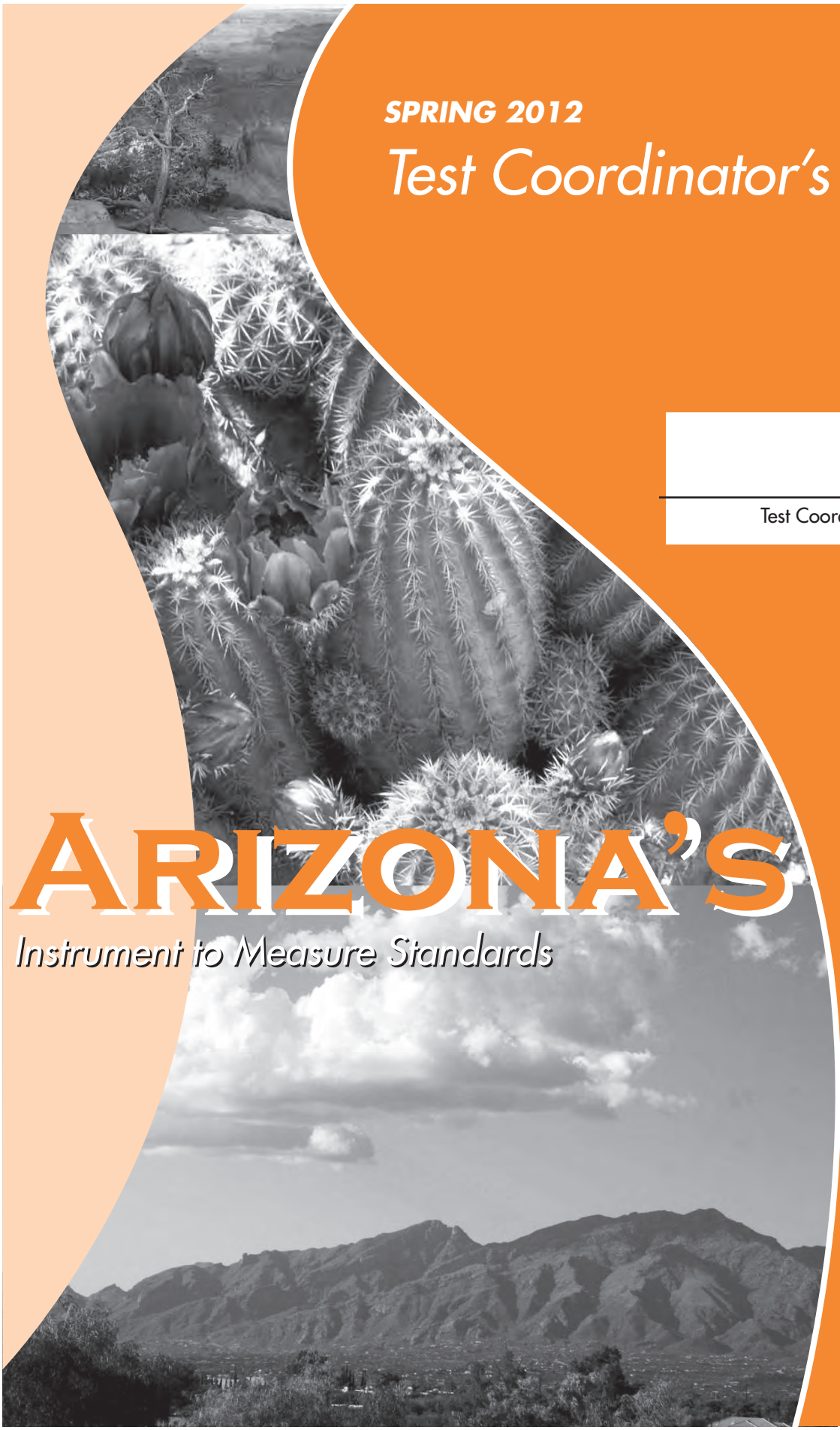

SPRING 2012

Test Coordinator's Manual

AIMS HS

AIMS 3–8

STANFORD 10

Test Coordinator's Name

ARIZONA'S

Instrument to Measure Standards

AZ00001193

PEARSON

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The Arizona Department of Education gratefully acknowledges the work of thousands of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.

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Introduction

Arizona's Instrument to Measure Standards (AIMS), administered by the Arizona Department of Education (ADE), measures what students know and are able to do in the content areas of writing, reading, mathematics, and science. Each AIMS test is aligned to the corresponding grade level of the *Arizona Academic Standards*. Students will receive score reports with specific information detailing their progress toward meeting the standards. Schools will receive score reports with information on students' progress that can be used to strengthen curriculum and instructional strategies.

AIMS High School (AIMS HS) is administered in February in the content areas of writing and reading and is administered in April in the content areas of mathematics and science. Passing AIMS HS in the content areas of writing, reading, and mathematics is a graduation requirement for most students. High school students' first opportunity to test in the content areas of writing, reading, and mathematics is during the spring of their second year of high school. Students have additional opportunities to test in these content areas during the fall and spring of their subsequent years in high school. High school students have only one opportunity to test in the content area of science during either the spring of their first year of high school or the spring of their second year of high school.

AIMS Grades 3–8 (AIMS 3–8) is administered in April in the content areas shown below.

Grade	Writing	Science	Reading	Mathematics
3			✓	✓
4		✓	✓	✓
5	✓		✓	✓
6	✓		✓	✓
7	✓		✓	✓
8		✓	✓	✓

All grade levels of AIMS 3–8 also include an embedded Stanford 10 norm-referenced test in the content areas of reading, language, and mathematics. The score reports for AIMS 3–8 will include both AIMS results and Stanford 10 results.

Stanford 10 for grades 2 and 9 is administered in April in the content areas of reading, language, and mathematics.

Each District Superintendent or Charter Representative must designate a Test Coordinator to oversee testing for all schools within the district or for all schools under the same charter. This individual is referred to as the District Test Coordinator. The *Test Coordinator's Manual* is written specifically for District Test Coordinators.

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This *Test Coordinator's Manual* provides the instructions for the proper handling of test materials before, during, and after test administration. To ensure the correct administration of all AIMS and Stanford 10 tests, District Test Coordinators must also refer to and use the appropriate *AIMS Test Administration Directions* and the *Stanford 10 Directions for Administering*.

There are accommodations available to students. To ensure the correct administration of all AIMS tests and Stanford 10 tests, District Test Coordinators must refer to and use the ADE document *Testing Accommodations: Guidelines for School Year 2011–2012*.

All of the manuals listed above are available to the District Test Coordinator on the ADE Common Logon and are available on the CD provided to District Test Coordinators at the mandatory Pre-Test Workshops held in January 2012.

Responsibilities of the District Test Coordinator

The District Test Coordinator is responsible for the correct administration of testing throughout the district or charter. This includes organizing and implementing the activities necessary to conduct testing in the schools. To facilitate these activities, some responsibilities may be delegated to School Test Coordinators. However, the District Test Coordinator assumes ultimate responsibility.

Responsibilities of the District Test Coordinator include:

Before Testing

- ☐ developing lists of students testing;
- ☐ ordering test materials;
- ☐ attending a pre-test workshop;
- ☐ obtaining signed copies of the Test Security Agreement;
- ☐ submitting to ADE a copy of the Test Security Agreement signed by the District Superintendent or Charter Representative;
- ☐ scheduling testing activities within the district or charter schools;
- ☐ communicating the schedule to Test Administrators;
- ☐ training Test Administrators and Proctors on test administration procedures, including the use of the Pre-ID labels and completion of the student demographic data grid and accommodations data boxes;
- ☐ working with Test Administrators to select appropriate classrooms or other sites within the school where testing will take place;

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- ☐ arranging for a supply of commercially published paper dictionaries and commercially published paper thesauri to be available in testing rooms during the administration of the AIMS Writing prompt **only;**
- ☐ implementing and maintaining security procedures within the district/charter and school(s);
- ☐ communicating security procedures and responsibilities to Test Administrators;
- ☐ receiving materials from Pearson;
- ☐ inventorying test materials and Test Coordinator's Kits upon arrival and, if needed, ordering additional materials; and
- ☐ following up on questions from Test Administrators by contacting either Pearson or the ADE.

During Testing

- ☐ maintaining an accurate inventory of all test materials throughout the test administration window;
- ☐ checking out test books and answer documents to Test Administrators at the beginning of each day of the test administration;
- ☐ monitoring assessment activities; and
- ☐ checking in test books and answer documents from Test Administrators at the end of each day of the test administration.

After Testing

- ☐ checking that responses have been transferred to standard answer documents (Grade 2 test books or Grade 3 test books) for students who used the large print or Braille test versions or who used assistive technology as an accommodation, and that student responses from contaminated test materials have been transferred to clean answer documents (Grade 2 test books or Grade 3 test books);
- ☐ completing the Header Sheets;
- ☐ completing the School Header Lists;
- ☐ completing the Materials Inventory Sheets;
- ☐ reporting any testing incidents to the ADE State Test Coordinator;
- ☐ boxing materials for return shipping as instructed in this manual; and
- ☐ ensuring all scorable and nonscorable test materials are prepared for return by the scheduled retrieval date.

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Procedures for Test Administration

Both the AIMS and Stanford 10 tests are standardized exams. They must be administered as directed in this manual, the *AIMS Test Administration Directions,* and the *Stanford 10 Directions for Administering.* District Test Coordinators must review all of these manuals, including the *Testing Accommodations: Guidelines for School Year 2011–2012*. This should be done well in advance of training School Test Coordinators and Test Administrators and before administering the tests. What follows is a brief summary of test administration procedures for AIMS and Stanford 10.

Students to Be Tested

Students with significant cognitive disabilities and whose current Individualized Education Program (IEP) designates them as eligible for an alternate assessment, AIMS A, are excluded from AIMS or Stanford 10 testing. All other Arizona public school students in Grades 2 and above will participate in testing as described below.

AIMS HS

Students in Cohort 2014 (generally tenth graders) are expected to participate in the Spring 2012 administration of AIMS HS Writing, Reading, and Mathematics. Students in Cohort 2013 (generally eleventh-grade students) and Cohorts 2012 or below (generally twelfth-grade students) who have **not** yet earned a "Meets the Standard" in the writing, reading, or mathematics portions of AIMS HS are expected to test in that specific content area. Any students in Cohorts 2013, 2012, or below who want to move from the "Meets the Standard" to the "Exceeds the Standard" performance level have the option of retaking AIMS HS Writing, Reading, and Mathematics to raise their score on a particular content area. Students in Cohorts 2013, 2012, or below who have earned an "Exceeds the Standard" in a particular content area of AIMS HS may **not** retake the test for that content area. Students in Cohorts 2013, 2012, or below who have an IEP or 504 plan participate in AIMS HS testing as determined by their IEP or 504 plan.

Only students in Cohort 2015 or 2014 are permitted to participate in the Spring 2012 administration of AIMS HS Science. Students in Cohort 2014 who did not participate in the Spring 2011 administration of AIMS HS Science are expected to participate in the Spring 2012 administration of AIMS HS Science. Students in Cohort 2015 (generally ninth-grade students) who are enrolled in a life science course that is aligned to Strands 1–4 of the Arizona Academic Content Standard for Science at the high school level may participate in the Spring 2012 administration of AIMS HS Science. Students are **not** required to pass AIMS HS Science in order to graduate from high school. For that reason, students will take AIMS HS Science only once.

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AIMS 3–8

Students in grades 3 through 8 are expected to participate in AIMS 3–8 in all content areas as shown in the chart on page 1.

Stanford 10

Students in grade 2 or grade 9 are expected to participate in Stanford 10 in the content areas of reading, language, and mathematics.

Prior to testing, the District Test Coordinator, or designee(s), must create lists of students testing at each grade level of AIMS 3–8, each grade level of Stanford 10, and on each content area of AIMS HS. These lists must be shared with the appropriate Test Administrators and School Test Coordinator.

Test Administration Schedules

All AIMS tests and Stanford 10 tests are untimed. The times shown below are for planning purposes only. District Test Coordinators should develop the district-wide AIMS and Stanford 10 testing schedules well in advance of the test administration. It is the District Test Coordinator's responsibility to communicate this schedule to the appropriate school and district personnel, including Test Administrators, and to students and parents/guardians.

AIMS HS must be administered on the exact dates shown below.

