FALL 2013

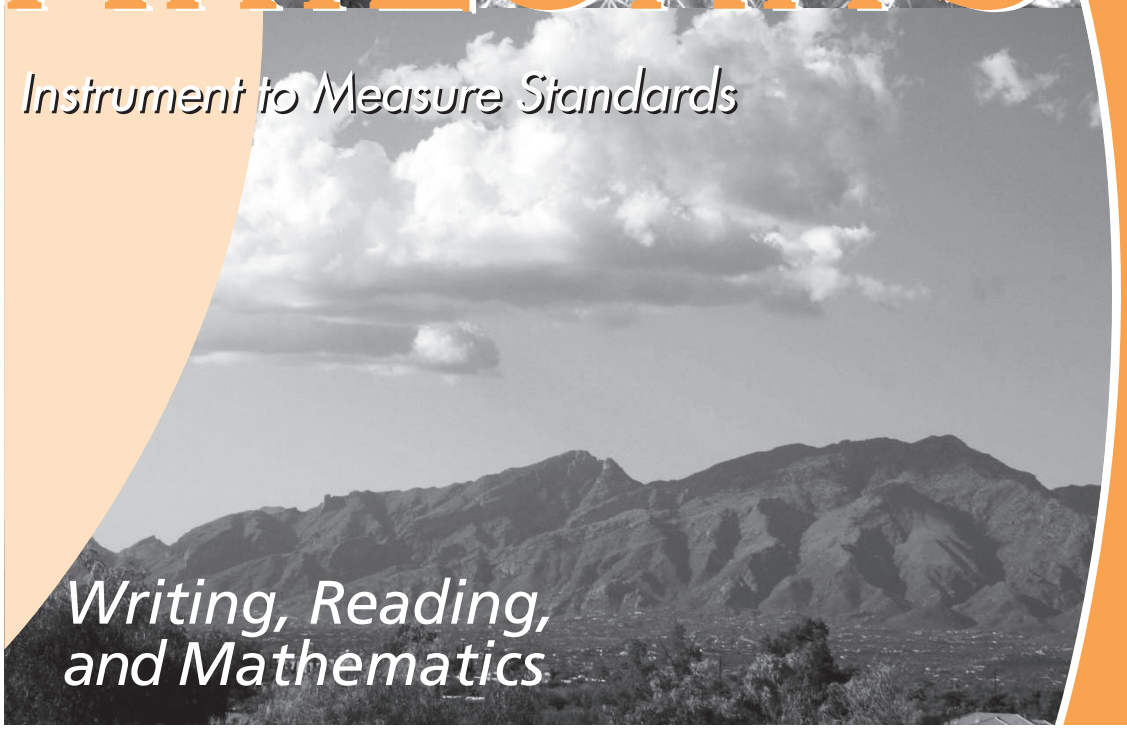
Test Administration Directions

AIMS HS

Test Administrator's Name

ARIZONA'S

Instrument to Measure Standards



Writing, Reading, and Mathematics

AZ00001918

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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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Overview for the Fall 2013 Administration of AIMS HS

Arizona's Instrument to Measure Standards High School (AIMS HS) is administered to students in the content areas of writing, reading, mathematics, and science. The writing, reading, and mathematics tests are administered in both spring and fall; the science test is administered in the spring only. The Fall 2013 AIMS HS Writing, Reading, and Mathematics tests must be offered to all students who are eligible to participate. See "Students to Be Tested" on page 2 for more information.

The writing test is scheduled for Tuesday, October 22, 2013; the reading test for Wednesday, October 23, 2013; and the mathematics test for Thursday, October 24, 2013. Testing must be conducted according to the Test Administration Schedule on pages 3 and 4 in this document. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of the writing, reading, and mathematics tests and should be used by the Test Administrator for each content area of AIMS HS.

Test Administrator Responsibilities

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ reviewing this document in advance of the testing date;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ distributing and collecting all test materials on testing days;
- ☐ following the test administration directions exactly as stated in this document;
- ☐ reading aloud to the students the scripted directions exactly as stated in this document;
- ☐ requesting guidance from the Test Coordinator when unusual circumstances arise or when uncertain about proper procedures;
- ☐ completing all necessary demographic information on the student demographic data grid for those students **without** a Pre-ID label;
- ☐ completing the accommodations information on the AIMS HS answer documents for all students receiving standard accommodations; and
- ☐ assembling and returning all test materials to the Test Coordinator.

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Students to Be Tested

Only students in Cohort 2015, 2014, or below are permitted to participate in the Fall 2013 administration of AIMS HS. Students in Cohort 2015 are generally eleventh-grade students. Students in Cohort 2014 and below are generally twelfth-grade students. Students in Cohort 2016 and Cohort 2017, regardless of their grade, are not permitted to participate in the Fall 2013 administration of AIMS HS. When a student's cohort and grade are **not** aligned, the student's cohort is used to determine if the student is eligible to participate in AIMS HS.

Students in Cohort 2015, 2014, or below who have **not** yet earned a "Meets the Standard" in the writing, reading, or mathematics portions of the AIMS HS are expected to test in that specific content area.

Any students in Cohort 2015, 2014, 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 to raise their score on a particular content area. Students in Cohort 2015, 2014, 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 2015, 2014, or below who have an Individualized Education Plan (IEP) or a 504 plan participate in AIMS testing as determined by their IEP or 504 plan.

Students with significant cognitive disabilities and whose current IEP designates them as eligible for the alternate assessment, AIMS A, are excluded from AIMS HS. Refer to the AIMS A guidelines on the Arizona Department of Education Web site at www.azed.gov for additional information.

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Test Administration Schedule

AIMS HS must be administered on the exact dates shown in the table below. The testing schedule must be clearly communicated to parents, guardians, and students in advance. Schools that are not in session on one or more of the dates listed below must request permission from the AIMS State Test Coordinator to administer AIMS HS on alternate dates.

AIMS HS is not a timed test.

The following are **approximate times** needed to administer AIMS HS. These estimates include time to distribute materials to students, complete student information on test materials, read directions, and collect and count test materials at the end of each testing session.

Test Administration Dates	Session(s)—Time
Writing Test—October 22, 2013	1 session—3 hours
Reading Test—October 23, 2013	1 session—2 hours
Mathematics Test—October 24, 2013	2 sessions—90 minutes each

The **AIMS HS Writing Test** is to be administered in one session of three hours. Two brief stretch breaks are included within the one testing session.

The **AIMS HS Reading Test** is to be administered in one session of two hours. A brief stretch break is included within the one testing session.

The **AIMS HS Mathematics Test** is to be administered in two sessions of ninety minutes. A significant break is to be scheduled between the two testing sessions.

For all AIMS testing, students may not have access to any electronic devices, including cell phones, from the time they enter the testing room until dismissed. Students may not be dismissed from the testing room until the testing session is complete. A testing session is complete only when the allotted time for the session has ended or when all students present have finished the session. Students may be instructed to bring personal reading materials or classwork they can do if they finish testing before the end of the testing session.

For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.

Students who need additional time beyond the allotted time must be allowed to continue testing immediately following the scheduled testing session. These students may be escorted to another secure testing location at the conclusion of the allotted testing time to finish testing. For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.

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Plan to start and finish an AIMS HS testing session entirely before lunch or entirely after lunch. Only those students requiring additional time beyond the allotted time should have lunch or another meal while testing on AIMS HS. For these students, the meal should be brought to the student, and the student should remain in the secure testing environment while eating.

