



**pennsylvania**  
DEPARTMENT OF EDUCATION



FALL 2010 FIELD TEST  
ASSESSMENT COORDINATOR HANDBOOK



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# GENERAL GUIDELINES FOR KEYSTONE EXAMS

## 1. ADMINISTRATION MANUALS

District and school test coordinators who coordinate the exams should become familiar with this handbook and the *Directions for Administration Manuals*. The *Directions for Administration Manuals* are subject and mode specific. Manuals will be provided to the schools based on whether students will be participating in the field test via online testing or traditional paper/pencil tests.

The purpose of the handbook is to provide test coordinators with the guidelines and procedures for paper based testing. All guidelines and procedures specific to online testing are provided in the *Online User Guide*, which can be found on the PA *eDirect* system (<http://pa.drc-edirect.com>).

**Note:** *The school test coordinator fulfills the responsibilities of the district and school test coordinator as outlined in this handbook for schools that receive their materials directly from Data Recognition Corporation (e.g., ship-to-school districts, IUs, charter schools, non-public and private schools, and other special sites).*

Schools may make copies of the handbook, *Online User Guide*, or the *Directions for Administration Manuals*. PDF versions of the manuals are available on the PA *eDirect* system and can be printed and copied in full or in part, as needed.

## 2. IMPORTANT GENERAL INFORMATION

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Biology, Chemistry, Civics and Government, English Composition, Geometry, Literature, U.S. History, and World History. They will be offered in both paper/pencil and online formats.

The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements. To receive a diploma, students must also meet local district credit and attendance requirements, complete a culminating project, and pass any additional district requirements.

For the graduating classes of 2015 and 2016, students must demonstrate successful completion of secondary level course work in Algebra I, Biology, English Composition, and Literature for which the Keystone Exams serve as the final course exams. Students' Keystone Exam scores shall count for at least one-third of the final course grade.

For detailed information about how the Keystone Exams are being integrated into the Pennsylvania graduation requirements, please contact the Pennsylvania Department of Education or visit the Standards Aligned System website [www.pdesas.org](http://www.pdesas.org).

## 3. TESTING WINDOWS FOR FALL 2010

Materials for the exams will be delivered according to the schedule below. Instruct personnel who are responsible for receipt of the shipments to contact you as soon as possible (frequently, the shipments are placed in the book storage area or the supply room without the test coordinator's knowledge). Boxes can be identified by a fluorescent label that reads "Test Materials Enclosed: Open and Inventory Immediately."

DATE	ACTIVITY
By October 18	Keystone Exams manuals, administrative and secure test materials (all subjects) arrive at districts/schools
October 18 – November 19	Keystone Exams Test Set up available via DRC's PA <i>eDirect</i> system
<b>November 1-19</b>	<b>KEYSTONE EXAMS FIELD TEST WINDOW</b>
November 17	Last day to request additional materials
By November 23	Secure materials returned to DRC

#### 4. DISTRICT AND SCHOOL COORDINATOR CHECKLISTS

The following checklists are general guidelines of critical dates by which an activity should take place. As a reminder, schools that receive materials directly from DRC should use both checklists.

District Test Coordinator's Checklist for the Keystone Exams Fall 2010 Field Test		
_____	Distribute field test materials and manuals to school test coordinators	October 19, 2009
_____	Read the <i>Keystone Exams Assessment Coordinator Handbook</i>	October 19, 2010
_____	Request additional materials (if needed)	October 20-29, 2010
_____	Keystone Exams Fall 2010 Field Test Window	November 1-19, 2010

School Test Coordinator's Checklist for the Keystone Exams 2010 Field Test		
_____	Receive and inventory field test manuals and exam materials.	October 19, 2010
_____	Distribute the <i>Directions for Administration Manuals</i> to appropriate personnel	October 20, 2010
_____	Read the <i>Keystone Exams Assessment Coordinator Handbook</i> and the <i>Directions for Administration Manuals</i>	October 21, 2010
_____	Request additional materials (if needed)	October 20-29, 2010
_____	Assist and supervise test administrators during the exams	November 1-19, 2010
_____	Inventory, package, and return field test materials to DRC	November 20, 2010
_____	Destroy handbooks, administration directions, and scratch paper	November 22, 2010

#### 5. ADDITIONAL MATERIALS

Boxes should be opened to inventory the contents. If not inventoried centrally, boxes should be distributed intact to schools, allowing enough time for the school test coordinator to inventory the materials and determine if a sufficient quantity of materials has been sent. If additional materials are needed, the school test coordinator should request them from the district test coordinator.

District test coordinators should complete and send a separate Additional Materials Request Form (found in Appendix B) for each requesting school. Please note that materials ordered from DRC after 2:00 p.m. EST will be shipped on the following business day.

## **6. SCHOOL TEST COORDINATOR ORIENTATION**

Every district must conduct an orientation session for school test coordinators prior to their meetings with test administrators. Meet to review and/or discuss the following topics.

- 1) The district exam schedule.
- 2) *Part I – General Guidelines for Keystone Exams*, in this handbook. Make sure to emphasize:
  - a) student participation;
  - b) the requirements for completing pages 1 and 2 of the answer book for all participating students; and
  - c) barcode label use (make sure there is awareness that every used answer book must have a label applied to the front cover).
- 3) Procedures for distribution and collection of exam materials.
- 4) Test administrator orientation.

School test coordinators should be given ample time to distribute the *Directions for Administration Manuals* to test administrators and to schedule an orientation session within the two weeks prior to the field test window.