AIMS HS Test Administration Dates	Session(s)—Time
Writing Test—February 28, 2012	1 session—3 hours
Reading Test—February 29, 2012	1 session—2 hours
Mathematics Test—April 10, 2012	2 sessions—90 min. ea.
Science Test—April 11, 2012	1 session—2 hours
AIMS HS Make-Up Test Administration Dates	**Session(s)—Time**
Writing Test—March 6, 2012	1 session—3 hours
Reading Test—March 7, 2012	1 session—2 hours
Mathematics Test—April 17, 2012	2 sessions—90 min. ea.

More detailed information about the AIMS HS testing schedule, the timing of the testing sessions and breaks between the testing sessions, and make-up testing is included in the *AIMS HS Test Administration Directions*.

Administering AIMS HS tests on dates other than those shown without the written permission of the Assessment Section of the ADE is a serious testing violation. Schools that will not be in session on one or more of the scheduled AIMS HS testing dates must request permission from the Director of State Test Administration to administer AIMS HS on alternate dates.

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AIMS 3–8 is to be administered in four days during the test window of April 16–27, 2012. Depending on grade level, students will participate in 3 or 4 days of testing.

AIMS 3–8 Test Administration Dates			
Test Window: Monday, April 16, 2011–Friday, April 27, 2012			
Testing Day	Content Area	Grade(s)	Session(s)—Approximate Time
Day 1	Writing	5, 6, and 7	1 session—2 hours
	Science Part 1 Science Part 2	4 and 8 4 and 8	1 session—45–60 min. 1 session—45–60 min.
Day 2	Reading Part 1 Mathematics Part 1	3–8 3–8	1 session—45–60 min. 1 session—45 min.
Day 3	Reading Part 2 Mathematics Part 2	3–8 3–8	1 session—45–60 min. 1 session—45 min.
Day 4	Reading Part 3 Mathematics Part 3	3–8 3–8	1 session—45–60 min. 1 session—45 min.

More detailed information about the AIMS 3–8 testing schedule, restrictions on the scheduling of the four days of testing, the timing of the testing sessions, breaks between sessions, and make-up testing is included in the *AIMS 3–8 Test Administration Directions*. Refer to that manual before developing the district-wide AIMS 3–8 testing schedule.

The Stanford 10 Grade 2 is to be administered in 2 or 3 days within the test window of April 16–27, 2012. The Stanford 10 Grade 9 is to be administered in 1 or 2 days within the test window of April 9–27, 2012.

Stanford 10 Administration Dates		
Grade 2 Test Window: Monday, April 16, 2011–Friday, April 27, 2012		
Testing Day	Content Area	Session(s)—Approximate Time
Day 1	Reading	Reading Comprehension—40 minutes
Day 2	Mathematics	Mathematics Problem Solving—44 minutes
Day 2 or Day 3	Language	Language—38 minutes
Grade 9 Test Window: Monday, April 9, 2011–Friday, April 27, 2012		
Day 1	Reading	Reading Comprehension—40 minutes
Day 1 or Day 2	Mathematics	Mathematics—40 minutes
	Language	Language—35 minutes

A rest break of at least 10 minutes should be scheduled between content areas when more than one content area is tested on the same day. More detailed information about the Stanford 10 testing schedule and the timing of the testing sessions is included in the *Stanford 10 Directions for Administering.*

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Required Test Materials

District Test Coordinators are responsible for seeing that each testing room, each Test Administrator, and each Proctor has the appropriate test materials to administer the AIMS and Stanford 10 tests correctly. Most of the required test materials are provided by the State and shipped to the District Test Coordinator by the test vendor, Pearson. Some of the required test materials must be provided by the schools.

The State will provide to District Test Coordinators the following test materials:

- ☐ AIMS test books
- ☐ AIMS answer documents
- ☐ *AIMS Test Administration Directions*
- ☐ Stanford 10 test books
- ☐ Stanford 10 answer documents
- ☐ Rulers and reference sheet needed for Stanford 10
- ☐ *Stanford 10 Directions for Administering*
- ☐ *AIMS/Stanford 10 Test Coordinator's Manual*
- ☐ materials necessary to package the scorable and nonscorable test materials for return to Pearson

See "Receiving Test Materials" on page 11 for more detailed information about these state provided materials and how they will be packaged when shipped to districts. See "Assembling Scorable Test Materials" beginning on page 16 and "Assembling Nonscorable Test Materials" beginning on page 32 for detailed information on the procedures for packaging test materials for return.

The schools must provide the following test materials:

- ☐ *Testing Accommodations: Guidelines for School Year 2011–2012*
- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers
- ☐ a "Testing—Do Not Disturb" sign
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the AIMS Writing prompt **only**
- ☐ a supply of scratch paper for **Stanford 10 testing only**

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Test Security

All districts and charters that will be administering any Spring 2012 AIMS or Stanford 10 tests must have a Superintendent/Charter Representative Security Agreement signed and on file with the ADE. **One copy of the Spring 2012 Superintendent/Charter Representative Test Security Agreement must be signed and faxed to ADE at 602.542.5467 no later than January 27, 2012.**

All school/district/charter personnel who will have access to the AIMS or Stanford 10 tests materials must sign a Test Security Agreement. This includes, but is not limited to, warehouse personnel, Proctors, Test Administrators, Test Coordinators, School Administrators, and District/Charter Operators. **A new Test Security Agreement must be completed by all appropriate personnel for every season of testing.** These signed Test Security Agreements are to be maintained as directed on the Spring 2012 Superintendent/Charter Representative Test Security Agreement.

Copies of the Test Security Agreements were provided at the Pre-Test Workshop and can also be found on the ADE Test Coordinator Web page.

District Test Coordinators are responsible for establishing and enforcing test security procedures that comply with the Test Security Agreement, State Board of Education Rule regarding test security (see pages 36–37), and Test Security guidance provided at the Pre-Test Workshop and included in the *AIMS Test Administration Directions.*

Any breach of test security, loss of materials, failure to account for materials, or any other deviation from acceptable security procedures shall be reported immediately to the State Test Coordinator. The discipline of staff members who violate test security is the responsibility of the district or charter. Disciplinary action may include, but is not limited to, a letter of reprimand, suspension with pay, suspension without pay, dismissal, or report of violation to the Investigations Unit of the State Board of Education.

Student Identification Information

District Test Coordinators are responsible for training School Test Coordinators and Test Administrators in the correct use of all student identification fields on the test materials. Student identification information includes the following:

- ☐ the student identification fields on the front of the test books and answer documents;
- ☐ the Pre-ID labels on the front of the AIMS answer documents (Grade 3 test books);
- ☐ the Pre-ID labels on the back of the Stanford 10 Grade 2 test books and Grade 9 answer document;

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- ☐ the demographic data grid on the back of the AIMS answer documents (Grade 3 test books);
- ☐ the demographic data grid on the back of the Stanford 10 Grade 2 test books and Grade 9 answer documents; and
- ☐ the accommodations fields on the back of the AIMS answer documents (Grade 3 test books).

Detailed information on the correct use of the Pre-ID labels and the demographic data grid is included in the Pre-Test Workshop materials, the *AIMS Test Administration Directions*, and the *Stanford 10 Directions for Administering*. If a Pre-ID label is used, then do not grid student demographic information. If student demographic information is gridded, then do not use a Pre-ID label. Never submit an answer document with both a Pre-ID label and gridded student demographic information.

The script included in the *AIMS Test Administration Directions* guides students through the completion of the student identification fields on the front of the test books and answer documents. Students will be directed to mark their test book form code on the answer documents. Test Administrators should confirm that these fields are completed before dismissing students from the testing session.

The student identified on the Pre-ID label must be the same student whose handwritten name is next to the Pre-ID label. If the incorrect Pre-ID label is applied to an answer document, do not try to remove the label; do not mark-out the label; contact the State Test Coordinator, Mary Pat Wood, for direction.

All Test Administrators should be familiar with the ADE-produced document, *Testing Accommodations: Guidelines for School Year 2011–2012*. Students with disabilities and English language learners are eligible to receive certain standard accommodations.

Instructions for completing the testing accommodation information are included in the *AIMS Test Administration Directions*. The accommodations information fields on the back of the answer documents must be completed for any student who received a standard accommodation.

Arrangements Prior to Test Administration

AIMS tests are to be administered at Arizona schools. Schools administering AIMS tests at locations other than school property, such as a public library, hotel meeting room, or conference center, must provide addresses for all such off-site test locations to the Assessment Section of the ADE. AIMS tests may be administered in a home or hospital setting for a single student without notifying the ADE. AIMS tests cannot be administered outside of the state of Arizona.

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The District Test Coordinator is responsible for determining the suitability of each testing room. Each testing room must provide a comfortable and distraction-free environment. Seating should be arranged so that students are not tempted to look at the answers of others.

Poster-size versions of AIMS Mathematics Reference Sheets, the AIMS Science Reference Sheet for Grade 8, and the Holistic Rubric Based on 6 Traits Official Scoring Guide, as downloaded from the ADE Web site, may remain posted during AIMS testing. Any of these posted materials must match the grade level being tested in the room. **All other visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.**

*Test Administrators and Proctors **must** be employees of the school and must be trained in the correct test administration and test security procedures.*

The District Test Coordinator is responsible for assigning Test Administrators and, if needed, Proctors for each testing room. Test Administrators and Proctors **must** be employees of the school and must be trained in the correct test administration and test security procedures.

The training of Test Administrators and Proctors must include a thorough review of test security procedures, test administration procedures including the correct use of testing accommodations, procedures for the use of Pre-ID labels, procedures for the bubbling of student demographic data and standard accommodations, and procedures for handling unexpected or unusual situations. The Test Security Agreement should be reviewed during the training of Test Administrators and Proctors. All Test Administrators and Proctors must sign a Test Security Agreement.

All test administrators and proctors should be given copies of the appropriate *AIMS Test Administration Directions* or *Stanford 10 Directions for Administering* at least one day prior to the administration of any AIMS or Stanford 10 test. Test Administrators and Proctors for AIMS testing are expected to read all of the appropriate *AIMS Test Administration Directions* or *Stanford 10 Directions for Administering*. All *AIMS Test Administration Directions* and the *Stanford 10 Grade 9 Directions for Administering* are not secure test materials and may be kept in classrooms or other non-secure location. **The *Stanford 10 Grade 2 Directions for Administering* includes actual test items within the scripted directions and as such should be treated as secure test materials.**

Unlike AIMS testing, scratch paper may be used for the mathematics sections of Stanford 10 testing. For Grade 9, the use of scratch paper is required since the test books are reusable. For Grade 2, the use of scratch paper is optional since students may write directly in their Grade 2 test book just as they will do for the AIMS test beginning in Grade 3.

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Procedures for Handling Test Materials

Before Testing

Receiving Test Materials

Test materials for all schools within the district or charter will be shipped to the District Test Coordinator. The District Test Coordinator is responsible for inventorying the materials and distributing the appropriate materials to schools.

Test materials for February testing (AIMS HS Writing and AIMS HS Reading) will arrive during the delivery window of February 6–9, 2012.

Test materials for April testing (AIMS HS Mathematics, AIMS HS Science, AIMS 3–8, and Stanford 10) will arrive during the delivery window of either March 19–22, 2012, or March 26–29, 2012, depending on which window was selected during online ordering in December.

Materials will be shipped in dual-purpose boxes designed to be easily used for both receiving and shipping materials. **White boxes** will be used for Test Coordinator's Kits (TCK). Materials packaged in the Test Coordinator's Kit include: *AIMS/Stanford 10 Test Coordinator's Manual*, Pre-ID labels, Pre-ID Roster, header sheets, Scoring Service Identification Sheets (SSID), paper bands, School Header Lists, Materials Inventory Sheets, and color-coded return shipping labels. **Brown boxes** will be used for test books, answer documents, *AIMS Test Administration Directions,* and *Stanford 10 Directions for Administering.* Save both the white and brown boxes for use in returning materials to Pearson.

When the test materials are delivered, verify that all boxes in the shipment were received and that they are addressed to your district before signing for the delivery. Each box of the shipment is hand-numbered. The numbers are on the top of each box in the lower left corner. The first and last box will be numbered "1 of x" and "x of x." The boxes between the first and last box will have only the number marked specifically for each box. For example, in a shipment of 16 boxes, the first box is numbered "1 of 16" and the last box is numbered "16 of 16." Box number 2 through box number 15 are numbered without a reference to the range. The boxes will be numbered in order so that the district boxes are first, then the schools' boxes follow with the schools in alphabetical order. The Test Coordinator's Kits, the white boxes, will always be at the beginning of the district's set of boxes and at the beginning of each school's set of boxes. See Figure 1: Box Shipment Diagram on page 12.

