text must be read word for word exactly as written. The Test Examiner may not provide any assistance to the student regarding the meaning of words, the intent of test items, or the student's responses to test items. The Test Examiner may not rearrange the order of text in any way (e.g., reading the questions or answer choices before reading the passage). The student must be instructed to follow along in his or her test booklet as the Test Examiner reads the text aloud.

- For students with a read-aloud accommodation, it is permissible to read text in tables, charts, and graphs. If necessary, orient students to the table, chart, or graph before reading the content. However, it is not permissible to describe or interpret information contained in the table, chart, or graph in any way.

- **Each test item may be read twice** during a standard read-aloud accommodation. Test items may also be read twice during a conditional read-aloud accommodation, **but reading passages may only be read once.**

- Caution must be taken to minimize the impact of inflection, word emphasis, or reading style. Voice inflection can clue students in to the correct response or make answer choices more confusing. Read all test items at a normal pace and in a normal tone of voice. If necessary, take time before administration to practice reading appropriately.

- Some CRCT-M items have a Hint Box or Thought Bubble. These should be read in the following order:

  1. Read the question.

  2. Say "Hint Box" or "Hint" and then read what is in the box or bubble in accordance with other specific rules.

  3. Then read the question.

Specific Guidelines for the Reading CRCT-M

- For students with a standard read-aloud accommodation, read the test items **only**; do **not** read the reading passages or describe any pictures that accompany the passages. Test items may be read twice.

- For students with a conditional read-aloud accommodation, read the reading passage **first**, then read each of the test items. Test items may be read twice, **but the reading passage may only be read once.**

- For items that ask a question about a specific sentence or sentences, read the question first, then the sentence or sentences (presented inside a box), and then the four answer choices.

- Read abbreviations as they appear; do not interpret them or substitute the word(s) they stand for.

Specific Guidelines for the English/Language Arts CRCT-M

- For items that ask a question about a specific sentence or short reading passage(s), read the question first, then the sentence or short reading passage(s) (presented inside a box), and then the four answer choices.

- For items that include a sentence with four underlined words or phrases (one of which is misspelled), read the sentence **only**; do **not** read the A/B/C/D letter designators. Take care to read the misspelled word as if it were spelled correctly.

- For items that present four different ways to punctuate a single sentence, **do not read the four answer choices.** Instead, read the question, and then ask "Is it A, B, C, or D?"

- For items that present an incomplete sentence or passage and ask which of four answer choices best completes the sentence or passage, read "blank" for the underlined space. For example, "She _____ the door" should be read "She blank the door."

- For items that present a short reading passage with four or more numbered sentences, do not read the number designators in the reading passage.

- For items that ask about end punctuation, take care to read all answer choices in an even tone of voice; do not clue students in to the correct answer by allowing your intonation to rise or fall at the end of each answer choice.

- Read abbreviations as they appear; do not interpret them or substitute the word(s) they stand for.

Specific Guidelines for the Mathematics CRCT-M

Refer to the 2010-2011 Student Assessment Handbook for additional information on standard and conditional read-aloud accommodations and testing students with disabilities. This document is posted to the Georgia Department of Education website: www.gadoe.org.

Also refer to *Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Test Administration Accommodations for Students with Disabilities*, which can be found at: www.gadoe.org

Also refer to the document *Administering the CRCT and CRCT-M to Students with a Read-Aloud Accommodation*. This document is posted to the Georgia Department of Education website: www.gadoe.org.

DESCRIPTION	EXAMPLE	READ AS:
Symbols	$+$	"plus"
	$-$	"minus"
	$\times$	"times"
	$\bullet$	"times"
	$\angle$	"angle"
	π	"pi"
	$\div$	"divided by"
	$>$	"is greater than"
	$<$	"is less than"
	$\leq$	"is less than or equal to"
	$\geq$	"is greater than or equal to"
	$\approx$	"is approximately equal to"
	$\cong$	"is congruent to"
	$\lvert 5 \rvert$	"the absolute value of five"
	°F	"degrees 'Fahrenheit'"
	°C	"degrees 'Celsius'"
	$1,800	"dollar sign, one thousand eight hundred"
	$13.50, $45.00	"dollar sign, thirteen point fifty; dollar sign, forty-five point zero zero"
	-5	"negative five"
Large whole numbers	453,562,908	"four five three comma five six two comma nine zero eight"
Decimal numbers	0.002, 0.30	"zero point zero zero two, zero point three zero"
Fractions	$\dfrac{3}{4}$, $\dfrac{45}{16}$	"three over four, forty-five over sixteen"
	$2\dfrac{3}{4} + 7\dfrac{8}{10}$	"two and three over four plus seven and eight over ten"
Powers and roots	8^2, 4^3, 6^4, 3^{-4}	"eight squared, four cubed, six to the fourth power, three to the negative fourth power"
	$\sqrt{8}$	"radical eight"
Parentheses	$4(x \div 8)$	"four open parenthesis 'x' divided by eight close parenthesis"
	$(6^4 - 2^{12})$	"open parenthesis six to the fourth power minus two to the twelfth power close parenthesis"
	$(x - 3)^2$	"open parenthesis 'x' minus three close parenthesis squared"
Formulas	$A = bh$	"capital A equals b h"
Abbreviations	km, cm, ft	"kilometer, centimeter, feet (foot)"
Operations with boxes or shapes	$\square + \triangle = 26$	"box plus triangle equals twenty-six"