## **7. TEST ADMINISTRATOR ORIENTATION**

At least one week prior to the scheduled exam dates, school test coordinators must conduct an orientation session for test administrators. Any teachers, counselors, administrators, or other qualified education personnel may act as test administrators. In this orientation session, please discuss the following topics:

- 1) **Exam Schedule**—Be certain that test administrators know the exam schedule.
- 2) **Administration Preparation**—Test administrators are to have received and studied the *Directions for Administration Manuals* prior to orientation.
- 3) **Exam Conditions**—Impress upon test administrators the importance of good exam conditions (e.g., a comfortable, quiet room) and a positive approach to the exam.
- 4) **Use of Calculators**— If a student chooses to use a calculator on the PSSA, PSSA-M, or Keystone Exams (other than the online calculator options), the student must adhere to the guidelines listed below. It is incumbent upon the School Test Coordinator to ensure all calculator policies are implemented and followed.

The following are **NOT** allowed for the PSSA, PSSA-M, or Keystone Exams.

- Non-calculators such as cell phones, PDAs, laptops, minicomputers, pocket organizers, etc.
- Calculators with beaming capabilities, unless the beaming capabilities are disabled
- Calculators with wireless communication technologies, unless the wireless communication technologies are disabled
- Calculators with QWERTY keyboards, typewriter-like keyboards, or keypads (e.g., Dvorak)
- Calculators with built in Computer Algebra Systems – CAS
- Calculators that make noise, have paper tape, need to be plugged in, or talk; these specific calculators can only be used as a required accommodation as stated in the Accommodations Manual
- Calculators shared by students during a test session
- Any and all pre-installed, non-factory programs in a calculator

The School Test Coordinator must ensure all calculators being used for the assessment have no programs stored in the memory other than those that are factory installed. This mostly pertains to graphing and/or scientific calculators. These programs must be deleted prior to using the calculator on the assessment. Also, the memory must be cleared on the calculator following each test session of the assessment. If a student wishes to restore any programs that will be deleted, the student will have to back up the programs prior to taking the assessment.

This Calculator Policy is intended to be a general description of what is not allowed. It is not meant to be an exhaustive list of specific calculators, devices, or technologies that cannot be used on the PSSA, PSSA-M, or Keystone Exams. Please note as technology changes, this policy may also change.

- 5) **Use of Dictionaries, Thesauruses, Spell- or Grammar-Checkers**—Make sure all administrators are aware that the use of these items is not permitted on any section of the Keystone Exams. **Note:** *Word-to-word dictionaries that translate a native language to English (or English to a native language) without definitions or pictures are allowed on the mathematics and science exams only.*
- 6) **Permitted Help During the Exam**—Explain that only the Keystone Exams General Description of Scoring Guidelines may be displayed in the testing room. The subject-specific scoring guidelines are printed in the back of the testing materials for easy student reference. Appendix A of this handbook also contains copies of the scoring guidelines.
- 7) **Special Instructions**—Remind test administrators that all students must use a No. 2 pencil when responding to the exam. Additionally, student name and demographic data must be coded using a No. 2 pencil.
- 8) **Barcode Labels**—Emphasize the important aspects of barcode label use (see “Barcode Labels” starting on page 10 of this handbook).
- 9) **Make-up Sessions**—Clarify the district’s exam make-up procedures (see “Make-up Sessions” on page 9 of this handbook for complete instructions).
- 10) **Scratch Paper**—Remind test administrators that scratch paper may be provided to students for use during the exam. All scratch paper must be removed from the answer books when the exam is complete.
- 11) **Response Space**—Emphasize that students are limited to the response space provided in the answer books. Additional pages/books will not be scored.
- 12) **Security**—Emphasize that all exam books must be kept secure at all times prior to and during the exam, and that completed books must be kept confidential.

## 8. SCHEDULING THE EXAM

### ADMINISTERING THE KEYSTONE EXAMS

The following chart outlines the Keystone Exams schedule guidelines and estimated times for each module for each subject ("MC" refers to multiple-choice items and "CR" refers to constructed response items).

SUGGESTED EXAM TIMES FOR THE KEYSTONE EXAMS (IN MINUTES)						
Subject		Literature		Algebra I		Biology
Module 1	Number of Items	18 MC 3 CR		23 MC 4 CR		32 MC 4 CR
	Student Testing Time	63		75		72
	Administrative Time (Pre-test & Post-test)	10		10		11
	Administration Time (Total Time)	73		85		82
Module 2	Number of Items	18 MC 3 CR		23 MC 4 CR		32 MC 4 CR
	Student Testing Time	63		75		72
	Student Survey Items	7		7		7
	Administrative Time (Pre-test & Post-test)	10		10		11
	Administration Time (Total Time)	73		85		82

It is important to establish an exam schedule prior to testing. The first administration date must not be scheduled before November 1, 2010. With the exception of make-ups, all reading and mathematics exams must be completed by November 19, 2010. When possible, the first days of the reading and mathematics window should be used for administering the exam. Scheduling the exam to occur at the beginning of the window will allow the school more flexibility if any unusual circumstances delay the anticipated start date.

The field test exams consist of two modules per subject. Each module should be scheduled as one exam session; however, testing sites can make the final determination whether both modules can be administered in the same testing session, as long as the modules are administered in the sequence in which they are printed in the test books. In all cases, individual exam modules must be completed within one school day and the modules must be administered in the sequence in which they are printed in the books. Any student requesting additional time should be allowed the extra time.