An outbound shipping label will also be on the top of the box. This label will include the District Test Coordinator's name, district name and entity number, district shipping address, and indicate if it is a district box or a school box. Please see Figure 2: Outbound Shipping Label on page 12.

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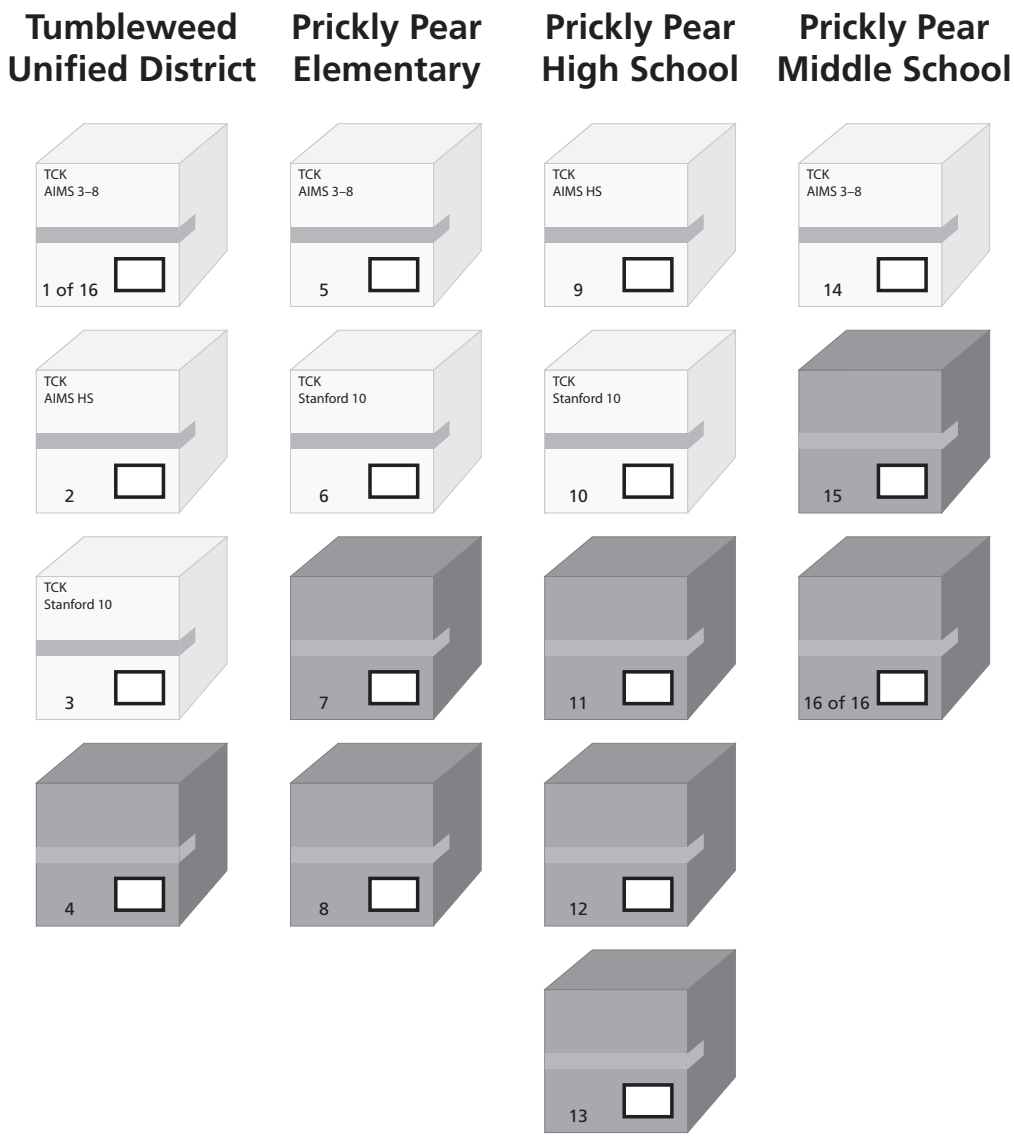

Figure 1: Box Shipment Diagram

Figure 2: Outbound Shipping Label

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Inventorying Test Materials

On the same day that materials are delivered, District Test Coordinators should inventory their shipment of materials using the following checklist.

☐ 1) Find and open Box 1, a white box. Within Box 1, find the Pallet Detail sheet, the District Packing List, and all of the School Packing Lists. The School Packing Lists included in Box 1 are duplicate packing lists for the District Test Coordinator. Do not send these packing lists to the schools. See Figures 3–5 on page 14 for samples of these forms.

☐ 2) Compare the box range and the number of boxes shown on the Pallet Detail sheet with the actual boxes received for the district and for each school. If the total number of boxes indicated on the Pallet Detail sheet has not been received by the end of the delivery window, contact the AIMS Help Customer Service Line at Pearson by phone at 888.705.9421 or by email at AIMSHelp@support.pearson.com.

☐ 3) Open all of the district boxes. Verify the materials received against the District Packing List. Note any discrepancies on the packing list. The test books and answer documents included in the district shipment is an overage amount of the district-wide participation counts. For AIMS HS Writing, Reading, and Mathematics test books, the overage is provided as Form T to be used for make-up testing. Do not distribute these materials to schools unless needed.

☐ 4) The boxes of school test materials may be inventoried before delivering to schools or after delivering to schools. The school's copy of the School Packing List is the school's first box. For each school, verify the materials received against the School Packing List. Note any discrepancies on the packing list.

☐ 5) Compare the actual quantities of test books and answer documents received by each school with the quantities needed. If the school needs more test books or answer documents, distribute district overage materials as needed. Do not distribute AIMS HS Writing, Reading, or Mathematics Form T test books until make-up testing numbers are known following the primary testing date.

☐ 6) Verify that each school has enough scoring and shipping materials in its Test Coordinator Kit(s). If the school needs more paper bands, header sheets, Scoring Service Identification Sheets (SSID), or School Header Lists, distribute materials from the district Test Coordinator Kit(s) as needed. If the school received Pre-ID labels, the labels will be packaged in the school Test Coordinator Kit(s).

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☐ 7) If additional test materials or scoring materials beyond what was included in the district overage and district Test Coordinator Kit(s) are needed, submit an additional order via PearsonAccess during the appropriate additional order window.

AIMS HS Writing and HS Reading: February 13–15, 2012

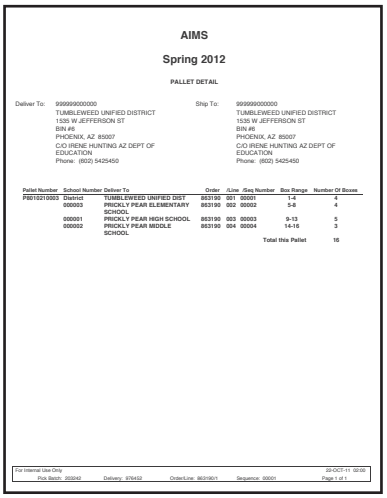
AIMS HS Mathematics and HS Science: March 29–April 3, 2012

AIMS 3–8: March 29–April 3, 2012

Stanford 10 Grade 2 and Grade 9: March 29–April 3, 2012

Order as early in the additional orders window as possible. Additional orders are shipped as they are received.

Maintain an accurate inventory of all materials at each school and at the district. Save all packing lists from the initial order and any additional orders to aid in the completion of the Materials Inventory Sheets when materials are packaged for return.



AIMS

Spring 2012

PALLET DETAIL

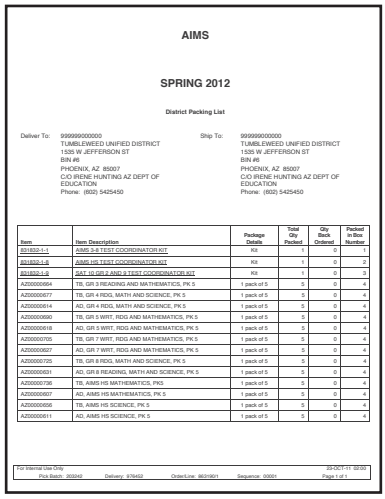
Deliver To: 999999000000
TUMBLEWEED UNIFIED DISTRICT
1535 W JEFFERSON ST
BIN #6
PHOENIX, AZ 85007
C/O IRENE HUNTING AZ DEPT OF EDUCATION
Phone: (602) 5425450

Ship To: 999999000000
TUMBLEWEED UNIFIED DISTRICT
1535 W JEFFERSON ST
BIN #6
PHOENIX, AZ 85007
C/O IRENE HUNTING AZ DEPT OF EDUCATION
Phone: (602) 5425450

Pallet Number	School Number	Deliver To	Order	/Line	/Seq Number	Box Range	Number Of Boxes
P6010210003	District	TUMBLEWEED UNIFIED DIST	863190	001	00001	1-4	4
	000003	PRICKLY PEAR ELEMENTARY SCHOOL	863190	002	00002	5-8	4
	000001	PRICKLY PEAR HIGH SCHOOL	863190	003	00003	9-13	5
	000002	PRICKLY PEAR MIDDLE SCHOOL	863190	004	00004	14-16	3
						Total this Pallet	16

For Internal Use Only 22-OCT-11 02:00
Pick Batch: 203242 Delivery: 976452 OrderLine: 863190/1 Sequence: 00001 Page 1 of 1

Figure 3: Pallet Detail Sheet



AIMS

SPRING 2012

District Packing List

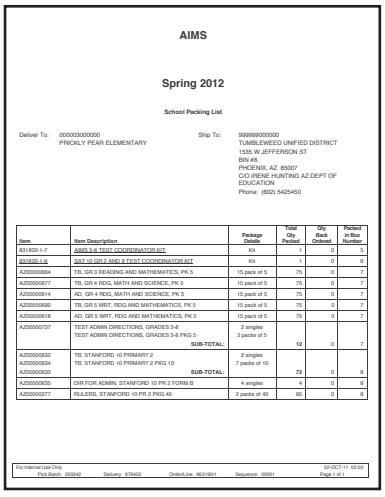
Deliver To: 999999000000
TUMBLEWEED UNIFIED DISTRICT
1535 W JEFFERSON ST
BIN #6
PHOENIX, AZ 85007
C/O IRENE HUNTING AZ DEPT OF EDUCATION
Phone: (602) 5425450

Ship To: 999999000000
TUMBLEWEED UNIFIED DISTRICT
1535 W JEFFERSON ST
BIN #6
PHOENIX, AZ 85007
C/O IRENE HUNTING AZ DEPT OF EDUCATION
Phone: (602) 5425450

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
831832-1-1	AIMS 3-8 TEST COORDINATOR KIT	Kit	1	0	1
831832-1-8	AIMS HS TEST COORDINATOR KIT	Kit	1	0	2
831832-1-9	SAT 10 GR 2 AND 9 TEST COORDINATOR KIT	Kit	1	0	3
A250000664	TB, GR 3 READING AND MATHEMATICS, PK 5	1 pack of 5	5	0	4
A250000677	TB, GR 4 RDG, MATH AND SCIENCE, PK 5	1 pack of 5	5	0	4
A250000614	AD, GR 4 RDG, MATH AND SCIENCE, PK 5	1 pack of 5	5	0	4
A250000690	TB, GR 5 WRIT, RDG AND MATHEMATICS, PK 5	1 pack of 5	5	0	4
A250000618	AD, GR 5 WRIT, RDG AND MATHEMATICS, PK 5	1 pack of 5	5	0	4
A250000705	TB, GR 7 WRIT, RDG AND MATHEMATICS, PK 5	1 pack of 5	5	0	4
A250000627	AD, GR 7 WRIT, RDG AND MATHEMATICS, PK 5	1 pack of 5	5	0	4
A250000725	TB, GR 8 RDG, MATH AND SCIENCE, PK 5	1 pack of 5	5	0	4
A250000631	AD, GR 8 READING, MATH AND SCIENCE, PK 5	1 pack of 5	5	0	4
A250000736	TB, AIMS HS MATHEMATICS, PK5	1 pack of 5	5	0	4
A250000607	AD, AIMS HS MATHEMATICS, PK 5	1 pack of 5	5	0	4
A250000656	TB, AIMS HS SCIENCE, PK 5	1 pack of 5	5	0	4
A250000611	AD, AIMS HS SCIENCE, PK 5	1 pack of 5	5	0	4