COMPLETING THE STUDENT DEMOGRAPHIC INFORMATION

Follow these directions to complete the student demographic information on the *Student Answer Sheets*. Students should fill in this information on their first day of testing. Remember that each content area may be being taken by a different group of students, so these directions may need to be repeated on each day of testing.

1. Write your name, the name of your school, and the name of your system on the board.

2. Say: **During the next few days, you will be taking tests in Reading, English/Language Arts, and Mathematics. Some of the questions may be easy, and some may be difficult. You are expected to answer each question as well as you can. You must fill in your answers on the *Student Answer Sheet* with a No. 2 pencil. If you do not have a sharpened No. 2 pencil, please raise your hand.**

   [*Supply sharpened No. 2 pencils to students who need them.*]

   I am now going to give you your answer sheet. Please do not open or write on your answer sheet until I instruct you to do so.

3. Distribute the *Student Answer Sheet* to each student. Monitor students to make sure they do not write on their *Student Answer Sheets*.

4. Say: **Look at the front cover of your answer sheet. Look at Section 1. Using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board.**

   [*Circulate and check.*]

   For those students who have a pre-ID label, please put down your pencils. If you do NOT have a pre-ID label, look at Section 2, "LAST NAME" and "FIRST NAME.". In the boxes below "LAST NAME," print the letters of your last name. Do not leave any spaces between the letters in your last name. If your last name does not fit, write as many letters as you can.

   [*Pause to allow students time to write their last names.*]

   In the boxes below "FIRST NAME," print the letters of your first name. This should be your full first name, not a nickname. Do not leave any spaces between the letters in your first name. If your first name does not fit, write as many letters as you can.

   [*Pause to allow students time to write their first names.*]

   In the box below "M," print the initial letter of your middle name, if you have a middle name.

   [*Pause to allow students time to write the initial letter of their middle names.*]

Now, finish this section by completely filling in the corresponding circles under the letters that you printed. For example, if you wrote "r" you should fill in the circle containing "R."

[*Circulate and check*.]

5. Say: **Look at Section 3: "GTID." Print your ten-digit GTID number starting in the first box on the left. Fill in the corresponding circles under the numbers you printed. If you do not know your GTID number, please raise your hand.**

[*Circulate and check, providing the GTID numbers to the students who have their hands raised*.]

Look at Section 4: "FTE Student ID." Print your nine-digit Student ID number starting in the first box on the left. Fill in the corresponding circles under the numbers you printed. If you do not know your FTE ID number, please raise your hand.

[*Circulate and check, providing Student ID numbers to the students who have their hands raised*.]

Look at Section 5: "DATE OF BIRTH." Fill in the circle beside the month you were born. Then, fill in the circles next to the year you were born. Use the last two digits of the year.

[*Circulate and check*.]

Look at Section 6: "GENDER." Fill in the circle next to "Female" if you are a female or the circle next to "Male" if you are a male.

[*Circulate and check*.]

Look at Section 7: "GRADE." Fill in the circle next to your current grade. You must enter your grade correctly or your test will not be scored.

[*Circulate and check*.]

Look at Section 8: "ETHNICITY." Fill in the circle next to the ethnicity that best describes you. You should fill in only one circle in Section 8.

[*Circulate and check*.]

Look at Section 9: "RACE." Fill in the circle next to all racial categories that apply to you: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. You may fill in more than one circle in Section 9. If you have any questions about which circles you should fill in, please raise your hand.

[*Circulate and check*.]

Leave the rest of the boxes on this page blank. I will complete these sections for you.

[*Complete Sections 10–16 after the testing of all content areas has been completed. Directions for completing these sections begin on page 35 of this manual*.]