Make-up testing *is not* allowed during the Fall 2013 administration of AIMS HS. Students and their parents or guardians should be notified of testing dates in advance. Students who are absent or otherwise miss the scheduled test administration are not permitted to make up the missed content area. Schools need to alert students and parents that if students are absent or otherwise miss the scheduled test, then the next opportunity to test on the missed content area will be in the spring of 2014. Schools should document student or parent refusal to test.

Test Materials

Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

AIMS HS test books and answer documents are secure documents. While in the possession of the Test Administrator, test materials must be kept in **secure, locked storage** except during actual test administration times. Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

Test Administrators will receive test materials from the Test Coordinator at the beginning of each day of testing. The Test Administrator should also receive an inventory of the number of test books and answer documents that have been delivered. Upon receipt of the test materials, the Test Administrator should count the number of test books and answer documents received. Any discrepancies must be reported immediately to the Test Coordinator. Test Administrators will return all test materials to the Test Coordinator at the end of each day of testing.

The Fall 2013 administration of AIMS HS includes three test books: one for the writing test, one for the reading test, and one for the mathematics test.

Use of scratch paper or extra paper is prohibited.

Students may use colored pencils, pens, markers, and highlighters to mark in their test books as needed. **Use of scratch paper or extra paper is prohibited.**

The Fall 2013 administration of AIMS HS includes three answer documents: one for the writing test, one for the reading test, and one for the mathematics test. The answer documents are machine-scorable.

*Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt.*

Students must use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt. Only answers marked or written with a No. 2 pencil will be scored. Do not allow students to use ink to write their responses to the writing prompt. Only responses handwritten in pencil on the "Final Copy" pages will be scored.

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Fall 2013 AIMS HS test materials to be supplied by the State include:

- ☐ AIMS HS Writing, Reading, and Mathematics Test Books;
- ☐ AIMS HS Writing, Reading, and Mathematics Answer Documents;
- ☐ AIMS HS *Test Administration Directions*;
- ☐ Pre-ID labels;
- ☐ Pre-ID Roster.

Test materials that **must** be supplied by schools for each testing room include:

- ☐ 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 Part 2 of the writing test **only.**

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

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Before Testing

Training and Test Security

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test. Test Administrators and Proctors must be employees of the school. Test Administrators and Proctors must be trained by the Test Coordinator in the correct test administration and test security procedures.

It is unethical and shall be viewed as a violation of test security for any person to:

- examine, read, or review the content of any portion of the test;
- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS HS test item before, during, or after test administration;
- allow students access to test questions or writing prompts prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper or extra paper;
- read any parts of the test to students except as indicated in the test administration directions;
- influence students' answers;
- change students' answer choices;
- review students' answers, including the writing rough draft and writing final copy;
- photocopy, transcribe, or in any way duplicate any part of AIMS HS test books;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors may **not** assist students in answering questions. Test Administrators and Proctors may **not** translate, reword, or explain any test questions or any answer choices. No test item may ever be discussed before, during, or after test administration. (See the Glossary on page 45 in this document for the definition of *item*.) Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at www.azed.gov.

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To ensure the security of AIMS HS, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement obtained from the Test Coordinator or found on the Arizona Department of Education Web site at www.azed.gov.

*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

Preparing the Room for Testing

AIMS tests are to be administered at Arizona schools. AIMS tests may be administered in a home or hospital setting for a single student. AIMS tests cannot be administered outside the state of Arizona.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Poster-size versions of the AIMS HS Mathematics Reference Sheet and the Holistic Rubric Based on 6 Traits Official Scoring Guide, as downloaded from the ADE Web site, may remain posted during AIMS testing. **All other visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.**

Arrange student seating so that students cannot easily see the answer documents of others and so that the Test Administrator(s) and Proctor(s) can walk by each student. Students' desks and tables should be cleared of backpacks and unnecessary materials prior to the distribution of tests and answer documents.

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During Testing

Reading the Scripted Directions

*The Test Administrator **must** follow the directions exactly as stated in this document.*

AIMS HS is a standardized test. The Test Administrator **must** follow the directions exactly as stated in this document.

The scripted directions are formatted to guide you through the test administration of each content area and to help ensure proper testing procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures.

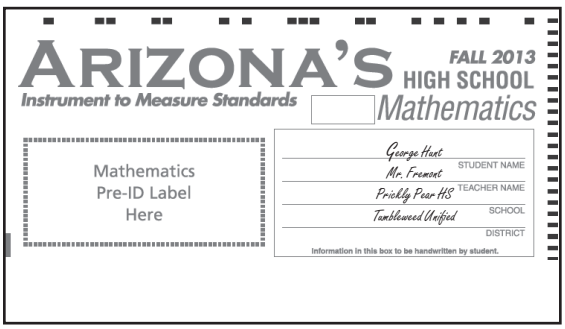
SAY **Read aloud to students only what is marked with a "SAY" and printed in bold type.**

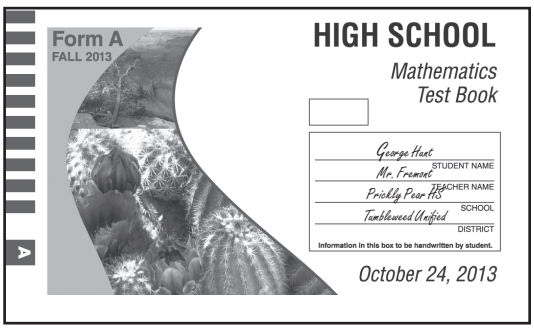
This symbol indicates places where you should use a test book or answer document to show sample items or to make sure students have turned to the correct page.

Text printed in italics — *Directions or information for Test Administrators are printed in italics. Italicized text should not be read aloud to the students.*

Student Identification Information

Student identification information to be completed **by the student** is located on the front covers of the AIMS HS test books and on the front of the AIMS HS answer documents. Student identification information to be completed by the student includes Student Name, Teacher Name, School, and District. On each day of testing, before distributing test books and answer documents to students, the Test Administrator should write the names of the teacher, the school, and the school district on the board in a visible location. The scripted directions for each day of testing will guide students through the completion of this information on their test books and answer documents.





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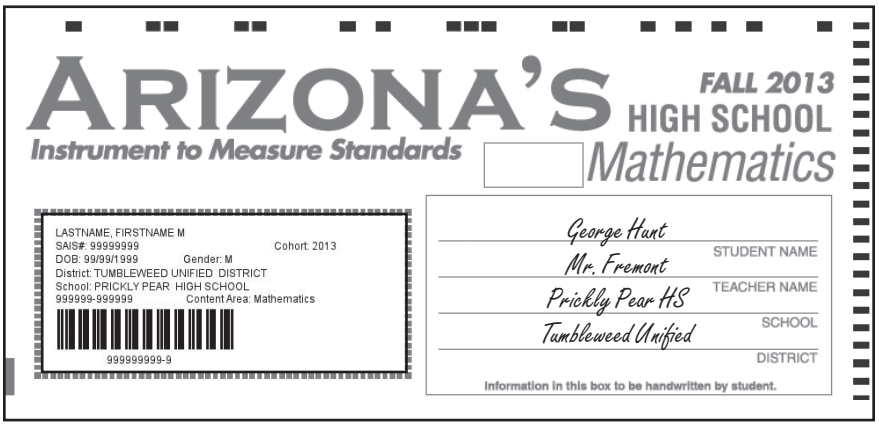
Pre-ID Labels and Demographic Data Grid

The student demographic data on reports, such as student name, date of birth, and SAIS ID, comes from the Pre-ID label on the front of the answer document or from what is marked on the student demographic grid on the back of the answer document. **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.**

Pre-ID labels are to be affixed in the proper location on the front of the AIMS HS answer documents. Pre-ID labels may be affixed to answer documents before or after testing.