For Internal Use Only 22-OCT-11 02:00
Pick Batch: 203242 Delivery: 976452 OrderLine: 863190/1 Sequence: 00001 Page 1 of 1

Figure 4: District Packing List



AIMS

Spring 2012

School Packing List

Deliver To: 000003000000
PRICKLY PEAR ELEMENTARY

Ship To: 999999000000
TUMBLEWEED UNIFIED DISTRICT
1535 W JEFFERSON ST
BIN #6
PHOENIX, AZ 85007
C/O IRENE HUNTING AZ DEPT OF EDUCATION
Phone: (602) 5425450

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
831832-1-7	AIMS 3-8 TEST COORDINATOR KIT	Kit	1	0	5
831832-1-9	SAT 10 GR 2 AND 9 TEST COORDINATOR KIT	Kit	1	0	6
A250000664	TB, GR 3 READING AND MATHEMATICS, PK 5	15 pack of 5	75	0	7
A250000677	TB, GR 4 RDG, MATH AND SCIENCE, PK 5	15 pack of 5	75	0	7
A250000614	AD, GR 4 RDG, MATH AND SCIENCE, PK 5	15 pack of 5	75	0	7
A250000690	TB, GR 5 WRIT, RDG AND MATHEMATICS, PK 5	15 pack of 5	75	0	7
A250000618	AD, GR 5 WRIT, RDG AND MATHEMATICS, PK 5	15 pack of 5	75	0	7
A250000737	TEST ADMIN DIRECTIONS, GRADES 3-8 TEST ADMIN DIRECTIONS, GRADES 3-8 PKG 5	2 singles 2 packs of 5			
	SUB-TOTAL:		12	0	7
A250000632 A250000634	TB, STANFORD 10 PRIMARY 2 TB, STANFORD 10 PRIMARY 2 PKG 10	2 singles 7 packs of 10			
	SUB-TOTAL:		72	0	8
A250000635	DIR FOR ADMIN, STANFORD 10 PR 2 FORM B	4 singles	4	0	8
A250000077	RULERS, STANFORD 10 PR 2 PKG 40	2 packs of 40	80	0	8

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Pick Batch: 203242 Delivery: 976452 OrderLine: 863190/1 Sequence: 00001 Page 1 of 1

Figure 5: School Packing List

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During Testing
Precautions

- Do not use any test books or answer documents other than those that correspond to the Spring 2012 administration of AIMS and Stanford 10. Documents from other testing programs or from previous AIMS test administrations will not be scored.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the scorable test materials (all answer documents, Grade 2 test books, and Grade 3 test books).
- Do not allow students to make any marks near the timing marks on the edges of scorable test materials.
- Do not use "sticky" notes, paperclips, tape, staples, or glue on the scorable test materials.
- Do not insert loose papers into the scorable test materials.
- Do not tape or glue additional paper into the scorable test materials.
- Do not allow students to use extra paper to write their responses to the writing prompt. Only responses that are **handwritten** in pencil on the pages designated "Final Copy" will be scored.
- Do not allow students to use correction fluid on the scorable test materials. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters on the scorable test materials.
- Do not return test materials that have been contaminated with blood, vomit, or other bodily fluids to Pearson. Provide directions to your Test Administrators for the proper handling of contaminated test materials.

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After Testing

Inspecting and Organizing Test Materials

After testing, Test Administrators should inspect the test books and answer documents as directed in the corresponding *AIMS Test Administration Directions* or *Stanford 10 Directions for Administering.* Answer documents and test books must be stacked separately with front covers facing up.

Assembling Scorable Test Materials

Scorable materials must be packaged as directed and ready for pick-up no later than 7:00 A.M. on the scheduled CEVA retrieval date. The District Test Coordinator is responsible for determining which of the following steps will be completed by Test Administrators or by the School Test Coordinator. The District Test Coordinator is responsible for providing directions and training accordingly.

☐ Verify that student responses have been transferred to a standard regular-sized answer document (Grade 2 test book or Grade 3 test book) for the following special circumstances.

Student responses on test materials that have been contaminated with blood, vomit, or other bodily fluids must be transferred to clean answer documents (Grade 2 test books or Grade 3 test books). After transferring student responses, destroy any contaminated test books and answer documents securely and appropriately by following requirements for disposing of hazardous materials. Note the destroyed test materials on the School Materials Inventory Sheet with an indication that the books were contaminated and destroyed. **Do not return contaminated test materials to Pearson.**

For students who used a large print or Braille version of the test or who used assistive technology as an accommodation, transfer their responses to standard regular-sized answer documents (Grade 2 test books or Grade 3 test books). For more information on this process, please refer to the *AIMS Test Administration Directions.*

☐ Separate scorable test materials by testing program.

For each school, separate the scorable test materials by testing program: AIMS HS, AIMS 3–8, and Stanford 10. The scorables from each of these testing programs must be assembled and boxed separately. **Mixing scorables from multiple testing programs will delay the Spring 2012 AIMS test results.** Scorable test materials for each testing program are shown in the next table.

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AIMS HS Scorable Test Materials (Blue Return Label)	AIMS 3–8 Scorable Test Materials (Orange Return Label)	Stanford 10 Scorable Test Materials (Purple Return Label)
used HS Writing Answer Documents	used Grade 3 Test Books	used Grade 2 Test Books
used HS Reading Answer Documents	used Grades 4–8 Answer Documents	used Grade 9 Answer Documents
used HS Mathematics Answer Documents		
used HS Science Answer Documents		

☐ Organize the answer documents.

For AIMS HS, separate the answer documents by content area: writing, reading, mathematics, and science. Within each content area, sort by cohort. Within each cohort, group by teacher if desired.

For AIMS 3–8, separate the Grade 3 test books and the Grades 4 through 8 Answer Documents by grade. Within each grade, group by teacher if desired.

For Stanford 10, separate the Grade 2 test books and the Grade 9 answer documents. Within each grade, group by teacher if desired.

☐ Complete header sheets and Stanford 10 Scoring Service Identification Sheet.

For each group of AIMS scorables, select a preslugged green AIMS Header Sheet with the correct school. Complete **both sides** of the header sheet as directed in the section "Completing Header Sheets for AIMS Scorables" on pages 22–24.

For each group of Stanford 10 scorables, select a preslugged purple Scoring Service Identification Sheet (SSID Sheet) with the correct school. Complete **both sides** of the SSID as directed in the section "Completing SSIDs for Stanford 10 Scorables" on page pages 25–27.

☐ Bind each group of scorables.

Place the completed header sheet or SSID sheet with SIDE 1 facing up on top of the stack of scorables for the group. Wrap one band around the stack horizontally or vertically. Be sure the band holds the documents securely. Paper bands received in the test coordinator kit may have preprinted text. It is not necessary to complete the information on the paper bands.

A large group may be divided into two or more stacks so that each stack can be wrapped securely. Each stack should be no thicker than what the band can securely wrap around and be sealed. Make as many stacks as needed. One header sheet (or SSID sheet) is needed per stack. For a large group with multiple stacks and multiple header sheets (or SSID sheets), make certain that the group name on each header sheet (or SSID sheet) is identical. Bind the stacks with paper bands as directed above.

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A small group must still have its own header sheet (or SSID sheet). Do not combine multiple groups, regardless of how small, under the same header sheet (or SSID sheet). Do not bind multiple groups together.

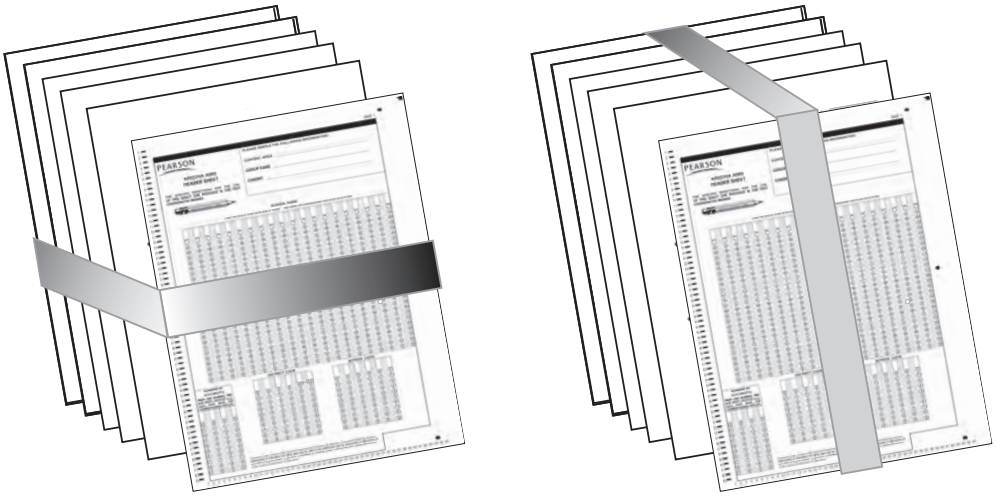

Figure 6: Binding Scorable Documents

☐ Complete the School Header Lists.

For each school, complete the School Header List(s) as directed in the section "Completing School Header Lists" on pages 28–31 of this manual. Keep photocopies of all completed School Header Lists.

☐ Box scorables by testing program:

AIMS HS

AIMS 3–8

Stanford 10

For each testing program, place bundled groups in the return shipping boxes in the reverse order they are listed on the School Header List(s) so that the groups will be removed from the boxes at the scoring center in the same order as listed on the School Header List(s). The School Header List(s) should be placed at the top of the first box.

Do not mix testing programs (materials requiring different color-coded return labels) within the same scorable box. Do not mix scorable and nonscorable materials in the same box. Do not box scorable material for multiple schools together.

Fill any empty spaces in the scorable boxes with crumpled paper or plastic bubbles. Do not use shredded paper or foam "peanuts."

☐ Seal the boxes.

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☐ Label the boxes.

Affix a precoded, color-coded scorable return label on the top of each box of scorable test materials:

AIMS HS = **blue** return label

AIMS 3–8 = **orange** return label

Stanford 10 = **purple** return label.

Be certain the label is coded with the correct school and district. Do not use return labels from any previous test administration. See Figures 7, 8, and 9 for samples of the the precoded, color-coded scorable return labels.

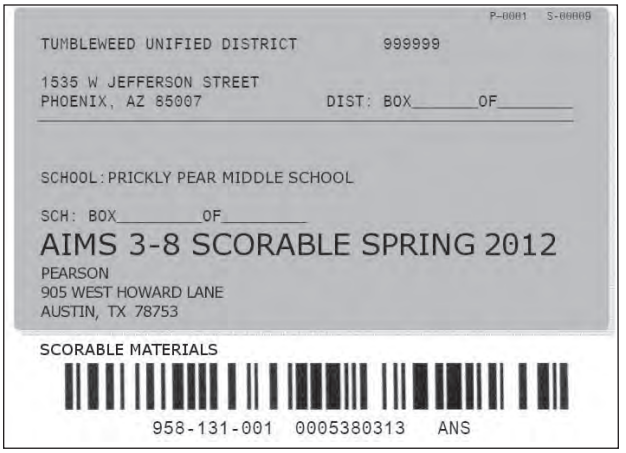

Figure 7: Blue Return Label for Scorable AIMS HS Answer Documents

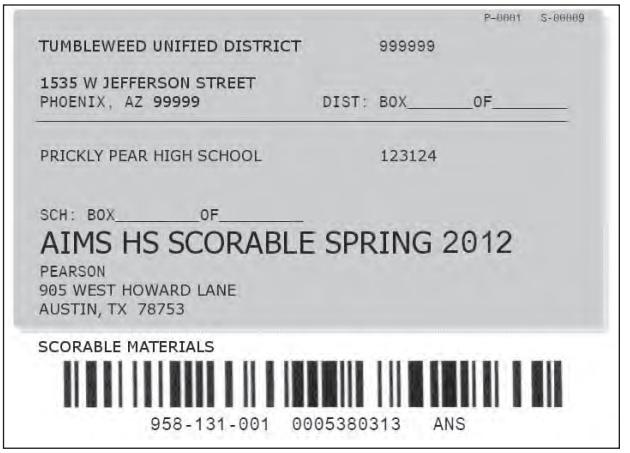

Figure 8: Orange Return Label for Scorable AIMS 3–8 Test Materials

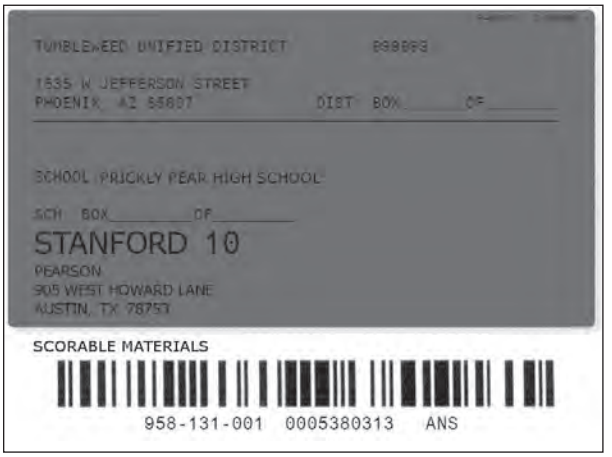

Figure 9: Purple Return Label for Scorable Stanford 10 Answer Documents

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- ☐ Number the scorable boxes by testing program (by label color).