Are there any questions before we continue?

6. Answer all questions. Walk around the room to see if students have completed the identifying information correctly.

    NOTE for Sections 3 and 4: A GTID is the Georgia Testing Identifier that is used to track and maintain a student's data within the Georgia Department of Education's data warehouse and the local Student Information System. All PK-12 students who attend a public school in Georgia must have a GTID. The GTID is the key identifier used in all state data collections.

    For the FTE Student ID (Section 4), it is imperative that students use the same student ID number here that the school or system uses to report FTE-type information to the state. Locally assigned student ID numbers should **not** be used if they do not correspond with state-reported information.

ADMINISTERING THE READING CRCT-M

Reading Section 1

Estimated time: 45 - 70 minutes (plus 10 minutes for the break)

Materials needed:

- Reading *Student Test Booklets* and *Student Answer Sheet*

  NOTE: Prior to the start of the Reading test, follow the directions on pages 17-19 to complete the student demographic information on the *Student Answer Sheets*.

- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared and that all students have their own answer sheet.

   [*Distribute Student Test Booklets and Student Answer Sheets. Make sure each student has a Reading test booklet and his or her own answer sheet.*]

2. Say: **Now look at the test booklet. Print your name on the line provided on the front cover of your test booklet. In the upper right corner of your test booklet there is a Form Code. Now turn to page 2 of your *Student Answer Sheet*; you will see "Reading". Bubble in the form number in the Form box in the upper right corner of the Reading page of your *Student Answer Sheet.***

   [*Circulate and check. Confirm that the Form number of the test booklet corresponds to the Form number that students have written down in Section 17 of the answer sheets.*]

   Do not open your test booklet until you are instructed to do so.

   [*Pause.*]

   When you have finished, set your test booklet to the side.

   I will now read some opening instructions to you.

   The Reading Criterion-Referenced Competency Test-Modified will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.

   Now break the seal and open your Reading test booklet to page 2.

   [*Pause.*]

   Read the General Instructions silently as I read them aloud.

Today you will be taking the Reading Criterion-Referenced Competency Test-Modified. The Reading test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

3. Say: **There are several important things to remember.**

- **Read each passage carefully.**

- **Read each question carefully and think about the answer. You may look back to the reading passage as often as necessary.**

- **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.**

- **For each question, choose the one best answer, and fill in the circle for your answer on your answer sheet.**

- **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.**

- **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not go on to the next section of the test.**

Are there any questions?

[*Answer any questions the students may have*.]

Pick up your answer sheet and find Section 1 for the Reading test. This is where you will fill in your responses to the questions.

[*Pause*.]

Look at the sample question on the next page of your test booklet and follow along as we review the sample question.

The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For the sample question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

Read the sample passage and complete the sample test question now.

4. Have students read the sample passage and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

Sample Passage

Pigs

When you think of pigs, you may think they are dirty. Pigs like to lie in the mud. But pigs are very clean animals. They stay in the mud only when it is hot. The mud keeps them cool.

Some people say that pigs are lazy. But pigs can run quickly on their little feet.

We use pigs for many things. They give us food. Their hair is used in brushes.

S1. Why do people think pigs are dirty animals?

A. because they live on farms

B. because they lie in the mud

C. because they play in the rain

D. because they are lazy animals

5. Say: **You will have 70 minutes to answer the questions in Section 1 of the Reading test. Read each question carefully, and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 20 in your *Student Test Booklet*. This will match the line with the directions "Stop here until instructed to go on" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not look ahead to Section 2 of the test. Do you have any questions about what to do or where to fill in your answers?**

[*Answer any procedural questions that the students may have*.]

Now, turn the page to Reading, Section 1. You may begin.

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7. Say: **Please stop working. Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. Say: **Please sit down again.**

   Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.

Reading Section 2

Administration time: 45-70 minutes

1. Say: **Now you will take Section 2 of the Reading Criterion-Referenced Competency Test-Modified. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 40 in your *Student Test Booklet*. This will match the line with the directions "Stop here. You may check your work on Section 2 ONLY" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.**

   Now take out your answer sheet and find Section 2 for the Reading test. Open your test booklet to Reading Section 2, question 21.

   [*Pause while students are opening their test booklets; make sure all students are on the correct page*.]

   You may begin.

   [*Make sure students begin filling in their answers in the correct place on the answer sheet*.]