- Each student will have one test book and one answer book for the subject selected to test.
- Answer books contain space for recording answers to the multiple-choice and constructed response items. Each student must use the same test book and answer book for both modules of the exam.



## **9. MAKE-UP SESSIONS**

If a student is absent during a testing session, he or she should resume or begin the exam on the same module as the rest of the testing population upon return. The module that was missed due to absence can be made up in a separate session. *For example*, a student who is absent on a day in which the rest of the student population completed module one should start on module two along with the rest of the students. During the scheduled make-up session, the student will go back to module one.

In all cases, schools should follow the procedures established by their district when scheduling make-up testing.

## **10. STUDENT WITHDRAWAL/ENROLLMENT DURING THE TESTING WINDOW**

No student attributions will be needed for the field test. If a student completes an entire exam (or multiple exams) in one district, but withdraws prior to the end of the PDE-established testing window (November 19, 2010), return the completed exams to DRC for scoring.

Schools should be aware that a student who enrolls during the PDE-established testing window may have already completed one or all of the exams at his/her previous Pennsylvania school. It is the new school's responsibility to complete the necessary research to avoid the unfair burden of re-testing a student who has already completed one or more of the exams. For those students who have started but not completed the exam in their previous school of enrollment, it is not required for the student to complete the field test in the school of current enrollment.

## **11. STUDENT PARTICIPATION IN THE EXAM**

For the fall Keystone Exams field test, student participation is based on course completion. Some schools have been pre-selected to participate in a Keystone Exam based on the course information received from PIMS. For those schools volunteering to participate in the field test, the following students are recommended to participate:

- Literature - students currently in English 11 (third year).
- Algebra I - students who completed this course last year.
- Biology - students who completed this course last year.

### **PARTICIPATION WITH ACCOMMODATIONS**

Please note - testing accommodations will not be available for the Keystone Exams Fall 2010 Field Test. Any student requiring an accommodation for testing, due to IEP, 504, or ELL Status, will not need to participate in the fall field test.

## 12. BARCODE LABELS

Student Precode Labels, District/School Labels, and Do Not Score Labels will be provided for use on the Keystone Exams Fall 2010 Field Test answer books. The labels are intended to increase the accuracy of information collected from the books. All participating students must have an answer book with a Student Precode Label or a District/School Label returned to DRC.

DRC's book receiving system is driven by barcodes. Barcodes help DRC identify and sort documents for processing. The four types of barcodes are:

- **BLANK**—DRC has preprinted a “blank” barcode on the cover of every answer book. A “blank” barcode indicates that the document has not been used and should not be processed.
- **STUDENT PRECODE**—DRC uses data received from the Pennsylvania Information Management System (PIMS) to produce Student Precode Labels. The labels contain barcodes that indicate the answer book should be processed and scored for the student whose name is printed on the label. These labels eliminate the need to hand bubble the student's name, birth date, PAscoreID, and demographic items 1–4 on page 2 of the answer book. The purpose of the Student Precode Labels is to assist with the exam. **If you receive a label for a student who is no longer enrolled, that label should be destroyed.**
- **DISTRICT/SCHOOL**—If a student does not have a Student Precode Label, school personnel must use a District/School Label and hand bubble all demographic information on pages 1 and 2 of the answer book. The label contains a barcode that indicates the document should be processed and scored for the student whose information is bubbled on the book.
- **DO NOT SCORE**—These labels contain barcodes that indicate the answer books should NOT be processed. Answer books that have a Do Not Score Label will be handled as if they are blank.

### GENERAL INSTRUCTIONS FOR USING BARCODE LABELS

- District/School Labels and Do Not Score Labels are not grade or subject specific and can be used on any Keystone Exam answer book.
- Before affixing any label to an answer book, check the label to ensure that the information is correct.
- Schools should destroy any District/School Labels containing inaccurate information.
- School personnel must affix the appropriate label to each answer book that will be used by a student.
- Place the label in the box located in the lower left-hand corner on the cover of each student's answer book.
- Do not remove any label that has been affixed to an answer book; this will damage the book. Instead, the label must be covered with another label of the appropriate type.
- Do not write on the labels. Do not correct information on a label.
- **Do not use labels from another school or a previous exam.** If you need more labels, contact a DRC Customer Service Representative at 1-888-551-6935.

### STUDENT PRECODE LABEL INSTRUCTIONS

Most testing sites will receive Student Precode Labels that are linked to individual student demographic information and district/school information in PIMS. It is important that school personnel make sure the readable information printed on the label is correct.

- Testing sites will receive up to four sets of Student Precode Labels (*depending on what subjects are tested at the school*). Each set of Student Precode Labels will be separated by a slip-sheet that identifies the exam for which the labels should be used.
- If a student's name or PAscoreID is incorrect, the label should not be used. Use a District/School Label in its place and carefully bubble the student's name, birthdate, and PAscoreID exactly as it appears in PIMS.

- It is essential for test coordinators to verify that the student demographic information in PIMS is correct using the the Student Precode Roster or downloading the student information from eDirect's Online Test Set up.
- Any student information changes or demographic changes made by writing on a Student Precode Label or by bubbling page 1 or page 2 of the answer book WILL NOT change the PIMS information embedded in the Student Precode Label.
- **All embedded Student Precode Label information will supersede any bubbling on page 1 or page 2.** Hand-bubbled information on pages 1 and 2 is only captured if a District/School Label is affixed to the answer book and the student's name, birthdate, and PAsecureID does not match to the final PIMS file.
- If a Student Precode Label is destroyed, school personnel must use a District/School Label in its place and bubble pages 1 and 2 of the answer book.