  For each school within the district or charter, mark each school box of scorable materials accordingly as “Box 1 of X,” “Box 2 of X,” etc. in the “Sch: Box____of____” section of the scorable return label. Restart the numbering sequence for each different label color within a school.

  Mark the “Dist: Box____of____” section of the scorable return labels in one continuous numbering sequence (per label color) for the entire set of district scorable boxes without restarting the numbering at each school. See Figure 10 for an example of how to number the scorable boxes.

- ☐ Keep scorable boxes in secure storage until the scheduled CEVA retrieval.

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Scorables for the April 30–May 3 retrieval window

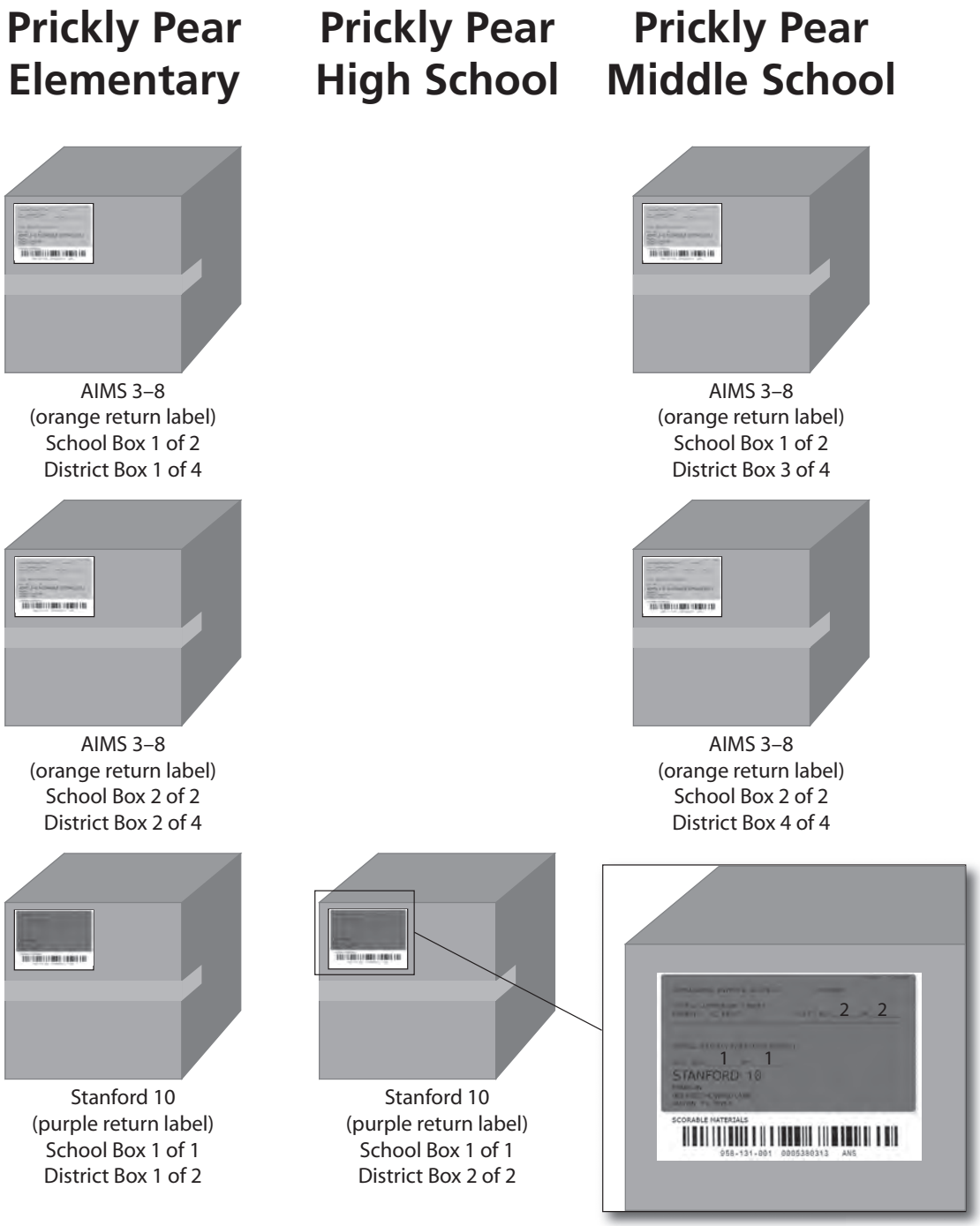

Figure 10: Numbering Boxes for Retrieval

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Completing Header Sheets for AIMS Scorables

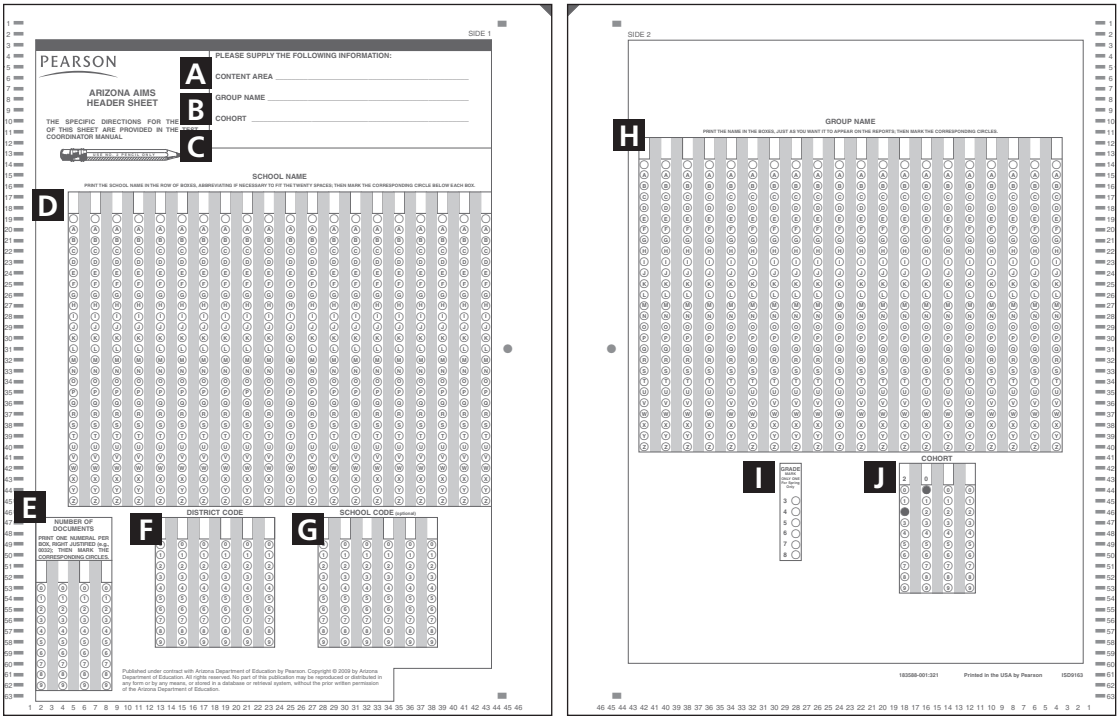

Figure 11: Sample Header Sheet

The green AIMS Header Sheet provides data that appears on the score reports. A Header Sheet **must** be completed for each group's documents. Each group of completed answer documents may include students from only one grade (AIMS 3–8) or only one cohort and one content area (AIMS HS). For AIMS HS, **correctly coding the cohort on SIDE 2 is especially important**. The cohort on score reports is determined by the cohort on the Header Sheet, not by the cohort on the Pre-ID Label or by the cohort bubble on the student's answer document.

Preslugged and blank Header Sheets have been provided in the Test Coordinator's Kits. Header sheets are scannable documents; **photocopies are not acceptable for the scoring center's use**. If additional Header Sheets are needed, blank Header Sheets may be ordered during the additional order windows.

If information on a preslugged Header Sheet is incorrect, do not alter it. Instead, fill out all information on a blank Header Sheet.

School name, district code, and school code have been completed on the preslugged Header Sheets. Please review the preslugged information. Be certain to confirm school code as many schools have similar names. **If information on a preslugged Header Sheet is incorrect, do not alter it. Instead, fill out all information on a blank Header Sheet.**

Instructions for completing the Header Sheets apply to the Spring 2012 AIMS HS and AIMS 3–8.

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SIDE 1

A CONTENT AREA

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed for AIMS HS. Fill in the appropriate content area (writing, reading, mathematics, or science).

For AIMS 3–8, leave CONTENT AREA blank.

B GROUP NAME

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed. Fill in the group name. Each Header Sheet must have a group name. Names such as Sophomores, Juniors, Seniors; or Class A, Class B, and Class C are highly recommended if different teacher names are not used. This must match the group name on **SIDE 2**.

C COHORT

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed for AIMS HS. Fill in cohort 2014, 2013, 2012, or 2011 for writing, reading, and mathematics or cohort 2015 or 2014 for science. This must match the cohort bubbled on **SIDE 2**.

For AIMS 3–8, leave COHORT blank.

D SCHOOL NAME

For preslugged Header Sheets, this area will be pre-filled.

For blank Header Sheets, this section needs to be completed. Print the school name in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same school name as on a corresponding preslugged Header Sheet.

E NUMBER OF DOCUMENTS

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed. Fill in the total number of student answer documents returned for scoring and grouped with this Header Sheet. Fill one numeral per box, right justified. For example, 32 answer documents must be filled in as "0032." Mark the corresponding circle below each box.

The number entered in the "Number of Documents" section of the Header Sheet must exactly match the number of answer documents grouped with the Header Sheet.

The number entered in the "Number of Documents" section of the Header Sheet must exactly match the number of answer documents grouped with the Header Sheet.

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If using a blank Header Sheet, be certain to code all information exactly as it is on the preslugged Header Sheet.

F DISTRICT CODE

For preslugged Header Sheets, this area will be pre-filled.

For blank Header Sheets, this section needs to be completed. Print the district code in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same district code as on a corresponding preslugged Header Sheet.

G SCHOOL CODE

For preslugged Header Sheets, this area will be pre-filled. Student results will be reported under the school code on the Header Sheet. Confirm that the selected preslugged Header Sheet has the correct school code as many schools have similar names.

For blank Header Sheets, this section needs to be completed. Print the school code in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same school code as on a corresponding preslugged Header Sheet.

***SIDE 2** of the Header Sheet must be completed.*

SIDE 2

H GROUP NAME

For preslugged Header Sheets and for blank Header Sheets, this section needs to be completed. Print the group name in the row of boxes, and then mark the corresponding circle below each box. Each Header Sheet must have a group name. Names such as Sophomores, Juniors, Seniors; or Class A, Class B, and Class C are highly recommended if different teacher names are not used. This must match the group name on **SIDE 1**.

I GRADE

For preslugged or blank Header Sheets, this section needs to be completed for AIMS 3–8.

For AIMS HS, leave GRADE blank.

J COHORT

For preslugged Header Sheets and for blank Header Sheets, **this section must be completed for AIMS HS**. Fill in the last two numerals only and then mark corresponding circle below each box. This must match the cohort on **SIDE 1**. **The hand-bubbled cohort is the cohort that will appear on reports.**

For AIMS 3–8, leave COHORT blank.

Please review all hand-entered information.