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

3. Say: **Please stop working. Insert your answer sheet into your test booklet and close your test booklet.**

4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the front cover. Make sure the Form Code on the Reading *Student Test Booklet* matches the Form Code filled in on the *Student Answer Sheet*. Count the number of test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

ADMINISTERING THE ENGLISH/LANGUAGE ARTS CRCT-M

English/Language Arts—Section 1

Estimated time: 45-70 minutes (plus 10 minutes for the break)

Materials needed:

- English/Language Arts *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

   [*Distribute Student Test Booklets and Student Answer Sheets. Make sure each student has an English/Language Arts test booklet and his or her own answer sheet*.]

2. Say: **Now look at the test booklet. Print your name on the front cover of your Test Booklet. In the upper right corner of your test booklet there is a Form Code. Turn to page 3 of your** *Student Answer Sheet***; you will see "English/Language Arts". Bubble in that number in the Form box in the upper right corner of the English/Language Arts page of your** *Student Answer Sheet***.**

   [*Circulate and check. Confirm that the Form number of the test booklet corresponds to the Form number that students have written down in Section 17 of the answer sheets*.]

   Do not open your test booklet until I tell you to do so. When you have finished, set your test booklet to the side.

   [Pause.]

   I will now read some opening instructions to you.

   This English/Language Arts Criterion-Referenced Competency Test-Modified will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer, and fill in the circle for the answer you have chosen. Do your best to answer each question.

   Now break the seal and open your English/Language Arts test booklet to page 2.

   [Pause.]

   Read the General Instructions silently as I read them aloud.

   Today you will be taking the English/Language Arts Criterion-Referenced Competency Test-Modified. The English/Language Arts test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

3. Say: **There are several important things to remember.**

    - **Read each question carefully and think about the answer.**

    - **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.**

    - **For each question, choose the one best answer, and fill in the circle for your answer on your answer sheet.**

    - **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.**

    - **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section of the test.**

    Are there any questions?

    [*Answer any questions the students may have*.]

    Pick up your answer sheet and find Section 1 for the English/Language Arts test. This is where you will fill in your responses to the questions.

    [*Pause*.]

    Look at the sample question on the next page of your test booklet and follow along as we review the sample question.

    The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For the question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

    Complete the sample test question now.

4. Have students read and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

Sample

S1.   Which underlined word is the **verb** in the sentence?

The <u>pink</u> <u>flower</u> <u>smells</u> <u>good</u>.

  A. pink

  B. flower

  C. smells

  D. good

---

5.   Say: **You will have 70 minutes to answer the questions in Section 1 of the English/Language Arts test. Read each question carefully, and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 25 in your *Student Test Booklet*. This will match the line with the directions "Stop here until instructed to go on" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers?**

   [*Answer any procedural questions that the students may have*.]

   Now, turn the page to English/Language Arts, Section 1. You may begin.

6.   Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7.   Say: **Please stop working. Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

8.   At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9.   Say: **Please sit down again.**

   Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.

English/Language Arts - Section 2

Administration time: 45-70 minutes

1. Say: **Now you will take Section 2 of the English/Language Arts Criterion-Referenced Competency Test-Modified. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 50 in your *Student Test Booklet*. This will match the line with the directions "Stop here. You may check your work on Section 2 ONLY" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet and sit quietly or read a book.**

    Now take out your answer sheet and find Section 2 for the English/Language Arts test. Open your test booklet to the English/Language Arts Section 2, question 26.

    [*Pause while students are opening their test booklets; make sure all students are on the correct page*.]

    You may begin.

    [*Make sure students begin filling in their answers in the correct place on the answer sheet*.]

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

3. Say: **Please stop working. Insert your answer sheet into your test booklet and close your test booklet.**

4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the Form Code on the English/Language Arts *Student Test Booklet* matches the Form Code filled in on the ELA page of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of the testing day.

ADMINISTERING THE MATHEMATICS CRCT-M

Mathematics—Section 1

Estimated time: 45-70 minutes (plus 10 minutes for the break)

Materials needed:

- Mathematics *Student Test Booklets* and *Student Answer Sheets*

- Sharpened No. 2 pencils with erasers

- Two sheets of blank scratch paper per student

NOTE: Unless specified by a student's IEP, calculators are NOT allowed during any portion of this test. Students should be provided scratch paper. They must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for and returned to the School Test Coordinator with the other test materials. Students may also use their test booklets for scratch paper.

Make sure that all desks are cleared.