### DISTRICT/SCHOOL LABEL INSTRUCTIONS

All sites will receive District/School Labels that contain district and school specific information only. District/School Labels must be used when Student Precode Labels are not used. When using District/School Labels, school personnel must bubble pages 1 and 2 of the answer books and all applicable items on page 3.

- When using District/School Labels, it is imperative that the student's name, birthdate, and PAsecureID are bubbled exactly as it appears in PIMS. All other applicable demographic information on page 2 of the answer book should also be completed in the event that the student-identifying information provided on the book does not match to a PIMS file.
- **Do not use labels from another school.** If you need more labels, contact a DRC Customer Service Representative at 1-888-551-6935.

### DO NOT SCORE LABEL INSTRUCTIONS

Do Not Score Labels are supplied for use on answer books that are defective and cannot be scored or answer books that should not be scored. Always place the Do Not Score Label directly on top of the Student Precode Label or District/School Label that was originally affixed to the answer book. Use the Do Not Score Labels when the following has occurred:

- A used answer book is torn, soiled, or defective. When a student has used a book and it becomes torn, soiled, or is found to be defective (e.g., missing pages) the student's responses must be transcribed into a new book of the **same form designation** and a Do Not Score Label affixed to the defective book. If a student becomes ill on an answer book, transcribe the responses into a new book, record the security number found on the back of the soiled book, and securely destroy the soiled book. **Make sure this information is recorded on the Materials Accountability Form.**
- A student uses two books. Submit one book for scoring and return the other book with a Do Not Score Label (the student's responses must be transcribed from one book into the other).
- A Student Precode Label (for a student who withdrew prior to the testing window) or District/School Label is inadvertently affixed to a blank/unused book (a blank/unused book does not have any bubbles marked or any student responses). Affix a Do Not Score Label over the label.
- A student has started the test but has not completed both modules, then withdraws from school prior to the end of the testing window. A Do Not Score Label should be affixed over the Student Precode Label or District/School Label only if the student has been completely removed from the school's enrollment on or before the end of the testing window **and** the student **did not** complete the exam. Please refer to page 9 for information regarding students who complete the exam and transfer to a new school during the PDE-established testing window.

**Do not use Do Not Score Labels for blank/unused books**—there is a preprinted “BLANK” barcode in the box located in the lower left-hand corner on the cover of the answer book to indicate that the book is blank/unused.

### **13. PROCEDURES FOR COMPLETING ANSWER BOOKS**

#### **STUDENTS WITH PRECODE LABELS**

If a student is using a Student Precode Label, the information needed for pages 1 and 2 of the answer book is embedded in the barcode on the label; therefore, these items should not be completed by hand.

#### **STUDENTS WITH DISTRICT/SCHOOL LABELS**

Students with District/School Labels must have page 1 completed by hand. School personnel must also complete items 1–4 and the “Birth Date” and “PAsecureID” grids on page 2. NOTE: The demographic information collected on the answer books has been reduced for the field test.

*Following is the list of items that appear in the 2010 answer book on page 2.*

##### **Item 1 Gender**

Indicate whether the student is Male or Female.

##### **Item 2 Ethnicity**

Indicate the ethnicity with which the student most closely identifies. You must choose only one. If a student should be counted in more than one racial category, choose Multi-Racial/Ethnic (two or more races).

##### **Item 3 Mark all of the following that apply, if any:**

- **Student has an IEP (not Gifted)** - Darken this bubble if the student has an IEP, has a disability but is not gifted. This demographic item pertains to a student’s IEP status at the time of testing.

It is recognized that some gifted students, while not having a diagnosed disability, have an IEP. The data collected in response to this item are intended to identify ONLY those students with IEPs who have disabilities. Therefore, if a gifted student has an IEP, but does NOT have a disability, DO NOT mark this bubble.

- **Student is classified as economically disadvantaged** - Darken this bubble for all students who meet the district’s economically disadvantaged criteria.

Students are commonly classified as economically disadvantaged if they qualify for free or reduced lunch; however, other criteria used by the district may be substituted.

##### **Item 4 Student’s English Language Learner (ELL) status is as follows (indicate only one, if any):**

- **ELL and enrolled in a U.S. school after May 7, 2010** (previous enrollment in Puerto Rico is not considered as enrollment in U.S. schools).

#### **Page 2, Birth Date and PAsecureID Grids**

The **Birth Date** grid must be completed for all students using a District/School Label by darkening the appropriate month of the student’s birth date, followed by writing the two-digit day and year in the boxes provided and darkening the corresponding bubbles below.

All public school students have a **PAsecureID**. The PAsecureID grid must be completed for all students using District/School Labels by writing the students’ state-assigned, ten-digit PAsecureIDs in the boxes provided and darkening the corresponding bubbles.

If the district does not have a PAsecureID for a student, please follow the instructions below. Questions regarding PAsecureIDs can be emailed to RA-PAsecureIDHelp@state.pa.us.

- If a student transferred from another district within the state, the new district can access the PAsecureID website to look up the student’s PAsecureID.
- If a student is new to the state or previously attended a private school, the district can access the PAsecureID website and enter the student’s information to have a PAsecureID assigned.