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Completing SSIDs for Stanford 10 Scorables

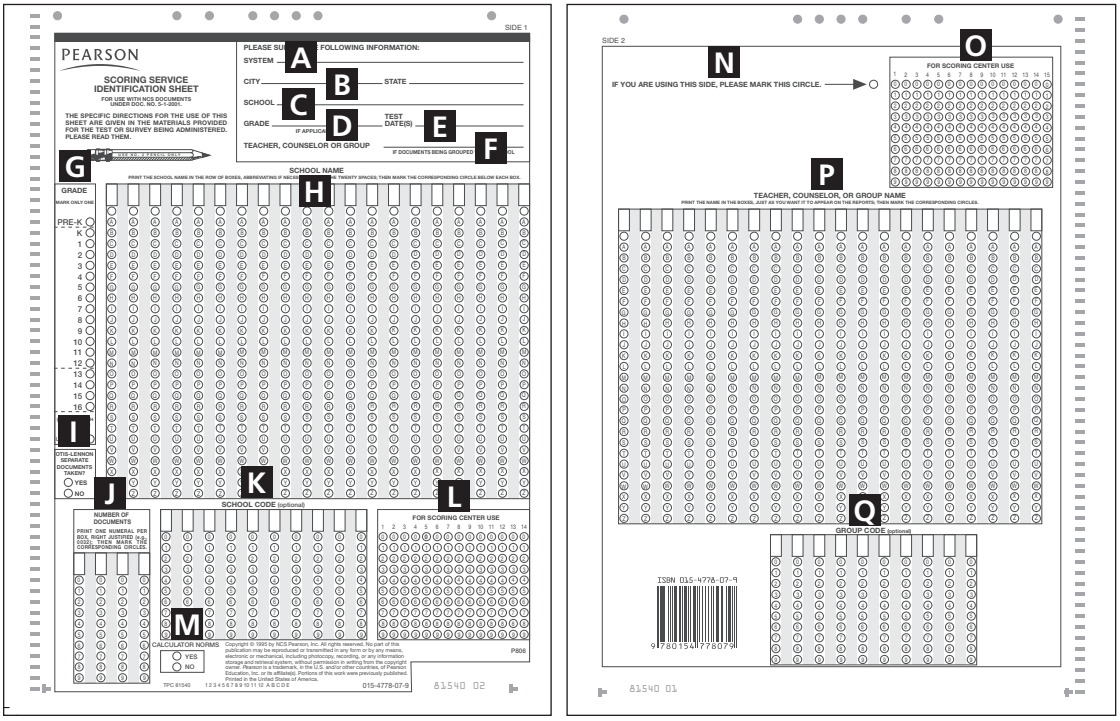

Figure 12: Sample SSID Sheet

The purple Scoring Service Identification Sheet (SSID Sheet) provides data that appears on the score reports. A SSID Sheet **must** be completed for each group's documents. Each group of completed answer documents may include students from only one grade (Grade 2 or Grade 9).

Preslugged and blank SSID Sheets have been provided in the Test Coordinator's Kits for Stanford 10. SSID sheets are scannable documents; **photocopies are not acceptable for the scoring center's use**. If additional SSID Sheets are needed, blank SSID Sheets may be ordered during the additional order windows.

Some information on the SSID Sheets has been preslugged. Please review the preslugged information. **If information on a preslugged SSID Sheet is incorrect, do not alter it. Instead, fill out all information on a blank SSID Sheet.**

If information on a preslugged SSID Sheet is incorrect, do not alter it. Instead, fill out all information on a blank SSID Sheet.

Instructions for completing the SSID Sheets apply to the Spring 2012 Stanford 10 Grades 2 and 9 Test.

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*Complete sections A, D, F, G, H, J, and K on **SIDE 1** of the SSID.*

SIDE 1

A SYSTEM
For preslugged SSID Sheets and for blank SSID Sheets, this section needs to be completed. Fill in the district's name.

B CITY and STATE
For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

C SCHOOL
For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

D GRADE
For preslugged SSID Sheets and for blank SSID Sheets, this section needs to be completed. Indicate if this is for Grade 2 or Grade 9.

E TEST DATES
For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

F TEACHER, COUNSELOR OR GROUP
For preslugged SSID Sheets and for blank SSID Sheets, this section needs to be completed. Fill in the group name. Each SSID Sheet must have a group name. Names such as Freshmen or Class A, Class B, and Class C are highly recommended if different teacher names are not used. This must match the group name on **SIDE 2**.

G GRADE
For preslugged SSID Sheets, this area will be pre-filled.

For blank SSID Sheets, this section needs to be completed. Fill in Grade 2 or Grade 9. Do not grid more than one grade.

H SCHOOL NAME
For preslugged SSID Sheets, this area will be pre-filled.

For blank SSID Sheets, this section needs to be completed. Print the school name in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same school name as on a corresponding preslugged SSID Sheet.

I OTIS-LENNON SEPARATE DOCUMENTS TAKEN
For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

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J NUMBER OF DOCUMENTS

For preslugged SSID and for blank SSID Sheets, this section needs to be completed. Fill in the total number of student answer documents returned for scoring and grouped with this SSID Sheet. Fill one numeral per box, right justified. For example, 32 answer documents must be filled in as "0032." Mark the corresponding circle below each box. The number entered in the "Number of Documents" section of the SSID Sheet must exactly match the number of answer documents grouped with the SSID Sheet.

K SCHOOL CODE

For preslugged SSID Sheets, this area will be pre-filled.

For blank SSID Sheets, this section needs to be completed. Print the school code in the row of boxes, and then mark the corresponding circle below each box. Be certain to use the same school code as on a corresponding preslugged SSID Sheet.

L FOR SCORING CENTER USE

For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

M CALCULATOR NORMS

For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

SIDE 2

*Complete sections N and P on **SIDE 2** of the SSID.*

N IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE

For preslugged SSID Sheets and for blank SSID Sheets, this section needs to be completed. Fill in the circle.

O FOR SCORING CENTER USE

For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

P TEACHER, COUNSELOR OR GROUP

For preslugged SSID Sheets and for blank SSID Sheets, this section needs to be completed. Print the group name in the row of boxes, and then mark the corresponding circle below each box. Each SSID Sheet must have a group name. Names such as Freshmen; or Class A, Class B, and Class C are highly recommended if different teacher names are not used. This must match the group name on **SIDE 1**.

Q GROUP CODE

For preslugged SSID Sheets and for blank SSID Sheets, this section does not need to be completed. **Leave blank.**

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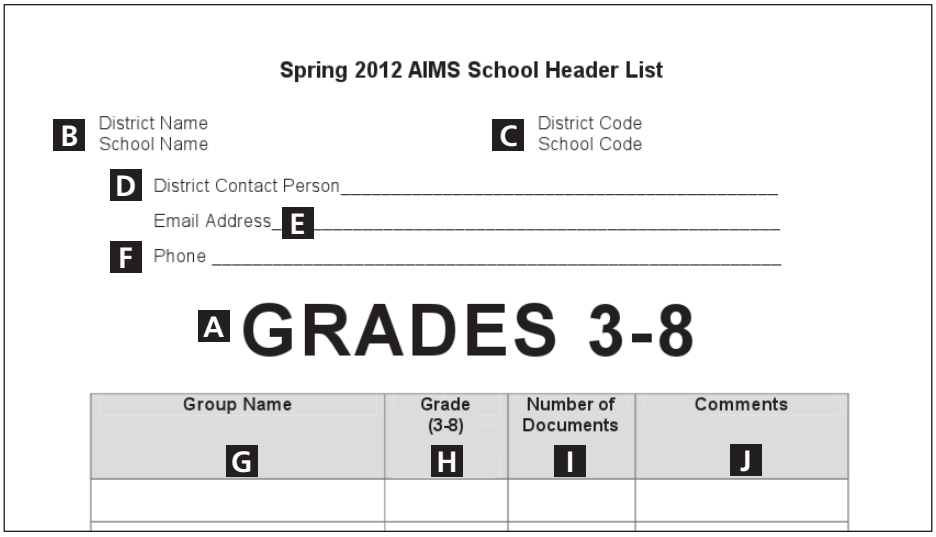
Completing School Header Lists


Spring 2012 AIMS School Header List

B District Name
School Name

C District Code
School Code

D District Contact Person_____

Email Address_E_____

F Phone _____

A GRADES 3-8

Group Name G	Grade (3-8) H	Number of Documents I	Comments J

Figure 13: Sample School Header List

The School Header List contains information used to verify that the school's entire return shipment of scorable materials has been received. District Test Coordinators and School Test Coordinators should keep photocopies of all completed School Header Lists.

There are separate School Header Lists for Stanford 10, AIMS 3–8, and each content area of AIMS HS. For Stanford 10, complete a School Header List for each school. For AIMS 3–8, complete a School Header List for each school. For AIMS HS, complete a School Header List for each content area tested at each school. If multiple copies of the same School Header List type are needed to list all groups for a school, number the upper right corner of the lists as "1 of X," "2 of X," etc.

Instructions for completing the School Header List apply for all AIMS and Stanford 10 testing.

A TYPE OF SCHOOL HEADER LIST

Stanford 10, Grades 3–8, or the content area for AIMS HS will be preprinted in this field.

B DISTRICT NAME and SCHOOL NAME

District name and school name will be preprinted in this field.

C DISTRICT ENTITY NUMBER and SCHOOL ENTITY NUMBER

District entity number and school entity number will be preprinted in this field.

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D DISTRICT CONTACT PERSON
Print the name of the District Test Coordinator.

E EMAIL ADDRESS
Print the email address of the District Test Coordinator.

F PHONE
Print the phone number of the District Test Coordinator.

G GROUP NAME
Print the group name exactly as it is on the Header Sheet or on the SSID. If a large group is bundled as multiple stacks, list the group only once on the School Header List.

H COHORT/GRADE
For the AIMS HS print the cohort for each group exactly as it is on the Header Sheet. For the AIMS 3–8 print the grade exactly as it is on the Header Sheet. For Stanford 10, print the grade exactly as it is on the SSID.

I NUMBER OF DOCUMENTS
Fill in the total number of student answer documents returned for scoring for each group. If a large group is bundled as multiple stacks, be sure to total the number of documents from all Header Sheets or SSIDs for the group.

J COMMENTS
Use the comments section to indicate when a large group is bundled as multiple stacks.

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Spring 2012 AIMS School Header List

District Name
School Name

District Code
School Code

District Contact Person_____

Email Address_____

Phone _____

WRITING

Group Name	Cohort (2014, 2013, 2012, 2011 and under)	Number of Writing Documents	Comments

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Figure 14A: Sample School Header List for AIMS HS Writing

Spring 2012 AIMS School Header List

District Name
School Name

District Code
School Code

District Contact Person_____

Email Address_____

Phone _____

READING

Group Name	Cohort (2014, 2013, 2012, 2011 and under)	Number of Reading Documents	Comments

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Figure 14B: Sample School Header List for AIMS HS Reading

Spring 2012 AIMS School Header List

District Name
School Name

District Code
School Code

District Contact Person_____

Email Address_____

Phone _____

MATHEMATICS

Group Name	Cohort (2014, 2013, 2012, 2011 and under)	Number of Mathematics Documents	Comments

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Figure 14C: Sample School Header List for AIMS HS Mathematics

Spring 2012 AIMS School Header List

District Name
School Name

District Code
School Code

District Contact Person_____

Email Address_____

Phone _____

SCIENCE

Group Name	Cohort (2015, 2014)	Number of Science Documents	Comments

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Figure 14D: Sample School Header List for AIMS HS Science

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Spring 2012 AIMS School Header List

District Name
School Name

District Code
School Code

District Contact Person_____

Email Address_____

Phone _____

GRADES 3-8

Group Name	Grade (3-8)	Number of Documents	Comments

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Figure 14E: Sample School Header List for AIMS 3–8

Spring 2012 AIMS School Header List

District Name
School Name

District Code
School Code

District Contact Person_____

Email Address_____

Phone _____

STANFORD 10

Group Name	Grade (2, 9)	Number of Documents	Comments

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Figure 14F: Sample School Header List for Stanford 10

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Assembling Nonscorable Test Materials

Nonscorable materials must be packaged as directed and ready for pick-up no later than 7:00 A.M. on the scheduled CEVA retrieval date. The District Test Coordinator is responsible for determining which of the following steps will be completed by Test Administrators or by the School Test Coordinator. The District Test Coordinator is responsible for providing directions and training accordingly.