There are separate Pre-ID labels for each content area. The content area indicated on the Pre-ID label must match the content area of the answer document. The student identified on the Pre-ID label must be the same student whose handwritten name is next to the Pre-ID label.

The student identified on the Pre-ID label must be the same student whose handwritten name is next to the Pre-ID label.

Pre-ID labels are not to be saved for use on another AIMS HS administration. Return all unused Pre-ID labels to the Test Coordinator.

If a Pre-ID label is **not** available, the student demographic data grid located on the back of the AIMS HS answer documents **must** be completed. The student demographic data grid is to be completed by the Test Administrator, Test Coordinator, or other designated school staff member. The student may **not** complete the demographic data grid. Instructions for completing the demographic data grid can be found on pages 37–41 in this document.

For any student who receives standard accommodations, the fields for these accommodations found in section K on the back of the AIMS HS answer documents **must** be completed **even if a Pre-ID label is used**. See pages 37–41 in this document for instructions.

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Monitoring Testing

Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test.

During the administration of AIMS HS, Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test. Students should be allowed to work at their own pace.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer student questions that pertain **only** to the clarification of test administration directions;
- ☐ verify that students are marking their answers to multiple-choice questions or writing their final responses to the writing prompt in pencil, not ink, and in the proper locations in their answer documents; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions. Test Administrators and Proctors may help the student understand the directions, but should not explain concepts, test questions, or answer choices, or give any other help that could influence the student's response.

When a student has finished testing, the Test Administrator should collect the student's test materials. Once the test materials have been collected, the student may then read or do classwork silently while waiting for the testing session to end.

Follow the test security procedures outlined on pages 6–7 of this document, in the Test Security Agreement, and discussed in your pre-test training while monitoring the test.

Precautions

- Do not use any test books or answer documents other than those that correspond to the Fall 2013 administration of AIMS HS Writing, Reading, and Mathematics. Documents from other testing programs or from previous AIMS HS test administrations **will not be scored**.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the answer documents.
- Do not allow students to make any marks near the timing marks on the edges of scorable materials.
- Do not use "sticky" notes, paperclips, tape, staples, or glue on the answer documents.
- Do not insert loose papers into the answer documents.

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- Do not tape or glue additional paper into the answer documents.
- Do not allow students to use extra paper to write their responses for the writing test. Only responses that are **handwritten** in pencil and not in ink on the pages designated **"Final Copy"** will be scored.
- Do not allow students to use correction fluid on the answer documents. 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 answer documents.
- Do not return test materials that have been contaminated with blood, vomit, or other bodily fluids to Pearson. Follow the directions of your Test Coordinator for the proper handling of contaminated test materials.

Use of Resources

Math manipulatives, charts, and aids, including, but not limited to, a ruler, number line, compass, and an abacus, may **not** be used on any portion of AIMS HS.

Electronic devices, including, but not limited to, computers, calculators, cell phones, and portable music players, are prohibited during AIMS testing and should not be permitted in the testing room.

Electronic devices should not be permitted in the testing room.

Students may use a commercially published paper dictionary and/or a commercially published paper thesaurus for the prompt response portion of the AIMS HS Writing test **only**, although neither item is required to be used by students. Several copies of each of these items **must** be available in the event students choose to use them. Dictionaries and thesauri may **not** be used for the reading test, the mathematics test, or the multiple-choice section of the writing test.

Refer to "Testing Accommodations: Guidelines for 2013–2014" on the Arizona Department of Education Web site at www.azed.gov for information regarding the use of resources for students who are eligible for testing accommodations.

Use of Unacceptable Resources

Test Administrators who observe students using unacceptable resources, including, but not limited to, computers, calculators, cell phones, and portable music players, are to remove the unacceptable resources as soon as possible. **The student must be allowed to continue testing.** After testing is complete, the AIMS District Test Coordinator must notify the AIMS State Test Coordinator of a possible testing violation. The Arizona Department of Education will determine if a testing violation results in a test invalidation.

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Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior should be subject to the disciplinary procedures established by the school for such occurrences after completion of testing. Whenever possible, the disruptive or misbehaving student should be allowed to continue testing in a different location so that other students may test undisturbed. If the student is believed to have participated in cheating, contact the Test Coordinator for guidance.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

Students Who Leave the Room During Testing

Students should remain in the testing room during the entire scheduled testing session. However, students may be allowed to go to the restroom, if necessary, during testing. Only one student may leave at a time. The student's test materials must be collected before the student leaves the room and then given back to the student upon returning to the room.

Students Who Leave School During Testing

Students who need to leave school before completing a particular content area of AIMS HS, including those students who leave due to illness, are ineligible to continue the test for that content area. The Test Administrator should inform the student that he/she will **not** be permitted to finish that content area when the student returns to school, collect the student's test book and answer document, and dismiss the student from the testing room. The student's test book and answer document are to be returned to the Test Coordinator. The student's answer document is to be returned with the scorable test materials.

The Arizona Department of Education recommends that documentation identifying the time the student left the testing room, the content area being tested on that day, and the reason for leaving early be kept and then later attached to the student's test report.

If the student returns to school on a test date for a different content area, the student is permitted to test on that different content area.

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013

Only students in Cohorts 2015, 2014, and below may participate in today's AIMS HS testing. Students in Cohorts 2016 and 2017 may not participate in today's AIMS HS testing.

The writing test is administered in two parts in one test session. Students must finish Part 1, writing multiple choice, before continuing to Part 2, writing prompt.

Students must complete both parts of the writing test to receive a score.

For the writing prompt response section of the test, students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the writing test books and answer documents to students, write on the board the names of the teacher, the school, and the district. All students, as directed below, must handwrite their name, the teacher name, school, and district on their test books and answer documents.

Distribute the test books and the answer documents. The AIMS HS Writing test books and answer documents are an orange color. No AIMS test materials other than these orange documents should be used today.

SAY **Today, Tuesday, October 22, 2013, you will be taking the writing portion of Arizona's Instrument to Measure Standards High School (AIMS HS).**

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her writing test invalidated.

Hold up an answer document.

SAY **If there is a Pre-ID label on your answer document, verify that the name and date of birth on the label are correct. If there is an error in your name or date of birth, raise your hand to let me know.**

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

*If any student has an answer document with an **incorrect** Pre-ID label, provide an answer document without a Pre-ID label. **Do not allow any student to use an answer document with an incorrect Pre-ID label, even if the label has been marked out.***

SAY **On the front cover of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.**

Point to the information that you have written on the board.

SAY **Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.**

Pause. Make sure students complete information correctly.

Hold up a test book.

SAY **Now, please check the date on the cover of your writing test book. Make sure the date is today's date, October 22, 2013.**

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.

SAY **On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.**

Pause. Make sure students complete information correctly.