## **OPTIONAL FIELD, SUPPLEMENTAL DATA FIELD, AND LOCAL STUDENT ID GRID**

- The Optional Field is provided to allow districts/schools the option to measure information specific to the district/school. Each district/school may choose to gather information based on a specific need in the district/school and would code this field accordingly. If the district/school is not interested in gathering additional information, this field may be left blank.
- The Supplemental Data Field will only be used in the event that a determination is made that the demographic information already contained in the answer books has overlooked an element that should be considered for reporting requirements. This field will be used if districts/schools are instructed to do so by DRC or PDE.
- The Local Student ID grid is provided to allow districts/schools the option to continue the use of the Local Student ID.

## **14. TEST SECURITY**

The exam relies on the measurement of individual achievement. Any deviation from exam procedures meant to ensure validity and security (group work, teacher coaching, pre-teaching or pre-release of the performance or exam items, use of old Pennsylvania exams as preparation tools, etc.) is strictly prohibited and will be considered a violation of test security. District/school personnel with access to the exam materials must not discuss, disseminate, or otherwise reveal the contents of the test to anyone. Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores, or compromise the integrity of the state exam system will be subject to disciplinary action under sections 1259–1267 of the School Code (24 P.S. Sections 12-1259-12-1267).

### **➤ Test Security Affidavit**

- School test coordinators will receive one Test Security Affidavit that covers all the exams. It is the school test coordinator's responsibility to disseminate the test security information as appropriate and collect the school principal's signature.
- The Test Security Affidavit will be included with the secure materials shipment and will be pre-printed for each participating school.
- The purpose of the affidavit is to ensure compliance to the established test security procedures. The Test Security Affidavit serves as a tool for school test coordinators to document their school's understanding and acknowledgement of exam security and accountability.
- The Test Security Affidavit for each participating school should be returned to the district test coordinator (after the principal's signature bar has been completed) along with the last box of answer books (*any subject*). Schools and other special sites that receive exam materials directly should return the Test Security Affidavit directly to DRC.

### **➤ Secure Storage**

- All answer and test books must be kept in a predetermined, locked, secure storage area at both the district and school levels. Secure materials must never be left unattended or in open areas. Test administrators must not be given access to test materials before the administration day. Instead, test administrators should be given access to secure test materials on the morning of test administration, allowing ample time for the administrators to review the books before the exam begins.
- The *Directions for Administration Manuals* are not considered secure test materials and should be provided to test administrators prior to the exam for review.
- All testing materials must be returned immediately to the predetermined, locked, secure storage area after testing is completed for the day. Materials must be kept secure after testing and prior to shipping to DRC.

## **15. RECEIPT AND DISTRIBUTION OF MATERIALS**

For the 2010 field test exams, materials for all subjects will arrive at the same time. Districts and schools should be prepared to receive, store, and distribute the volume of boxes associated with the exams. For ship-to-district sites, school boxes are provided for each participating school. If not inventoried centrally, the boxes should be sent to the schools as soon as they have been received. A copy of each school's packing list is contained in the district administrative materials.

School test coordinators should be given ample time to distribute the appropriate subject/mode-specific *Directions for Administration Manuals* to test administrators. This should be done as soon as the manuals are received to allow time for the test administrators to study them prior to an orientation session (within the two weeks prior to the exam window).

As a reminder, ship-to-school and other special sites receive both district and school materials.

### **DISTRICT - ADMINISTRATIVE MATERIALS**

- Copies of School Packing List(s)—one per school
- School Box Range Sheet—indicates the number of boxes packaged for each school in the district for ship-to-district sites
- Copies of Student Precode Roster(s) —one per school
- Materials Receipt Notice—confirms that testing materials have been received (must be faxed to DRC)
- School Box Range Sheet—indicates the number of boxes packaged for each school

### **SCHOOL - MANUALS**

- *Keystone Exams Test Coordinator Handbook*—this manual
- Subject/Mode-specific *Directions for Administration Manuals*
- *Keystone Exams Online User Guide*

### **SCHOOL - ADMINISTRATIVE MATERIALS**

- Student Precode Labels, District/School Labels, and Do Not Score Labels
- Student Precode Roster
- Test Security Affidavit
- Materials Accountability Form
- Security Checklist
- DRC Return Shipment Labels
- UPS Return Shipment (RS) Labels

### **SECURE MATERIALS**

In each school's original shipment of secure exam materials, the Algebra I, Literature, and Biology test and answer books will be shrink-wrapped separately by subject and form in quantities of 10. Schools will receive one form for a given subject to test all eligible participating students. The following materials will be provided:

- Algebra I Test Books – 1 form per pack (form pre-assigned)
- Algebra I Answer Books – 1 form per pack (form pre-assigned)
- Literature Test Books – 1 form per pack (form pre-assigned)
- Literature Answer Books – 1 form per pack (form pre-assigned)
- Biology Test Books – 1 form per pack (form pre-assigned)
- Biology Answer Books – 1 form per pack (form pre-assigned)

School boxes are provided for each participating school; if not inventoried or stored centrally, the boxes should be sent to the schools as soon as they have been received.

- Inventory the materials carefully and immediately upon receipt. If more materials are needed complete and send an Additional Materials Request Form (found in Appendix B of this handbook) to DRC.

- **Be sure to save the box(es) in which the materials were sent.** They will be used to return the materials after the exams. (If a box is damaged, or if all materials do not fit into the original box(es), a box similar in size and strength from the school may be substituted.)
- After inventorying the material shipment, store all materials in a predetermined, locked, secure storage area.