Unused Stanford 10 Grade 2 test books, all Stanford 10 Grade 9 test books, unused Stanford 10 Grade 9 answer documents, and all *Stanford 10 Directions for Administering* are to be kept by the district or charter in secure storage for use next year. Do not return these Stanford 10 materials with the nonscorables.

***AIMS HS Test Administration Directions* are not to be returned until after the administration of the HS Mathematics and HS Science tests in April.**

☐ Organize the nonscorable test materials by document type for each school:

unused Grade 3 Test Books;

used and unused Grades 4 through 8 Test Books;

used and unused HS Writing Test Books;

used and unused HS Reading Test Books;

used and unused HS Mathematics Test Books;

used and unused HS Science Test Books;

unused Grades 4 through 8 Answer Documents

unused HS Writing Answer Documents;

unused HS Reading Answer Documents;

unused HS Mathematics Answer Documents;

unused HS Science Answer Documents;

all used and unused AIMS large print and AIMS Braille test materials;

all *AIMS Test Administration Directions;*

all *AIMS/Stanford 10 Test Coordinator's Manuals;*

all unused color-coded return shipping labels;

all unused Pre-ID labels*;* and

all unused preslugged header sheets and preslugged SSID sheets.

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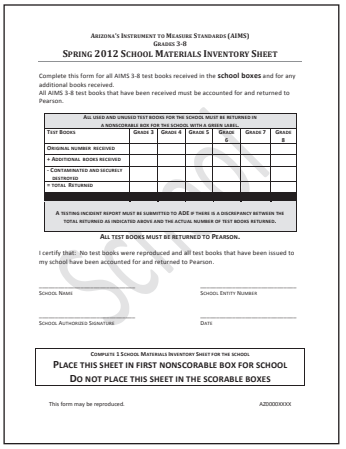
☐ Complete School and District Materials Inventory Sheets.

Complete a School Materials Inventory Sheet for each school and complete a District Materials Inventory Sheet. Count the number of each type of document and note it on the appropriate Materials Inventory Sheet(s). Note any missing test books and provide an explanation. See Figures 15 and 16.



Arizona's Instrument to Measure Standards (AIMS)
Grades 3-8
Spring 2012 School Materials Inventory Sheet

Complete this form for all AIMS 3-8 test books received in the **school boxes** and for any additional books received.
All AIMS 3-8 test books that have been received must be accounted for and returned to Pearson.

All used and unused test books for the school must be returned in a nonscorable box for the school with a green label.

Test Books	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Original number received						
+ Additional books received						
- Contaminated and securely destroyed						
= Total Returned						

A testing incident report must be submitted to ADE if there is a discrepancy between the total returned as indicated above and the actual number of test books returned.

All test books must be returned to Pearson.

I certify that: No test books were reproduced and all test books that have been issued to my school have been accounted for and returned to Pearson.

School Name _____ School Entity Number _____

School Authorized Signature _____ Date _____

Complete 1 School Materials Inventory Sheet for the school.

Place this sheet in first nonscorable box for school
Do not place this sheet in the scorable boxes

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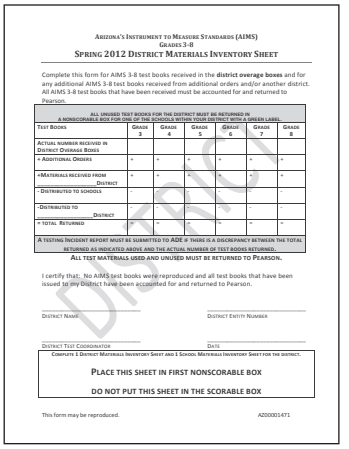
Figure 15: Sample School Materials Inventory Sheet



Arizona's Instrument to Measure Standards (AIMS)
Grades 3-8
Spring 2012 District Materials Inventory Sheet

Complete this form for AIMS 3-8 test books received in the **district overage boxes** and for any additional AIMS 3-8 test books received from additional orders and/or another district.
All AIMS 3-8 test books that have been received must be accounted for and returned to Pearson.

All unused test books for the district must be returned in a nonscorable box for one of the schools within your district with a green label.

Test Books	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Actual number received in District Overage Boxes						
+ Additional Orders	+	+	+	+	+	+
=Materials received from District	=	=	=	=	=	=
- Distributed to schools	-	-	-	-	-	-
-Distributed to District	-	-	-	-	-	-
= Total Returned	=	=	=	=	=	=

A testing incident report must be submitted to ADE if there is a discrepancy between the total returned as indicated above and the actual number of test books returned.

All test materials used and unused must be returned to Pearson.

I certify that: No AIMS test books were reproduced and all test books that have been issued to my District have been accounted for and returned to Pearson.

District Name _____ District Entity Number _____

District Test Coordinator _____ Date _____

Complete 1 District Materials Inventory Sheet and 1 School Materials Inventory Sheet for the district.

Place this sheet in first nonscorable box

do not put this sheet in the scorable box

This form may be reproduced. A200001471

Figure 16: Sample District Materials Inventory Sheet

☐ Box nonscorables.

Box all nonscorables by school. Place the district nonscorables in one of the school boxes. (See Figure 17.)

Place the corresponding School Materials Inventory Sheet at the top of each school's first nonscorable box.

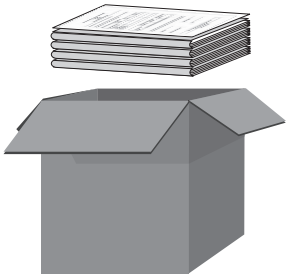


Figure 17: Packing School Nonscorable Test Materials for Return

Place the District Materials Inventory Sheet at the top of the box of nonscorable materials that will be marked as the first nonscorable box for the district.

Do not mix scorable and nonscorable materials in the same box.

Fill any empty spaces in the nonscorable boxes with crumpled paper or plastic air bubbles. Do not use shredded paper or foam "peanuts."

☐ Seal the boxes.

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☐ Label the boxes.

Affix a precoded **green** nonscorable return label on the top of each box of nonscorable test materials. Be certain the label is coded with the correct school and district.

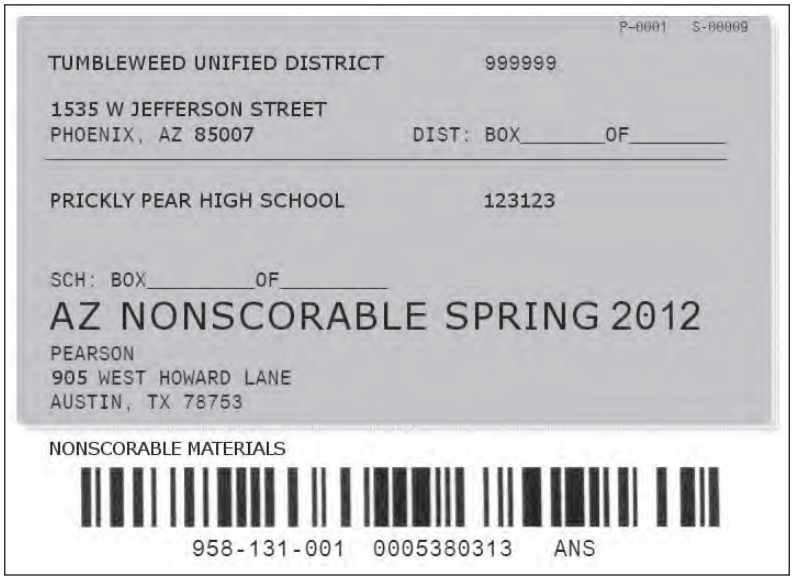

Figure 18: Green Return Label for Nonscorable AIMS Test Materials

☐ Number the nonscorable boxes.

For each school within the district or charter, mark each school box of nonscorable materials accordingly as “Box 1 of X,” “Box 2 of X,” etc. in the “Sch: Box____of ____” section of the green nonscorable return label.

Mark the “Dist: Box____of____” section of the green nonscorable return labels in one continuous numbering sequence for the entire set of district or charter boxes without restarting the numbering at each school.

☐ Keep nonscorable boxes in secure storage until the scheduled CEVA retrieval.

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Materials Retrieval

CEVA will be your return freight carrier. Refer to the schedule provided at the Pre-Test Workshop to determine the date of each CEVA retrieval for your district or charter. There will be multiple CEVA retrievals. Each return label color will be assigned to a retrieval date. Return to CEVA only the designated label color(s) for each retrieval.

There will be multiple CEVA retrievals. Each label color will be assigned to a retrieval date. Return to CEVA only the designated label color(s) for each retrieval.

The CEVA driver will arrive at the designated address on the designated retrieval date between 7:00 A.M. and 4:00 P.M. CEVA is unable to schedule retrievals at specific times. **If a site does not have its materials ready for return when the CEVA driver arrives on the scheduled date or the materials are not located at the designated address, the site will be required to pay for a second retrieval attempt.** Therefore, make every effort to have materials ready the day before the scheduled retrieval date.

The CEVA driver will arrive at the designated address on the designated retrieval date between 7:00 A.M. and 4:00 P.M.

All CEVA drivers will arrive with preprinted bills of lading and will identify themselves as CEVA representatives working on behalf of Pearson. The District Test Coordinator or a designated person must enter the box counts on the shipping documents provided by CEVA and sign them.

Before the driver arrives, check the boxes to ensure the following:

- ☐ A **BLUE** return label has been completed and affixed on the top of each box containing AIMS HS **scorable** materials.
- ☐ An **ORANGE** return label has been completed and affixed on the top of each box containing AIMS 3–8 **scorable** materials.
- ☐ A **PURPLE** return label has been completed and affixed on the top of each box containing Stanford 10 Grades 2 and 9 **scorable** materials.
- ☐ A **GREEN** return label has been completed and affixed on the top of each box containing AIMS HS, AIMS 3–8, and/or Stanford 10 **nonscorable** materials.
- ☐ Verify the total number of boxes for each label color. Have these numbers ready for the driver.

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Appendix

State Board of Education Rule

The following is State Board of Education Rule R7-2-310.B, C, and D concerning test security.

B. The superintendent or head of district shall be responsible for:

1. Providing school district enrollment data to the Department of Education annually for the purposes of test material distribution.
2. Verifying the count of test materials received and distributing the test materials to each public school in the district.
3. Securing the test materials prior to distribution to pupils or persons administering the tests at the time of testing, as well as after the time of testing. Test materials shall be kept in locked storage.
4. Advising all district employees that the test materials are not to be reproduced in any manner.
5. Familiarizing each person who will administer the test with the test publisher's directions for administering the test, the timing of the test, and the testing schedule. This is to be accomplished through meetings which shall not be held prior to one week before the first day of testing. At the conclusion of each such meeting, all test materials are to be collected and returned to locked storage.
6. Distributing actual test materials to persons administering the tests on the day of testing.
7. Training persons administering the tests on how to properly complete the identification information on the test booklet/answer sheet and how to code the information required on the variables being collected pursuant to A.R.S. 15-741, et seq.
8. Properly packaging all tests/answer sheets which are to be scored by the scoring contractor. Packaging shall comply with instructions furnished by the scoring contractor or Department of Education.
9. Forwarding all tests/answer sheets to be scored to the scoring contractor per instructions. Tests/answer sheets for the entire district should be forwarded in one shipment.
10. Retaining all unused and reusable test materials, reporting them in the school's inventory, and storing them in a safe and secure manner.

    Note: No AIMS materials are reusable. All AIMS test materials, including the manuals, MUST be returned to the Pearson Scoring Center after testing is complete.
11. Immediately reporting to the Department of Education any losses of test materials or other irregularities.

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12. The superintendent or head of district may designate a testing coordinator to act on his behalf.

C. Persons designated by the superintendent or head of district to administer the test shall:

1. Keep all test materials in locked storage.
2. Not reproduce any test materials in any manner.
3. Not disclose any actual test items to pupils prior to testing.
4. Not provide answers of any test items to any pupils.
5. Administer only practice tests which are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
6. Strictly observe all timed subtests. The test publisher's suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
7. Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
8. Not change a pupil's answer.
9. Return all test materials to the superintendent or head of district immediately upon completion of testing.

D. All violations of this rule shall be referred by the superintendent or head of district to the State Superintendent of Public Instruction for appropriate action.