Writing, Part 1

SAY **Today's writing test has two parts. Part 1 includes multiple-choice questions. Part 2 includes a writing prompt. You must complete both Part 1 and Part 2 to receive a score. Now I will read the directions for Part 1 of the writing test.**

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

SAY **The test book contains multiple-choice items. Some items will have a short paragraph to read; others will be stand-alone items. All items require you to read a question and choose the best answer from the choices that follow each question. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored.**

To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may not use a dictionary or a thesaurus for Part 1, the multiple-choice section, of the writing test. You may not use scratch paper or extra paper for either part of the writing test.

Pause, and then continue.

SAY **Look at the directions in the center portion of your answer document. Read along silently while I read aloud.**

When you finish each part of the Writing test, you will see the following stop sign.

Stop

When you see this stop sign, do not go on to the next part in the test book.

Check to be sure that:

- **Every question in Part 1 has been answered.**
- **The bubbles for your answers are filled in completely using a No. 2 pencil.**
- **All other bubbles are empty and all stray marks have been erased.**

Are there any questions?

Pause to answer any questions, and then continue.

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

SAY **Open your test book to page 1.**

Make sure all students have turned to the correct page in their test books, and then continue.

SAY **We will begin by doing two sample multiple-choice questions. Read Sample A in your test book; then fill in the bubble on your answer document for the answer you choose. When you have finished Sample A, stop working.**

Give students time to answer Sample A.

SAY **The correct answer for Sample A is "A."**

Pause, and then continue.

SAY **Now read Sample B in your test book; then fill in the bubble on your answer document for the answer you choose. When you have finished Sample B, stop working.**

Give students time to answer Sample B.

SAY **The correct answer for Sample B is "A."**

Pause, and then continue.

SAY **Follow the directions that appear throughout the test book and mark your answers on the answer document. Please answer all questions. Questions left blank are scored as incorrect.**

When you finish Part 1 of the writing test, you may go back and check your work for Part 1 only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work for Part 1, close your test book. Place your answer document on top of your test book with the answer bubbles facing down. Quietly wait until I read directions for Part 2 of the writing test.

Are there any questions?

Pause to answer any questions, and then continue.

SAY **Turn to page 2 in your test book.**

Make sure all students have turned to the correct page in their test books.

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

SAY **You may begin Part 1 of the writing test. In about 45 minutes, you will be asked to stop for a short break.**

While students are taking Part 1 of the writing test, move around the room to make sure students are progressing through Part 1. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Most students should be able to finish Part 1 of the writing test within 30 to 45 minutes.

When all students have finished Part 1, or after 45 minutes have passed, proceed as follows:

SAY **Stop. If you have not finished Part 1, you will have the opportunity to finish.**

Please close your test book and turn your answer document over so that the answer bubbles are facing down. You may stand and stretch. Please do not talk. Do not use any electronic devices.

At the end of two or three minutes,

SAY **Please be seated.**

Now I will read the directions for Part 2.

Writing, Part 2

*Students **may** use commercially published paper dictionaries and thesauri for Part 2 of the writing test.*

SAY **Do not open your test book until I tell you to do so. Talking during the test is not allowed.**

Part 2 of the writing test includes a writing prompt. You must complete both Part 1 and Part 2 to receive a score. Once you begin Part 2 of the writing test, you may not return to Part 1.

Pause, and then continue.

SAY **In your writing test book, there is a page that contains a writing prompt and pages designated "Prewriting and Planning," "Draft," and "Writer's Checklist."**

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

Hold up the test book. As you refer to the writing prompt, "Prewriting and Planning," "Draft," and "Writer's Checklist" pages in the directions below, point to each page in the test book (pages 21–25).

SAY **You will read the writing prompt and then use the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages to plan and write your first draft. What you write on these pages will not be scored.**

Pause, and then continue.

SAY **Use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus. You may not use scratch paper or extra paper for any part of this test.**

*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*

Point to the location in the room where dictionaries and thesauri are stored.

Hold up the answer document. Point to the pages designated "Final Copy."

SAY **When you have finished reviewing your draft, you will write your final response in your answer document on pages 2 and 3 designated "Final Copy."**

Your final response may be in cursive or printed letters. Do not write in ink. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Pause, and then continue.

SAY **Look at the bottom portion of the cover of your answer document.**

Pause.

SAY **Read along silently while I read aloud.**

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

SAY **Please note the following:**

- **Use a No. 2 pencil.**
- **Do not write beyond pages 2 and 3.**
- **Write only on the lines provided.**

Are there any questions?

Pause to answer any questions, and then continue.

SAY **Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your test book. When you have completed your planning and your draft, write your final response in your answer document on pages 2 and 3 designated "Final Copy."**

When you have finished, be sure to reread your response and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book with the answer bubbles facing down. Raise your hand, and I will collect your test materials.

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY **If you have finished Part 1 of the writing test, open your test book to the writing prompt on page 21. You may now read the writing prompt and begin Part 2 of the writing test.**

If you have not finished Part 1 of the writing test, return to Part 1. Once you have finished Part 1, begin working on Part 2.

Make sure all students have turned to the correct page in their test books.

SAY **In about one hour, you will be asked to stop for a short break.**

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

While students are taking the writing test, move around the room to make sure students are progressing through the test.

Stretch Break. After about one hour, have a stand-and-stretch break. Use the following instructions.

SAY **Stop. Close your answer document with the answer bubbles facing down and close your test book. You may stand and stretch. Please do not talk. Do not use any electronic devices.**

At the end of two or three minutes,

SAY **Please be seated.**

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test, both Part 1 and Part 2, by the end of the school day.

For Part 2, only what is written in pencil on the "Final Copy" pages of your answer document, pages 2 and 3, will be scored. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book with the answer bubbles facing down. Raise your hand, and I will collect your test materials.

You will now continue the writing test. Open your test book to the page you were working on before the break and open your answer document to pages 2 and 3.

While students are taking the writing test, move around the room to make sure students are progressing through the test. As each student finishes the writing test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

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Scripted Directions for the Writing Test—Tuesday, October 22, 2013 (continued)

Most students should have time to finish the writing test during the allotted 3-hour testing session. At the end of the 3-hour testing session, identify those students who require additional time to complete the writing test. ***Follow the procedures established by your Test Coordinator for these students who need additional time to complete the writing test.*** *When all students have finished or the allotted time for the session has ended, proceed as follows:*

SAY **This is the end of the writing test.**

Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents ***must*** *be located* ***prior*** *to dismissing students.*

Inspect the test materials using the checklist on page 36. Once inspected, all test materials should be returned immediately to the Test Coordinator. If this is not possible, store all test materials in ***secure, locked storage*** *until returned to the Test Coordinator. All test materials must be returned to the Test Coordinator by the end of the school day.*

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READING

Scripted Directions for the Reading Test—Wednesday, October 23, 2013

Only students in Cohorts 2015, 2014, and below may participate in today's AIMS HS testing. Students in Cohorts 2016 and 2017 may not participate in today's AIMS HS testing.

Before distributing the reading test books and answer documents to students, write on the board the names of the teacher, the school, and the district. All students, as directed below, must handwrite their name, the teacher name, school, and district on their test books and answer documents.

Distribute the test books and the answer documents. The AIMS HS Reading test books and answer documents are a blue color. No AIMS test materials other than these blue documents should be used today.