## **16. DISTRIBUTING AND COLLECTING EXAM MATERIALS**

Each shrink-wrapped package has a range sheet that identifies the quantity and the security range of books it contains. These range sheets can be used to inventory the books without opening the packages. In most cases, the school test coordinator will be responsible for assigning secure ranges of materials for test administrators. It is still vital that district test coordinators understand the importance of assigning materials by security range and encourage school test coordinators to follow this method.

The shrink-wrapped packages may be broken open to assemble proper quantities for each test administrator. Shrink-wrapped packages should only be opened at the school level and should not be opened until school personnel are ready to affix barcode labels, no more than one week prior to the start of a testing window.

On the days of an exam, distribute the correct exam books needed for that day's exam to each administrator as recorded on the Security Checklist. Books should be distributed to test administrators early enough on the days of the exam to give them ample time to review the layout of the books prior to testing. In addition, each test administrator should be given at least one extra exam book to use as a sample, as the *Directions for Administration Manuals* may instruct the administrators to use a sample book for demonstration. Do not distribute any exam materials except the *Directions for Administration Manuals* until the day of each session. All exam materials should be returned as soon as possible on each day of an exam.

After all testing is complete for an exam, be sure test administrators return **all** materials, including used and unused test and answer books, the *Directions for Administration Manuals*, and scratch paper to the school test coordinator.

## **17. PROCEDURES FOR ASSIGNING BOOKS USING SECURITY NUMBERS**

The Security Checklist should be used as a tool to account for the secure materials as they are distributed to the test administrators and to monitor the materials as they are returned by the test administrators. Account for any difference between the number of materials distributed and the number returned by noting the reason on the Security Checklist. **Any discrepancies that are not resolved before materials are returned to the district test coordinator must be noted on the Materials Accountability Form.** No one is permitted to retain any exam books for any reason after all testing and make-ups are complete.

- The Security Checklist should not be returned to DRC. Instead, keep this list on file after you return materials to DRC. If DRC determines that a site has not returned all materials from one of the exams, the Security Checklist may help the site locate the missing document(s).

## **18. PREPARING STUDENTS FOR THE EXAM**

Inform students of the scheduled exam sessions in advance. Explain to the students why they are being given the exams and how the results will be used. Usually, students can sense the importance the test administrator places on the exam and their performance may be affected accordingly. Students should realize that doing their best is important to them as well as to the future of the program. However, no exam situation should be unduly stressful for students.

Inform students of the following:

- They are permitted to use scratch paper.
- They are **not** permitted to use ink pens.
- They may use their own calculators (or school supplied, if applicable) for most of the mathematics exam.

**Note:** *The transmitting and memory function (if applicable) must be turned off on any calculator. See page 6 for more information.*

## **19. PREPARING THE CLASSROOM PRIOR TO THE EXAM**

Good organization of exam materials and well-executed procedures will make the administration proceed smoothly.

During the exam sessions, keep disturbances to a minimum. One way to do this is to put a sign on the door(s) to the classroom to indicate that an exam session is taking place. A quiet, calm atmosphere is essential for concentration on the task. Extra pencils should be available to students. Do not permit students to sharpen pencils during the exam sessions.

Remove or cover all classroom instructional materials that may affect the validity of the Keystone Exam. For example, posters about math rules or times tables should be covered or removed from the room on the exam days.

### **DO NOT DISPLAY:**

- vocabulary words and/or definitions
- examples of problems or answers
- instructions on how to use a calculator
- tips on how to write responses and/or solve problems
- illustrations or drawings of geometric shapes, algebraic equations, graphs, or number lines

## **20. MANAGING EXTENDED EXAM SESSIONS**

Students should complete all tasks to the best of their ability; however, not all students will finish the exam sections at the same time. Use the flexibility of the time limits to the students' advantage. Students should not feel rushed while they are taking any exam module, and no student should be penalized because he or she works slowly. It is equally important, however, that a student not be given an opportunity to waste time. Students should close their books when they have finished the module of the exam in which they were working. Students who finish early may sit quietly or read for pleasure until all students have finished. Students with special requirements (i.e., physical, visual, auditory, or learning disabilities as defined by their IEPs or service contracts) and students who just work slowly may require extended time. Special exam situations should be arranged for these students. When all students have indicated that they have finished an exam module, you may end the module and begin the next module or return to regular activities.

When allowing extended exam sessions for a portion of the student population:

- **Do not** allow students to attend a lunch period with other students if the lunch period occurs between the original session and the extended session.
- **Do not** allow students to attend gym, etc. between the original session and the extended session
- **Do not** allow any overnight extensions.
- **Do not** allow students to return to an unfinished module after indicating they have completed that module.
- **Do not** allow the extended session to be administered without monitoring. It is the responsibility of a test administrator to monitor any extended sessions.

## **21. MANAGING DAMAGED ANSWER BOOKS**

If a student receives an answer book with damaged or missing pages, replace the book with an answer book **of the same form designation** and allow the student to continue working. If the student has already begun one module of the exam, he or she should start working in the new book at the point where the defect was discovered and use the new book for the remainder of the exam.

After the exam has been completed, school personnel must transcribe all of the student's responses from the defective book into the undamaged answer book. **Do not insert pages from one answer book into another.** Multiple documents and loose pages returned for one student will not be scored.