[*Distribute Student Test Booklets and Student Answer Sheets. Make sure each student has an Mathematics test booklet and his or her own answer sheet.*]

2. Say: **Now look at the test booklet. Print your name at the top of the front of the test booklet. In the upper right corner of your test booklet there is a Form Code. Now turn to the back cover of your Student Answer Sheet; you will see "Mathematics". Bubble in that number in the Form Code box in the upper right corner of the Mathematics page of your Answer Sheet.**

[*Circulate and check. Confirm that the Form number of the test booklet corresponds to the Form number that students have written down in Section 17 of the answer sheets.*]

I am providing you with two clean sheets of scratch paper to use during the Mathematics Criterion-Referenced Competency Test-Modified. You can use the scratch paper to help you solve the math problems, but be sure to record all your answers on your answer sheet.

[*Distribute two sheets of blank scratch paper to each student.*]

If you need more scratch paper during the test administration, please raise your hand. Now, write your name in the upper right-hand corner of each sheet of scratch paper. I will collect the scratch paper at the end of testing, whether you use it or not.

[*Allow students time to write their names on the scratch paper.*]

When you have finished printing your name on the front cover and bubbling in your form numbers, set your test booklet to the side.
[*Pause*.]

I will now read some opening instructions to you.

The Mathematics Criterion-Referenced Competency Test-Modified will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer, and fill in the circle for the answer you have chosen. Do your best to answer each question.

Now break the seal and open your test booklet to Mathematics. Read the General Instructions silently as I read them aloud.

Today you will be taking the Mathematics Criterion-Referenced Competency Test-Modified. The Mathematics test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

3. Say: **There are several important things to remember.**

- **Read each question carefully and think about the answer.**

- **Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.**

- **For each question, choose the one best answer, and fill in the circle in the space provided on your answer sheet.**

- **If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.**

- **If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section of the test."**

Are there any questions?

[*Answer any questions students may have*.]

Pick up your answer sheet and find Section 1 for the Mathematics test. This is where you will fill in your responses to the questions.

[*Pause*.]

Look at the sample question on the next page of your test booklet and follow along as we review the sample question.

The sample test question below is provided to show you what the questions in the test are like

and how to mark your answer to each question. For the sample question, choose the one best answer, and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

Complete the sample test question now.

4. Have students read and answer the sample question independently. Be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample question, and answer any procedural questions.

SAMPLE

S1. 13 boys and 14 girls are in Mr. Brown's class. All of them went on a field trip.

Which **number sentence** shows how many students went on the trip?

    A. 14 + 13
    B. 14 − 13
    C. 27 − 14
    D. 27 − 13

---

5. If you are administering the grade 3, 4, or 5 CRCT-M, skip ahead to #7. If you are administering the grade 6, 7, or 8 CRCT-M, continue with #6.

6. Say: **Look at the bottom of the page, under the heading "Formulas." Below are formulas you may find useful as you work through the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.**

7. Say: **You will have 70 minutes to answer the questions in Section 1 of the Mathematics test. Read each question carefully, and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 30 in your *Student Test Booklet.* This will match the line with the directions "Stop here until instructed to go on" beside it on your *Student Answer Sheet.* If you finish this section before time is called, you may go back and check your work in this section only. You may not look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers?**

    [*Answer any procedural questions that the students may have*.]

    Now turn the page to Mathematics, Section 1. You may begin.

8. Walk around the room from time to time to make sure students are filling in their answers appropriately and in the correct location. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #9. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #9.

9. Say: **Please stop working. Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.**

10. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #11.

11. Say: **Please sit down again. Keep your test booklet closed, and wait quietly as we get ready to move to the next section.**

Mathematics—Section 2

Administration time: 45-70 minutes

1. Say: **Now you will take Section 2 of the Mathematics Criterion-Referenced Competency Test-Modified. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 60 in your *Student Test Booklet*. This will match the line with the directions "Stop here. You may check your work on Section 2 ONLY" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet and sit quietly.**

   Now take out your answer sheet and find Section 2 for the Mathematics test. Open your test booklet to the Mathematics Section 2, question 31.

   [*Pause while students are opening their test booklets; make sure all students are on the correct page*.]

2. If you are administering the grade 3, 4, or 5 CRCT-M, skip ahead to #4. If you are administering the grade 6, 7, or 8 CRCT-M, continue with #3.

3. Say: **When you find Section 2 in your test booklet, go to the previous page and look under the heading "Formulas." Below are formulas you may have useful as you work through the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.**

4. Say: **You may begin.**

   [*Make sure students begin filling in their answers in the correct place on the answer sheet*.]

5. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #6.