SAY **Today, Wednesday, October 23, 2013, you will be taking the reading portion of Arizona's Instrument to Measure Standards High School (AIMS HS).**

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her reading test invalidated.

Hold up an answer document.

SAY **If there is a Pre-ID label on your answer document, verify that the name and date of birth on the label are correct. If there is an error in your name or date of birth, raise your hand to let me know.**

If any student has an answer document with an ***incorrect*** *Pre-ID label, provide an answer document without a Pre-ID label.* ***Do not allow any student to use an answer document with an incorrect Pre-ID label, even if the label has been marked out.***

SAY **On the front of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.**

Point to the information that you have written on the board.

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Scripted Directions for the Reading Test—Wednesday, October 23, 2013 (continued)

SAY **Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.**

Pause. Make sure students complete information correctly.

Hold up a test book.

SAY **Now, please check the date on the cover of your reading test book. Make sure the date is today's date, October 23, 2013.**

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.

SAY **On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.**

Pause. Make sure students complete information correctly.

*Students may **not** use dictionaries or thesauri for any part of the reading test.*

SAY **The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions. You may write in your test book, but you must mark all of your answers on the answer document. Only answers marked on the answer document will be scored.**

To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may <u>not</u> use a dictionary or a thesaurus for any part of this test. You may <u>not</u> use scratch paper or extra paper for any part of this test.

*Students may **not** use dictionaries or thesauri for any part of the reading test.*

Pause, and then continue.

READING

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Scripted Directions for the Reading Test—Wednesday, October 23, 2013 (continued)

SAY **Look at the directions in the center portion of your answer document. Read along silently while I read aloud.**

When you finish the Reading test, you will see the following stop sign.

Stop

When you see this stop sign, check to be sure that:

- **Every question in the Reading test book has been answered.**
- **The bubbles for your answers are filled in completely using a No. 2 pencil.**
- **All other bubbles are empty and all stray marks have been erased.**

Are there any questions?

Pause to answer any questions, and then continue.

SAY **Open your test book to page 1.**

Make sure all students have turned to the correct page in their test books, and then continue.

SAY **We will begin by reading the passage on page 1 in your test book and doing two sample multiple-choice questions.**

Now read the passage in your test book.

Give students time to read the passage, and then continue.

SAY **Read Sample A in your test book; then fill in the bubble on your answer document for the answer you choose. When you have finished Sample A, stop working.**

Give students time to answer Sample A.

SAY **The correct answer for Sample A is "C."**

Pause, and then continue.

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Scripted Directions for the Reading Test—Wednesday, October 23, 2013 (continued)

SAY **Now read Sample B in your test book; then fill in the bubble on your answer document for the answer you choose. When you have finished Sample B, stop working.**

Give students time to answer Sample B.

SAY **The correct answer for Sample B is "B."**

Pause, and then continue.

SAY **Follow the directions that appear throughout the test book and mark your answers on the answer document. Please answer all questions. Questions left blank are scored as incorrect.**

When you finish the reading test, you may go back and check your work. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work, close your test book. Place your answer document on top of your test book with the answer bubbles facing down. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY **Turn to page 2 in your test book.**

Make sure all students have turned to the correct page in their test books.

SAY **You may begin the reading test. In about one hour, you will be asked to stop for a short break.**

While students are taking the reading test, move around the room to make sure students are progressing through the test.

READING

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Scripted Directions for the Reading Test—Wednesday, October 23, 2013 (continued)

Stretch Break. After about one hour, have a stand-and-stretch break. Use the following instructions.

SAY **Stop. Close your test book and turn your answer document over so that the answer bubbles are facing down. You may stand and stretch. Please do not talk. Do not use any electronic devices.**

At the end of two or three minutes,

SAY **Please be seated.**

You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

When you finish the reading test, you may go back and check your work. When you finish checking your work, close your test book. Place your answer document on top of your test book with the answer bubbles facing down. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

Open your test book to the page you were working on before the break. Turn your answer document over so that the answer bubbles are facing up. You may continue working on the reading test.

While students are taking the reading test, move around the room to make sure students are progressing through the test. As each student finishes the reading test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Most students should have time to finish the reading test during the allotted 2-hour testing session. At the end of the 2-hour testing session, identify those students who require additional time to complete the reading test. ***Follow the procedures established by your Test Coordinator for these students who need additional time to complete the reading test.*** *When all students have finished or the allotted time for the session has ended, proceed as follows:*

SAY **This is the end of the reading test.**

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Scripted Directions for the Reading Test—Wednesday, October 23, 2013 (continued)

Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents ***must*** *be located* ***prior*** *to dismissing students.*

Inspect the test materials using the checklist on page 36. Once inspected, all test materials should be returned immediately to the Test Coordinator. If this is not possible, store all test materials in ***secure, locked storage*** *until returned to the Test Coordinator. All test materials must be returned to the Test Coordinator by the end of the school day.*

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013

Only students in Cohorts 2015, 2014, and below may participate in today's AIMS HS testing. Students in Cohorts 2016 and 2017 may not participate in today's AIMS HS testing.

The Mathematics Test is administered in two sessions on a single day. There is a significant break between Part 1 and Part 2. Students must finish Part 1 before going on break. Both Part 1 and Part 2 must be completed before the end of the school day.

Before distributing the mathematics test books and answer documents to students, write on the board the names of the teacher, the school, and the district. All students, as directed below, must handwrite their name, the teacher name, school, and district on their test books and answer documents.

Distribute the test books and the answer documents. The AIMS HS Mathematics test books and answer documents are a purple color. No AIMS test materials other than these purple documents should be used today.

MATHEMATICS

SAY **Today, Thursday, October 24, 2013, you will be taking the mathematics portion of Arizona's Instrument to Measure Standards High School (AIMS HS).**

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her mathematics test invalidated.

Hold up an answer document.

SAY **If there is a Pre-ID label on your answer document, verify that the name and date of birth on the label are correct. If there is an error in your name or date of birth, raise your hand to let me know.**

If any student has an answer document with an ***incorrect*** *Pre-ID label, provide an answer document without a Pre-ID label.* ***Do not allow any student to use an answer document with an incorrect Pre-ID label, even if the label has been marked out.***

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013 (continued)

SAY **On the front of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.**

Point to the information that you have written on the board.

SAY **Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.**

Pause. Make sure students complete information correctly.

Hold up a test book.

SAY **Now, please check the date on the cover of your mathematics test book. Make sure the date is today's date, October 24, 2013.**

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.

SAY **On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher Name," "School," and "District" with the information shown on the board.**

Pause. Make sure students complete information correctly.

Mathematics, Testing Session 1

*Students may **not** use calculators or scratch paper for either session of the mathematics test.*

SAY **The mathematics test will be given in two testing sessions. After Part 1, you will be asked to take a break. After the break, you will proceed with Part 2 of the mathematics test. You must complete both Part 1 and Part 2 to receive a score.**

The test book contains mathematic problems. You will read a problem and then answer the multiple-choice question that follows. You may write in your test book, but you must mark all of your answers on the answer document. Only answers marked on the answer document will be scored.

MATHEMATICS

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013 (continued)

SAY **To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.**

Pause, and then continue.

SAY **Look at the directions in the center portion of your answer document. Read along silently while I read aloud.**

When you finish each part of the Mathematics test, you will see the following stop sign.