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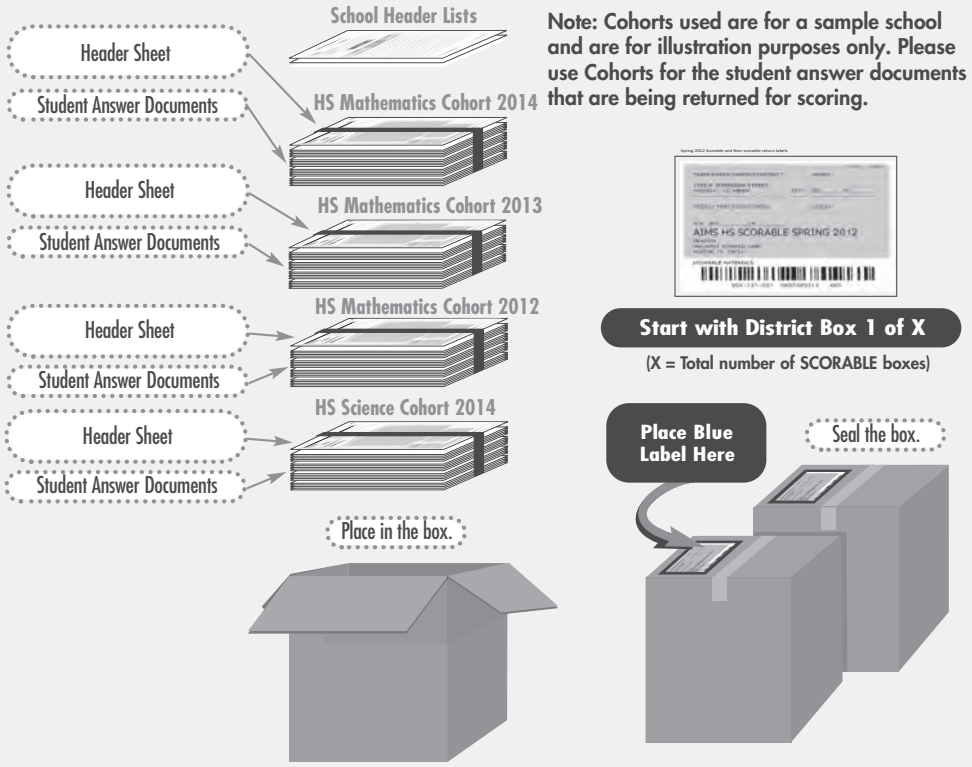
AIMS High School Packing Diagram

HIGH SCHOOL SCORABLE MATERIALS

School Header Lists

All Used High School Answer Documents

Header Sheet to be included with each group.



Details on pages 16–21 of the TCM

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AIMS Grades 3–8 Packing Diagram

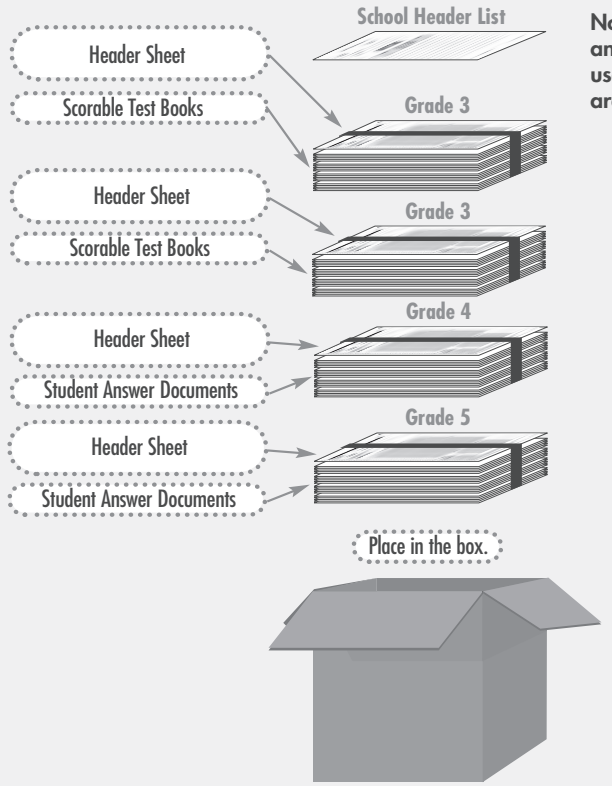
GRADES 3–8 SCORABLE MATERIALS

School Header Lists

All Used Grade 3 Test Books

All Used Grade 4–8 Answer Documents

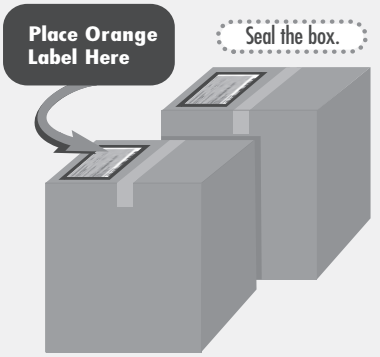
Header Sheet to be included with each group.



Note: Grades used are for a sample school and are for illustration purposes only. Please use grades for the scorable documents that are being returned for scoring.

Start with District Box 1 of X

(X = Total number of SCORABLE boxes)



Details on pages 16–21 of the TCM

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Stanford 10 Packing Diagram

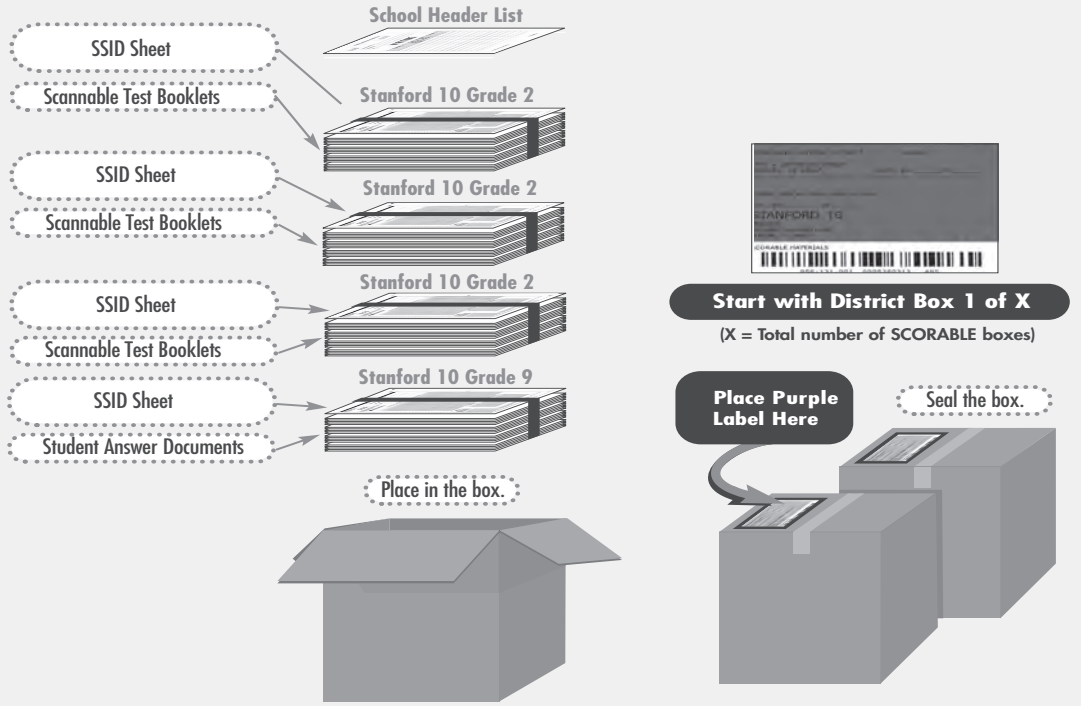
STANFORD 10 SCORABLE MATERIALS

School Header Lists

All Used Grade 2 Test Books

All Used Grade 9 Answer Documents

SSID Sheet to be included with each group.



Details on pages 16–21 of the TCM

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AIMS Nonscorable Packing Diagram

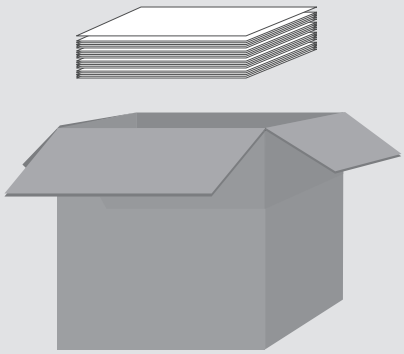
NONSCORABLE MATERIALS

Completed District and School Inventory Sheets

AIMS HS
All HS Test Books
All Unused HS Answer Documents

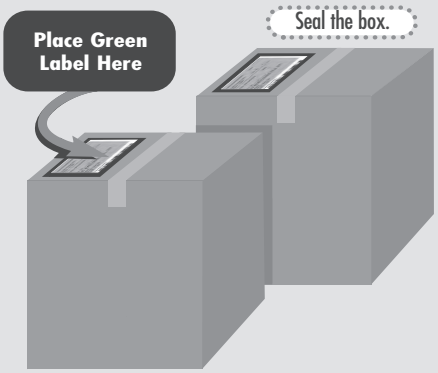
AIMS 3–8
All Unused Grade 3 Test Books
All Grade 4–8 Test Books
All Unused Grade 4–8 Answer Documents

All Test Administrations
Braille Materials
Large Print Materials
Unused Return Labels
Unused Pre-ID Labels
Unused Preslugged Header Sheets
Unused Preslugged SSID Sheets
All *Test Administration Directions* (HS—after April Testing)
All *Test Coordinator's Manuals* (HS—after April Testing)



Start with District Box 1 of X

(X = Total number of NONSCORABLE boxes)



Details on pages 32–34 of the TCM

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Checklist for Packing and Shipping Test Materials

Scorable Test Materials

- ☐ Transfer student responses to standard regular-sized answer document for special circumstances described on page 16.
- ☐ For each school, separate the scorable test materials by testing program: AIMS HS, AIMS 3–8, and Stanford 10. The scorables from each of these testing programs must be assembled and boxed separately.
- ☐ Organize answer documents.

  For AIMS HS, separate the answer documents by content area: writing, reading, mathematics, and science. Within each content area, sort by cohort. Within each cohort, group by teacher if desired.

  For AIMS 3–8, separate the Grade 3 test books and the Grades 4 through 8 Answer Documents by grade. Within each grade, group by teacher if desired.

  For Stanford 10, separate the Grade 2 test books and the Grade 9 answer documents. Within each grade, group by teacher if desired.
- ☐ For each group, complete both sides of a header sheet or SSID following directions on pages 22–27.
- ☐ Place the completed header sheet or SSID sheet on top of the stack of scorables. Bind each group of scorables.
- ☐ Complete the School Header Lists.
- ☐ Box scorables—bundled answer documents and School Header List(s)—by testing program: AIMS HS, AIMS 3–8, and Stanford 10. Fill any space in the boxes with crumpled paper or plastic air bubbles. Seal the boxes.
- ☐ Label the boxes. Affix a precoded, color-coded return label on the top of each box of scorable test materials: AIMS HS = **blue** return label; AIMS 3–8 = **orange** return label; Stanford 10 = **purple** return label.
- ☐ Number the boxes of scorable test materials.
- ☐ Keep scorable boxes in secure storage until the scheduled CEVA retrieval.

Nonscorable Test Materials

- ☐ Organize all nonscorable test materials by document type.
- ☐ Complete a School Materials Inventory Sheet for each school and complete a District Materials Inventory Sheet.
- ☐ Box all nonscorables by school.
- ☐ Place the corresponding School Materials Inventory Sheet at the top of the school's first nonscorable box.
- ☐ Place the District Materials Inventory Sheet at the top of the box of nonscorable materials that will be marked as the first nonscorable box for the district.
- ☐ Fill any space in the boxes of nonscorable test materials with crumpled paper or plastic air bubbles. Seal the boxes.
- ☐ Label the boxes. Affix a precoded **green** nonscorable return label on the top of each box of nonscorable test materials.
- ☐ Number the boxes of nonscorable test materials.
- ☐ Keep nonscorable boxes in secure storage until the scheduled CEVA retrieval.

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Contact Information

Questions regarding the **administration** of AIMS and/or Stanford 10 should be directed to:

Mary Pat Wood
State Test Coordinator
Phone: 602.542.5345
Email: MaryPat.Wood@azed.gov

Questions regarding **materials** and the retrieval of materials for AIMS and/or Stanford 10 should be directed to:

AIMS Help Customer Service Line at Pearson
Phone: 1.888.705.9421, Option 1
Email: AIMSHelp@support.pearson.com

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Pearson

19500 Bulverde Road

San Antonio, Texas 78259-3701

888-705-9421 | www.pearson.com

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