6. Say: **Please stop working. Insert your answer sheet into your test booklet and close your test booklet.**

7. Collect the test booklets and answer sheets and the two sheets (minimum) of scratch paper. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the Form Code on the Mathematics *Student Test Booklet* matches the Form Code filled in on the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

AFTER TESTING

This section describes what a Test Examiner should do after testing in all content areas is complete. Please read this information carefully and follow all directions. If you have questions, contact your School Test Coordinator.

ENCODING STUDENT INFORMATION

Federal and State regulations require accurate coding of student demographic information. Follow these steps to verify the coding of this information:

1. For *Student Answer Sheets* **without** a pre-ID label, verify that Sections 1 through 10 have been completed with the correct information and the appropriate circles have been filled in for each section.

    Test Examiners must ensure that each student's *Student Answer Sheet* is correctly identified with both his or her nine-digit state FTE Student ID number and his or her ten-digit GTID number. No other student identification numbers may be used.

2. For *Student Answer Sheets* **with** a pre-ID label, verify that Sections 1 and 10 have been completed with the correct information.

3. Use the following directions to complete the "FOR TEACHER USE ONLY" section on the front of the *Student Answer Sheets*. Fill in the appropriate circles in Sections 11 through 15 as applicable for each student.

After you have completed the "FOR TEACHER USE ONLY" section for applicable students, you will need to check each *Student Answer Sheet* to make sure that it is free of any stray marks. ONLY answers filled in properly (with a No. 2 pencil) will be scored and reported. Return the *Student Answer Sheets* to the School Test Coordinator. Make sure materials are stacked in the order prescribed in this manual (see page 40).

SPECIFIC DIRECTIONS FOR COMPLETING SRC, ACCOMMODATIONS, AND CONDITIONAL ADMINISTRATION

Section 10: SRC

The following information will help you assign the correct State-Required Codes (SRCs):

- Fill in the appropriate circle next to the student's primary classification(s). All students should have a primary classification in the range of 01-12 or 15. Please refer to the student's Individualized Education Plan (IEP) for the primary classification(s). 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/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 State 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/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, according to rule 160-4-5-.02, may not be coded as ELL. Fill in circle (19) for those students who have exited the

ESOL program, but are still being monitored.

Completing Section 11: "FOR TEACHER USE ONLY"

It is imperative that information is completed correctly for each student taking the CRCT-M. Federal and state regulations require complete and accurate coding of student information for reporting purposes. Section 11 should be left blank if they are not applicable to the student.

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 under 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 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 test without such assistance. Only students meeting the strict criteria (outlined in the 2010 – 2011 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 (S), Presentation (P), Response (R), and Scheduling (Sc) accommodations (both standard and conditional) are listed in the accompanying table.

GaDOE-Approved Accommodations

Accommodations		
	Students with Disabilities: IEP and Section 504 IAP	**English Language Learners: ELL/TPC Plan**
Setting Accommodations		
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	
Presentation Accommodations		
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	

Accommodations		
	Students with Disabilities: IEP and Section 504 IAP	**English Language Learners: ELL/TPC Plan**
Response Accommodation		
Technology applications, such as a 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
Basic function calculator or adapted basic function calculator	Conditional	
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large-diameter pencil)	Standard	
Word-to-word dictionary		Standard
Scheduling Accommodations		
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 session over multiple days		

Section 12: GNETS

This section should be used by Georgia Network for Educational and Therapeutic Support (GNETS) programs to report their assigned facilities code. The two-digit code should be filled in under Section 12 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 45 of this manual.**

Section 13: Local Use

Systems may choose to use this section to code special program students to gauge their performance on the CRCT-M. 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. The coding will generate information on each system's data file for the system to extract and disaggregate based on their requirements.

Section 14: EIP Served

If a student has received services from the state's Early Intervention Program (EIP) at any time during the current school year, this must be coded in the circle under "EIP SERVED" (relevant to grades 3 through 5 only).

Section 15: Braille/Large-Print

If a student was tested with a Braille or Large-Print version of the CRCT-M, this must be coded in the appropriate circle in Section 15.

Section 19: First Year ELL Deferred (must be filled in for each CRCT-M content area in which the student is testing)

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. If the student was deferred from any CRCT-M content areas, fill in the appropriate circles in this section.

Section 18: PTNA (must be filled in for each CRCT-M content area in which the student is testing)

If a 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."

Completing Section 16: "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 in the *School and System Test Coordinator's Manual*. If GaDOE determines that an Irregularity (IR), Invalidation (IV), or Participation Invalidation (PIV) has occurred and should be coded in Section 16, 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 four-digit code number provided by GaDOE and fill in the corresponding circles.