Stop

When you see this stop sign, do not go on to the next part in the test book.

Check to be sure that:

- **Every question in that part of the test book has been answered.**
- **The bubbles for your answers are filled in completely using a No. 2 pencil.**
- **All other bubbles are empty and all stray marks have been erased.**

Pause, and then continue.

*Students may **not** use calculators, mathematics aids, scratch paper, or extra paper for either session of the mathematics test.*

SAY **You may not use scratch paper or extra paper for either testing session of the mathematics test. You may not use a calculator or any mathematics aid other than the AIMS Mathematics Reference Sheet included in the test book for either testing session of the mathematics test. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated.**

Pause, and then continue.

MATHEMATICS

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013 (continued)

SAY **Open your test book to pages 1 and 2 and look at the AIMS Mathematics Reference Sheet.**

Hold up the test book and point to the pages designated "AIMS Mathematics Reference Sheet."

Make sure all students have turned to the correct pages in their test books.

SAY **You may use the information from the two-page AIMS Mathematics Reference Sheet at any time during Part 1 and Part 2 of the mathematics test.**

Pause, and then continue.

SAY **Are there any questions?**

Pause to answer any questions, and then continue.

SAY **Turn to page 3 in your test book.**

Make sure all students have turned to the correct page in their test books, and then continue.

SAY **We will begin by doing two sample multiple-choice questions. Read Sample A in your test book; then fill in the bubble on your answer document for the answer you choose. When you have finished Sample A, stop working.**

Give students time to answer Sample A.

SAY **The correct answer for Sample A is "D."**

Pause, and then continue.

SAY **Now read Sample B in your test book; then fill in the bubble on your answer document for the answer you choose. When you have finished Sample B, stop working.**

Give students time to answer Sample B.

SAY **The correct answer for Sample B is "C."**

Pause, and then continue.

MATHEMATICS

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013 (continued)

SAY **Follow the directions that appear throughout the test book and mark your answers on the answer document. Please answer all questions. Questions left blank are scored as incorrect.**

When you finish Part 1 of the mathematics test, you may go back and check your work for Part 1 only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work for Part 1, close your test book. Place your answer document on top of your test book with answer bubbles facing down. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 1 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire mathematics test, both Part 1 and Part 2, by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY **Turn to page 4 in your test book.**

Make sure all students have turned to the correct page in their test books.

SAY **You may begin Part 1 of the mathematics test.**

While students are taking Part 1 of the mathematics test, move around the room to make sure students are progressing through Part 1. As each student finishes Part 1 of the mathematics test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Most students should have time to finish Part 1 of the mathematics test during the allotted 90-minute testing session. At the end of the 90-minute testing session, identify those students who require additional time to complete Part 1 of the mathematics test. ***Follow the procedures established by your Test Coordinator for students who need additional time to complete Part 1 of the mathematics test.***

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013 (continued)

Students must complete Part 1 of the test before being dismissed for the significant break. Once students are dismissed for break they may not return to Part 1 of the test. *When all students have finished Part 1, or the allotted time for the testing session has ended, proceed as follows:*

Students must complete Part 1 of the test before being dismissed for the significant break.

SAY **This is the end of Part 1 of the mathematics test.**

Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents ***must*** *be located* ***prior*** *to dismissing students. All test materials must be kept in* ***secure, locked storage*** *until the administration of Part 2 of the mathematics test.*

Break. At the conclusion of Part 1 of the mathematics test, there should be a significant break so students may be refreshed before proceeding to Part 2 of the mathematics test. Follow your school's plan for providing this break.

Once students have been dismissed for break, they may not return to Part 1. Once break is over, students will begin Part 2. Once students begin working on Part 2 of the mathematics test, they may not return to Part 1. No student should begin working on Part 2 until Part 1 has been completed and the student has taken a break.

Following the break, gather the test materials from their secure location, and then proceed with the test administration.

Mathematics, Testing Session 2

Redistribute the mathematics test materials to students. Make sure all students have their mathematics test books and answer documents they used in Part 1 of the mathematics test. Students may not use calculators or scratch paper for any part of the mathematics test.

SAY **Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session.**

Please verify that the test book and answer document in front of you are the same materials that you used during Part 1 of the mathematics test and that your name is on the front of each.

MATHEMATICS

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013 (continued)

SAY **Now you will take Part 2 of the mathematics test. You may not use scratch paper, extra paper, a calculator, or any mathematics aid other than the AIMS Mathematics Reference Sheet.**

Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated. You may write in your test book, but you must mark all of your answers on the answer document. You may use information from the two-page AIMS Mathematics Reference Sheet at any time during Part 2.

Open your test book to page 29.

Make sure all students have turned to the correct page in their test books and answer documents.

SAY **We will begin by doing a sample multiple-choice question. Read Sample C in your test book, then fill in the bubble on your answer document for the answer you choose. When you have finished Sample C, stop working.**

Give students time to answer Sample C.

SAY **The correct answer for Sample C is "A."**

Pause, and then continue.

SAY **Follow the directions that appear throughout the test book and mark your answers on the answer document. Please answer all questions. Questions left blank are scored as incorrect.**

When you finish Part 2 of the mathematics test, you may go back and check your work for Part 2 only. Make sure that you have marked your answers clearly and that you have completely erased any marks that you do not want. When you finish checking your work for Part 2, close your test book. Place your answer document on top of your test book with the answer bubbles facing down. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 2 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working.

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Scripted Directions for the Mathematics Test—Thursday, October 24, 2013 (continued)

However, you must complete the entire mathematics test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY **Turn to the next page in your test book.**

Make sure all students have turned to the correct page in their test books.

SAY **You may begin Part 2 of the mathematics test.**

While students are taking Part 2 of the mathematics test, move around the room to make sure students are progressing through Part 2. As each student finishes Part 2 of the mathematics test, collect the student's answer document and test book. Do not allow students to use electronic devices, including cell phones, until after the conclusion of the testing session and all test materials have been collected.

Most students should have time to finish Part 2 of the mathematics test during the allotted 90-minute testing session. At the end of the 90-minute testing session, identify those students who require additional time to complete Part 2 of the mathematics test. ***Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the mathematics test.*** *When all students have finished Part 2, or the allotted time for the testing session has ended, proceed as follows:*

SAY **This is the end of Part 2 of the mathematics test.**

Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents ***must*** *be located* ***prior*** *to dismissing students.*

Inspect the test materials using the checklist on page 36. Once inspected, all test materials should be returned immediately to the Test Coordinator. If this is not possible, store all test materials in ***secure, locked storage*** *until returned to the Test Coordinator. All test materials must be returned to the Test Coordinator by the end of the school day.*

MATHEMATICS

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After Testing

Inspecting Test Materials

After testing, Test Administrators should inspect each test book and answer document to ensure the following:

- ☐ Test books and answer documents have been separated into individual stacks. **Test books must not contain answer documents.**
- ☐ The student has completed his or her name, teacher name, school, and district on the front of the test book and answer document.
- ☐ The Pre-ID label has been applied in the designated location on the front of the answer document, or if no Pre-ID label is available, the student demographic data grid located on the back of the answer document has been completed. See "Completing Student Identification Information" on the following page for more detailed instructions.
- ☐ The student's handwritten name on the front of the answer document matches the student name on the Pre-ID label or the student name hand-bubbled on the back.
- ☐ The accommodations information on the answer document has been correctly coded for all students receiving standard accommodations. See "Completing Student Identification Information" on the following page for more detailed instructions.
- ☐ The student's marks in the answer document have been made with a No. 2 pencil and any erasures are complete and neat. Light marks and marks made with a colored pencil, ink or felt-tip pen, marker, or highlighter cannot be properly scored. These marks should be marked over with a No. 2 pencil.