Write "DEFECTIVE" on the damaged answer book and apply a Do Not Score Label over the existing label on the front cover of the damaged book. Return the damaged book with the rest of the school's answer books.



## **22. RETURN OF EXAM MATERIALS**

### **PACKAGING MATERIALS FOR RETURN TO DRC**

As soon as the majority of a school's testing population has completed an exam, the school's answer books should be returned to DRC. School test coordinators are responsible for initiating the return of answer books return-plan established by the district. Clear communication and a predefined process are essential to the success of this initiative. School test coordinators should be prepared to box and deliver their school's answer books immediately after the majority of the testing population has completed an exam.

The following process outline should serve as a guideline for school test coordinators when packaging materials for return to DRC.

- 1) Verify that all used answer books returned to DRC have a barcode label (District/School, Student Precode, or Do Not Score) affixed to the front cover of the answer book.
- 2) Remove all rough drafts and scratch paper from the test and answer books. These materials will not be processed or used for scoring.
- 3) Place all answer books in the boxes that you saved from DRC's original shipment.

**Note:** DRC does not require that the answer books are sorted by subject within the school boxes, only that answer books are boxed separately from test books and unopened packs.

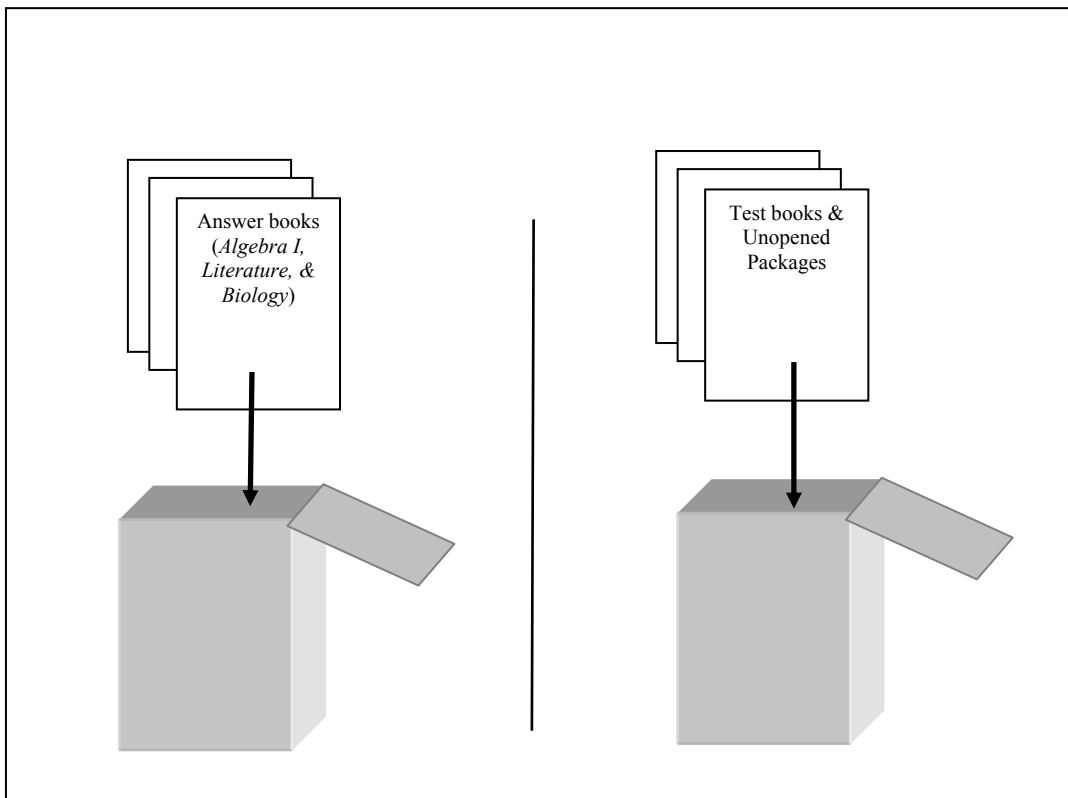
- 4) Immediately return the boxes of answer books to DRC.
- 5) Box all test books and unopened packs of shrink-wrapped materials separately from the answer books in the remaining boxes that you saved from DRC's original shipment.
- 6) Include the signed Test Security Affidavit and the completed Materials Accountability Form in the last box of answer books being returned to DRC.
- 7) Seal the boxes.
- 8) Affix a DRC RETURN SHIPMENT LABEL (Answer books or Test books and Unopened Packages) to the side of each box according to its contents. For sites with very small quantities, both answer books and test books can be returned in the same box. Use both types of DRC Return Shipment Labels when returning answer books and test books in the same box.
- 9) Affix a UPS RS Label to the top of each box. DRC and district addresses have been preprinted on the label. Use care not to cover the DRC Return Shipment Label.
- 10) Record the UPS Tracking Number for each package. Please keep the number(s) for future reference to document the materials returned to DRC.
- 11) Keep the boxes in a secure location until they are given to the UPS driver.
- 12) Schedule a pick-up with UPS.
- 13) Schedule a pick-up with UPS for the test books and the remaining (make-up) materials to occur no later than three business days after the close of each exam window.

**Important Note:** To ensure your materials arrive in time, all final UPS pickups should occur no later than November 24, 2010. Contact DRC immediately if any UPS pickup of answer books is scheduled to occur after November 24. Schedule a

- 14) Do not return the *Keystone Exams Test Coordinator Handbook*, the *Directions for Administration Manuals*, and scratch paper. Please follow instructions from the district test coordinator for the secure destruction of these materials. This procedure is part of test security.