COMPLETING THE CRCT-M GROUP INFORMATION SHEET

The Test Examiner should complete a Group Information Sheet for each grade in which students are tested.

It is critical to the reporting process that the Group Information Sheet be coded properly and that it be placed on top of the used *Student Answer Sheets* for the grade it represents. If you make any errors while filling out the Group Information Sheet, ask the School Test Coordinator for a replacement. **If any precoded information is incorrect on the Group Information Sheet, do NOT use the incorrect form**. Instead, the System Test Coordinator should contact GCA at 888-392-8977 to order replacements. Directions for completing the Group Information Sheet are as follows.

Instructions

1. In the box at the top, print your name, the grade represented, your school name, and your system name.

2. In the box labeled "Grade," bubble the grade represented. **Documents cannot be correctly scored without the grade information.**

3. In the box labeled, "NUMBER OF DOCUMENTS TO BE PROCESSED," Enter and bubble the number of documents you are sending for that grade.

4. In the box labeled, "SCHOOL NAME," print the name of your school, and bubble the corresponding letters below.

5. In the box labeled, "SYSTEM CODE," enter your 3-digit system code and bubble the corresponding numbers below. .

6. In the box labeled, "SCHOOL CODE," enter your 4-digit school code and bubble the corresponding numbers below.

RETURNING MATERIALS TO THE SCHOOL TEST COORDINATOR

The Test Examiner must return all used and unused *Student Answer Sheets*, *Student Test Booklets*, scratch paper, the completed Group Information Sheet, and the *Test Examiner's Manual* to the School Test Coordinator.

For soiled documents, Test Examiners must transcribe answers and student identification information onto a new *Student Answer Sheet* following GaDOE procedure, and then submit the transcribed *Student Answer Sheet* with the used materials. Transcribing of student responses MUST be done in the presence of the School Test Coordinator as a witness.

NOTE: Once the transcription is complete, the School Test Coordinator should mark the soiled document on the School Security Checklist as "SOILED and VOID," and then destroy the soiled document. Soiled documents should NOT be shipped back with used and unused materials.

As much as possible, re-use the packaging materials in which you received the documents. It is imperative that materials be organized and returned to the System Test Coordinator in the following order (top to bottom):

TOP OF STACK
School Security Checklist pages listing any materials not being returned
Group Information Sheet for a grade
Used *Student Answer Sheets* for that grade
Scratch paper for Mathematics test
[Repeat Group Information Sheets and Used *Student Answer Sheets* for rest of grades]
All *Student Test Booklets* (including Braille, Large-Print, VOID *Student Test Booklets*) <u>SORTED BY GRADE</u>
Unused and VOID *Student Answer Sheets* (But not SOILED *Student Answer Sheets*)
Test Examiner's Manuals
BOTTOM OF STACK

NOTE: The Group Information Sheet must be completed in its entirety. It is critical that it be placed on top of the used *Student Answer Sheets* it represents.

REMINDER

All CRCT-M items and responses to those items are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE WITH THE ADMINISTRATION OF THE CRCT-M.

CHECKLIST FOR TEST EXAMINERS

BEFORE Testing:

☐ Read all directions for test administration in this *Test Examiner's Manual*.

☐ Meet with the School Test Coordinator to review the testing schedule and procedures.

☐ Secure No. 2 pencils

☐ Secure needed information from the School Test Coordinator in order to correctly complete State Required Coding (SRC) for each student.

☐ Inventory/count test materials received from School Test Coordinator, and sign out all secure materials on the *School Security Checklist*.

☐ Use an additional proctor, if necessary.

☐ Prepare classroom (remove or cover posters, etc.).

☐ Remind students to bring something to read.

☐ Write Student Identification areas that students must complete on the board.

DURING Testing:

☐ Post a "Testing—Do Not Disturb" sign on your classroom door.

☐ Be sure that all students have a comfortable and adequate workspace.

☐ Monitor students' handling of *Student Test Booklets* to keep the materials in good condition.

☐ Make sure the Form Code of the *Student Test Booklet* matches the number filled in on the front cover of the *Student Answer Sheet*.

☐ Circulate and monitor all students during the testing session.

AFTER Testing:

☐ Verify that you have collected and <u>counted</u> a *Student Test Booklet* and *Student Answer Sheet* for every student.

☐ Check to see that each *Student Test Booklet* is labeled with a student name.

☐ Complete the SRC, Accommodation, and Conditional Administration areas on the inside front cover of the *Student Answer Sheets*. Verify that the student demographics have been completed.

☐ Return all test materials at the conclusion of testing every test day to the School Test Coordinator. Date the *School Security Checklist* each day.