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Completing Student Identification Information

During testing, students were directed to write some student identification information on both their test book and answer document. There is additional student identification information on the answer document that must be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. Some student identification information is included in a Pre-ID label; other information must be hand-bubbled. Follow the directions below for students with a Pre-ID label, for students without a Pre-ID label, and for students who tested using standard accommodations.

All information on the student demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

Students With Pre-ID Labels

If students have a Pre-ID label, affix the label in the designated space on the answer document. This may be done before or after testing. The content area on the Pre-ID label must match the content area of the student's answer document. **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 student identified on the Pre-ID label is **not** the same student whose handwritten name is next to the Pre-ID label, **contact your Test Coordinator for directions. Do not remove the incorrect label. Do not mark out the incorrect name on the label.**

If there is a Pre-ID label on the answer document, do **not** bubble any information in sections A through H on the demographics data grid, as all of this information is already coded within the Pre-ID label.

Students Without Pre-ID Labels

If students do not have Pre-ID labels, the student demographic data grid **must** be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. This may be done before or after testing. See instructions for bubbling demographic data on the following pages.

The student demographic data grid is **not** to be completed by students.

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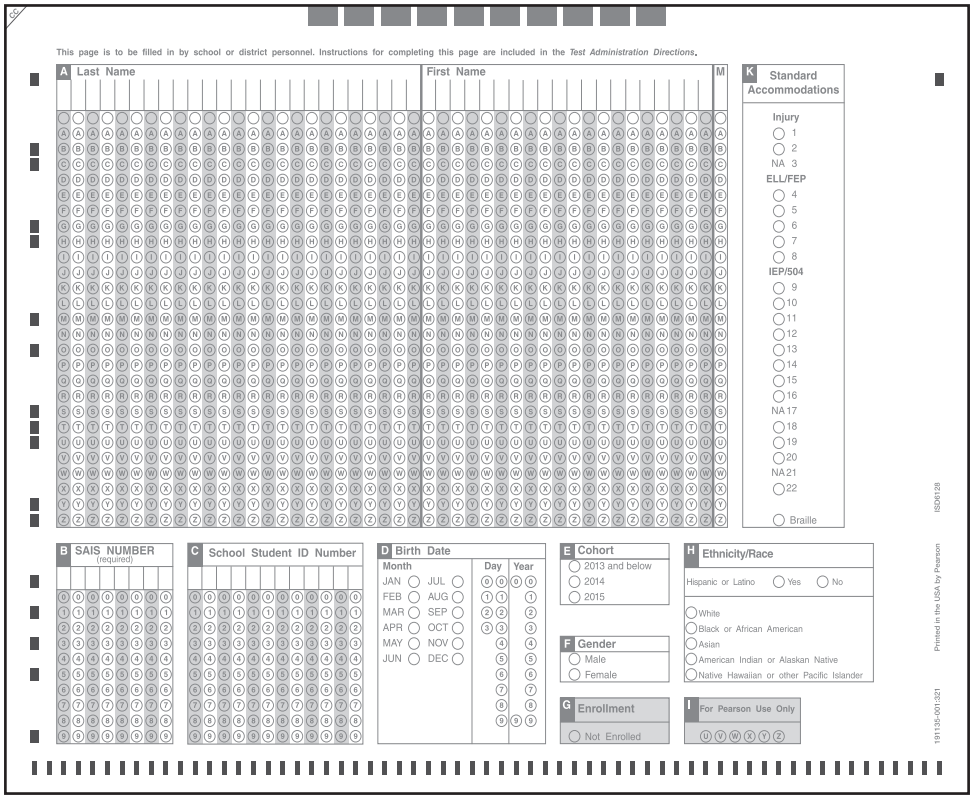
Students Who Tested Using Standard Accommodations

Certain students are eligible to use standard accommodations while testing on AIMS. For students **with** Pre-ID labels and for students **without** Pre-ID labels, the use of standard accommodations must be recorded in section K of the demographics data grid as described on pages 40–41. **The recording of standard accommodations in section K of the demographics data grid must be done after testing.**

For detailed information on testing accommodations, please see "Testing Accommodations: Guidelines for 2013–2014" on the Arizona Department of Education Web site at www.azed.gov.



Sample of Student Demographic Data Grid

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A **Last Name, First Name, M**

Using the student's **legal** name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.

Using the student's **legal** name, print the student's first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.

Using the student's **legal** name, print the first letter of the student's middle name in the box under the section for "M." Leave the box blank if the student does not have a middle name.

Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes, fill in the empty bubbles at the top of the column.

B **SAIS NUMBER**

In the section that says "SAIS Number," enter the student's SAIS Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number. The SAIS Number should completely fill the columns. For SAIS Numbers that are less than 8 digits long, add an appropriate number of zeros to the **front** of the SAIS Number to make it 8 digits long.

C **School Student ID Number**

In the section that says "School Student ID Number," enter the student's local School Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number. The local School Student ID Number should completely fill the columns. For local School Student ID Numbers that are less than 12 digits long, add an appropriate number of zeros to the **front** of the local School Student ID Number to make it 12 digits long.

D **Birth Date**

In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year for the student's date of birth. For example, if the student was born March 2, 1995, fill in the bubble for the month of March designated by "MAR" in the Month column, the bubbles for 0 and 2 in the Day column, and the bubbles for 9 and 5 in the Year column.

E **Cohort**

In the section that says "Cohort," fill in the bubble that corresponds to the student's cohort.

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F Gender

In the section that says "Gender," fill in the bubble that corresponds to the student's gender.

G Enrollment

Fill in the bubble for "Not Enrolled" **only** if the student is not currently enrolled at the school where the test was administered.

This bubble is very rarely marked. Check with your Test Coordinator before marking the "Not Enrolled" bubble.

H Ethnicity/Race

In the section that says "Ethnicity/Race," mark the student's ethnicity and race to match the student's SAIS record. Fill in either the "Yes" bubble or "No" bubble next to "Hispanic or Latino." Fill in one or more of the race bubbles.

I For Pearson Use Only

Do not mark any bubbles in this section.

K Standard Accommodations

This section of the demographics data grid is to be completed after testing by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.

For each content area where a standard accommodation was used, mark the appropriate bubble for each accommodation using the following key. If students qualify for standard accommodations in multiple categories (for example, Injury and ELL/FEP) mark all accommodations received in all applicable categories.

If a student did not receive any standard accommodations, then leave all bubbles in section K blank.

Injury

Complete this section for students who received a standard accommodation due to an injury.

Bubble	Standard Accommodation—Injury	Content Areas
1	Have **multiple-choice responses** transferred from a test book into an answer document.	W (HS only), R, M
2	Record or dictate **multiple-choice responses** to a scribe.	W (HS only), R, M
3	Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.	W

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ELL/FEP

Complete this section for students who received a standard accommodation due to their classification as an English Language Learner student or as a Fluent English Proficient (year 1 or year 2) student.