If the school office does not have a daily, scheduled UPS pickup, call UPS at 1-866-857-1501 to arrange for materials pickup. Specify that you are using pre-paid, UPS ground return service labels. You must call at least one day prior to the day on which you will ship your materials. If you need additional labels, please call DRC's Pennsylvania Customer Service Representatives at 1-888-551-6935.

The image below displays the book-separation process that should occur at the school level.





## **Appendix A**

### **Keystone Exams General Description of Scoring Guidelines**

**Algebra I  
Literature  
Biology**

# Pennsylvania Keystone Exams

## ALGEBRA I

### GENERAL DESCRIPTION OF SCORING GUIDELINES FOR ALGEBRA I

#### 4 Points

- The response demonstrates a *thorough* understanding of the mathematical concepts and procedures required by the task.
- The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor “blemish” or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

#### 3 Points

- The response demonstrates a *general* understanding of the mathematical concepts and procedures required by the task.
- The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a *general* understanding.

#### 2 Points

- The response demonstrates a *partial* understanding of the mathematical concepts and procedures required by the task.
- The response is somewhat correct with *partial* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

#### 1 Point

- The response demonstrates a *minimal* understanding of the mathematical concepts and procedures required by the task.

#### 0 Points

- The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task for that grade level.

Special Categories within zero reported separately:

BLK (blank).....No response or written refusal to respond or too brief to determine response

OT.....Off task/topic

LOE .....Response in a language other than English

IL.....Illegible

# Pennsylvania Keystone Exams

## BIOLOGY OPEN-ENDED QUESTIONS

### GENERAL DESCRIPTION OF 3-POINT SCORING GUIDELINES FOR BIOLOGY

#### 3 Points

- The response demonstrates a *thorough* understanding of the scientific content, concepts, and procedures required by the task(s).
- The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

#### 2 Points

- The response demonstrates a *partial* understanding of the scientific content, concepts, and procedures required by the task(s).
- The response is somewhat correct with *partial* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

#### 1 Point

- The response demonstrates a *minimal* understanding of the scientific content, concepts, and procedures required by the task(s).
- The response is somewhat correct with *minimal* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

#### 0 Points

- The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and procedures as required by the task(s).
- The response may show only information copied or rephrased from the question or *insufficient* correct information to receive a score of 1.

Special Categories within zero reported separately:

BLK (blank).....No response or written refusal to respond or too brief to determine response

OT.....Off task/topic

LOE .....Response in a language other than English

IL.....Illegible

# Pennsylvania Keystone Exams

## LITERATURE

### ***GENERAL DESCRIPTION OF SCORING GUIDELINES FOR LITERATURE***

#### **3 Points**

- The response provides a clear, complete, and accurate answer to the task.
- The response provides relevant and specific information from the passage.

#### **2 Points**

- The response provides a partial answer to the task.
- The response provides limited information from the passage and may include inaccuracies.

#### **1 Point**

- The response provides a minimal answer to the task.
- The response provides little or no information from the passage and may include inaccuracies.

OR

- The response relates minimally to the task.

#### **0 Points**

- The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

Special Categories within zero reported separately:

BLK (blank)....No response or written refusal to respond or too brief to determine response

OT.....Off task/topic

LOE .....Response in a language other than English

IL.....Illegible

# **Appendix B**

## **Additional Materials Request Form**



## Fall 2010 Field Tests

District Code (AUN): \_\_\_\_\_ District Name: \_\_\_\_\_

School Code (AUN): \_\_\_\_\_ School Name: \_\_\_\_\_

Person Requesting: \_\_\_\_\_ Today's Date: \_\_\_\_\_ Date Needed: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Please Note:** All materials are shipped to the Testing Coordinator at the address on file with DRC.

### A D M I N I S T R A T I O N   M A T E R I A L S

**Indicate the quantity needed for each administrative material.**

_____ Materials Accountability Form	_____ Test Security Affidavit
_____ District/School Labels ( <i>number of labels</i> )	_____ Do Not Score Labels
_____ DRC Return Shipment Labels for Answer Books	_____ UPS Return Service Labels
_____ DRC Return Shipment Labels for Test Books and Unopened Packages	

### A S S E S S M E N T   M A T E R I A L S

**Indicate the number of books or guides needed for each material type.**

Keystone Exams - Manuals	Biology	Literature	Algebra I
Directions For Administration (DFA) – Paper			
Directions For Administration (DFA) – Online			
Keystone Exams Assessment Coordinator's Handbook			
User Guide			
Keystone Exams – Test Materials			
Biology Test Books			
Biology Answer Books			
Literature Test Books			
Literature Answer Books			
Algebra I Test Books			
Algebra I Answer Books			

### Classroom Diagnostic Tools

Directions For Administration (DFA)	
User Guide	

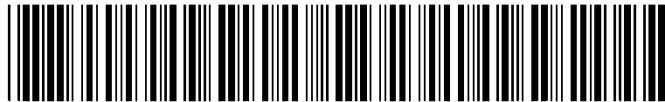
**To ensure timely delivery, FAX this form to (763) 268-2567 or (763) 268-3007 no later than:**

- October 11, 2010 for Classroom Diagnostic Tools
- November 12, 2010 for Keystone Exams





***KEYSTONE EXAMS***  
**FALL 2010 FIELD TEST**  
***ASSESSMENT COORDINATOR HANDBOOK***



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