☐ On the final day of testing, assemble all the test materials according to the instructions provided in the Post-Test Activities section of this manual, and return them to the School Test Coordinator.

☐ Notify the School Test Coordinator of the name of any students who did not take any part of the test or in an instance of a test irregularity or invalidation.

_____   _____
Teacher name printed   Teacher signature

APPENDIX B

SAMPLE SCHOOL SECURITY CHECKLIST

Materials used in this Test are secure. All materials must be kept in a locked location except during test administration. No materials may be copied in any way.

System: _____

School: _____

School Test Coordinator: _____

TOTAL Test Booklets shipped to school:

_____

TEST BOOKLETS STATUS	QUANTITY	I CERTIFY THAT THIS COUNT IS CORRECT (Enter Your Initials)
Test Booklets received by school and stored securely. (Verify this number immediately. Notify your System Test Coordinator of any discrepancy)		
Test Booklets removed from secure location for first day of testing.		
Test Booklets stored for second day of administration.		
Test Booklets removed from secure location for second day of testing.		
Test Booklets stored for third day of testing.		
Test Booklets removed from secure location for third day of testing.		
Test Booklets packaged and returned to System Test Coordinator.		

I certify that this Test was conducted in secure conditions. No copies were made of any testing materials. All materials were returned to the System Test Coordinator.

School Test Coordinator's signature: _____

Date: _____

STUDENT IDENTIFICATION PAGE OF STUDENT ANSWER SHEET

1 Last Name: _____ School: _____
First Name: _____ MI: __ System: _____
Grade: _____

2 LAST NAME   FIRST NAME   M

CRCT-MODIFIED 2011
Georgia CRCT-M

3 GTID   **4** FTE STUDENT ID

5 Date of Birth

Month	Year
Jan	0 0
Feb	1
Mar	2
Apr	3
May	4
Jun	5
Jul	6
Aug	7
Sep	8
Oct	9 9
Nov	
Dec	

6 Gender
○ Female
○ Male

7 Grade
○ 3   ○ 6
○ 4   ○ 7
○ 5   ○ 8

8 Ethnicity (Choose one)
○ Hispanic/Latino
○ Not Hispanic/Latino

9 Race (Choose all that apply)
○ American Indian/Alaskan Native
○ Asian
○ Black, African-American
○ Native Hawaiian/Other Pacific Islander
○ White

10 SRC
○ 01 ○ 08 ○ 15
○ 02 ○ 09 ○ 16
○ 03 ○ 10 ○ 17
○ 04 ○ 11 ○ 18
○ 05 ○ 12 ○ 19
○ 06 ○ 13
○ 07 ○ 14

11 FOR TEACHER USE ONLY
ACCOMMODATIONS (Require at least one SRC code)

Content area	Type				Conditional?
Reading	S	P	R	SC	Y
ELA	S	P	R	SC	Y
Mathematics	S	P	R	SC	Y

Accommodation based on
○ Sec504 IAP
○ IEP
○ ELL/TPC

Place label so that barcode appears here

Place label so that student name appears here
A   J   M
DISTRICT A   991
SCHOOL A TWO 9912
GTID: 9999
GR: 06 BD: 04/25/94
GENDER: M ETH: HISP
RACE: I,S,P
PSRC: none
00000166

12 GNETS

13 Local Use

14 EIP Served
○ Yes

15
○ Braille
○ Large Print

16 IR IV PIV
Reading   (IR) (IV) (PIV)
ELA   (IR) (IV) (PIV)
Math   (IR) (IV) (PIV)

63 62 61 60 59 58 57 56 55 54 53 52 51 50 49 48 47 46 45 44 43 42 41 40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

APPENDIX D

GNET 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
Crossroads (Mainstay) Program	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
Mountainbrook Comprehensive Academy	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
Oconee Program	18
Pathways Educational Program	19
River Quest Program	20
Rutland Program	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24

STUDENT PRE-ID LABELS

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

```
ROBERTS JANE M
DECATUR 001
HILLSDALE ELEM 0201
GTID: 1234567890
GR: 03   BD: 03/31/98
GENDER: F  ETH: HISP
RACE: I, S, B, P, W
PSRC:  XX
76543213
```

Gender:	F = Female
	M = Male
Ethnicity:	HISP = Hispanic
	NHISP = Not Hispanic
Race:	I = American Indian/Alaskan Native
	S = Asian
	B = Black/African American
	P = Native Hawaiian/Other Pacific Islander
	W = White
Primary SRC:	01-12, 14, 15