Bubble	Standard Accommodation—ELL/FEP	Content Areas
4	More breaks and/or several shorter sessions.	W, R, M
5	Simplify language in English for the scripted directions or the directions that students read on their own as needed upon student request.	W, R, M
6	Read aloud in English the writing prompt, writing test items (HS only), or mathematics test items as needed upon student request.	W, M
7	Provide a word-for-word published, paper translation dictionary.	W, R, M
8	Exact oral translation of the scripted directions or the directions that students read on their own as needed upon student request.	W, R, M

IEP/504

Complete this section for students who received a standard accommodation due to their IEP or 504 plan.

Bubble	Standard Accommodation—IEP/504	Content Areas
9	Place marker use.	W, R, M
10	More breaks and/or several shorter sessions.	W, R, M
11	Test at a different time of day.	W, R, M
12	Simplify language for the scripted directions or the directions that students read on their own.	W, R, M
13	Read aloud or sign the directions that students read on their own.	W, R, M
14	Read aloud or sign the writing prompt, writing test items (HS only), or mathematics test items.	W, M
15	Large Print edition of test.	W, R, M
16	For a student who is blind, use of an abacus for mathematics test items.	M
17	For a student who is blind, use of an electronic dictionary and thesaurus for the writing prompt response. Grammar check, spell check, encyclopedia, translation, and Internet access must be turned off.	W
18	For a student who is blind, Braille writers.	W, R, M
19	Have multiple choice responses transferred from a test book into an answer document.	W (HS only), R, M
20	Record or dictate multiple choice responses to a scribe.	W (HS only), R, M
21	Use assistive technology for the writing prompt response with spell check, grammar check, and predict ahead functions turned off.	W
22	For mathematics test, use of a personal whiteboard that can be seen by only the student and is erased after every problem.	M
Braille	Braille edition of test.	W, R, M

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Transferring Student Responses

Only student responses written in No. 2 pencil in a standard answer document and returned with the scorable test materials are scored. Students who tested using a Braille version or large print version of the answer document must have their responses transferred to a standard answer document. Students who used certain standard accommodations (marked answers in their test book rather than in an answer document, recorded or dictated their multiple-choice answers to a scribe, or used assistive technology) must have their responses transferred to a standard answer document.

The Test Coordinator, Test Administrator, Proctor, or other designated school personnel may transfer student responses to a standard answer document. Follow the directions below for transferring multiple-choice responses and AIMS Writing responses. **Student responses that are not transferred into a standard answer document will not be scored.**

Transferring Multiple-Choice Responses

Using a No. 2 pencil, mark the student's multiple-choice responses exactly as indicated by the student. If the student marks more than one answer choice for a particular test item, mark the standard answer document in the same way. If the student leaves a particular test item unanswered, leave that same test item unanswered in the standard answer document. The standard answer document with the student's transferred responses is to be returned with the school's scorable test materials.

Any original written student responses not in a standard answer document, such as a test book with answers marked or a large print answer document, are to be returned with the school's nonscorable test materials. Any adult transcription of student's dictated responses not in a standard answer document is to be returned with the school's nonscorable test materials. Any tape recording of the student's responses is to be erased.

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Transferring AIMS Writing Responses

The AIMS HS Writing response for a student who uses assistive technology as an accommodation must be transferred into a standard AIMS HS Writing answer document for scoring purposes as described below.

- When the student has completed his/her AIMS HS Writing response using assistive technology, send the response directly to a printer. Do not save the response. Do not email the response. If the writing response was automatically saved, delete the electronic response and empty the computer's recycling bin.
- The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the printout of the student's response to the student's standard AIMS HS Writing answer document. The transferred response must be handwritten in No. 2 pencil exactly as produced by the student without changing spelling, punctuation, word choice, or any other aspect of the student's response.
- The student's standard AIMS HS Writing answer document with the transferred response is to be returned with the school's **scorable** test materials.
- Place the printout of the student's response inside the student's AIMS HS Writing test book and return with the school's **nonscorable** test materials.

Only responses that are handwritten in No. 2 pencil on the appropriate pages of a standard AIMS HS Writing answer document will be scored. The printout of the student's response will not be scored.

The AIMS HS Writing response for a student who uses large print as an accommodation must be transferred into a standard AIMS HS Writing answer document for scoring purposes as described below.

- The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the student's response in the large print AIMS HS writing answer document to the student's standard AIMS HS Writing answer document. The transferred response must be handwritten in No. 2 pencil exactly as produced by the student without changing spelling, punctuation, word choice, or any other aspect of the student's response.
- The student's standard AIMS HS Writing answer document with the transferred response is to be returned with the school's **scorable** test materials.
- Place the student's large print AIMS HS Writing answer document inside the student's large print AIMS HS Writing test book and return with the school's **nonscorable** test materials.

Only responses that are handwritten in No. 2 pencil on the appropriate pages of a standard AIMS HS Writing answer document will be scored. The large print version of the AIMS HS Writing answer document will not be scored.

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Returning Test Materials to the Test Coordinator

All AIMS HS test materials, scorable and nonscorable, are to be returned to the Test Coordinator at the end of each testing day.

Scorable AIMS HS Test Materials

The following AIMS HS test materials are scorable:

- **Used AIMS HS Writing Answer Documents**
- **Used AIMS HS Reading Answer Documents**
- **Used AIMS HS Mathematics Answer Documents**

Test Administrators should arrange the answer documents facing up. Paperclips or rubber bands must not be used to bind these materials as this would damage their edges. It is helpful, but not necessary, to alphabetize answer documents. Follow the directions of your Test Coordinator regarding the return of scorable test materials.

Nonscorable AIMS HS Test Materials

The following AIMS HS test materials are nonscorable:

- **Used and unused AIMS HS Writing, Reading, and Mathematics Test Books**
- **Unused AIMS HS Writing Answer Documents**
- **Unused AIMS HS Reading Answer Documents**
- **Unused AIMS HS Mathematics Answer Documents**
- **All Large Print and Braille test materials (student answers must be transferred into a standard answer document)**
- **AIMS HS *Test Administration Directions***
- **Any printout of a student's original AIMS HS Writing response where assistive technology was used as an accommodation**

Follow the directions of your Test Coordinator regarding the return of nonscorable test materials.

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Glossary

Arizona's Instrument to Measure Standards High School (AIMS HS)
A standards-based test aligned to the Grade 10 Arizona Academic Standards for writing, reading, and mathematics.

Demographic Data Grid
The page that is used to gather student identification information, which must be completed for students without Pre-ID labels. Found on the back of the AIMS HS answer documents.

Dictionary
A book of alphabetically arranged words with definitions. Etymologies, pronunciations, and other information may also be included.

Item
A question included as part of an AIMS test. Features both the stem (question) and answer choices. The entire writing prompt is also an item.

Pearson
The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

Pre-ID label
The label to be affixed to the AIMS HS answer documents. Student demographic data is coded within the Pre-ID label.

Proctor
An individual who assists the Test Administrator and is an employee of the school.

Significant Break
The break provided at the end of Session 1 of the mathematics test, in order for students to refresh before proceeding to Session 2 of the mathematics test.

Test Administrator
An individual, usually a teacher, who is responsible for the administration of the test. This individual must be an employee of the school.

Test Coordinator
An individual who is an employee of the school or district and is responsible for training Test Administrators, distributing test materials, collecting test materials, and organizing testing for a school or district.

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