



**RIDE** Rhode Island  
Department  
of Education

# Rhode Island Comprehensive Assessment System

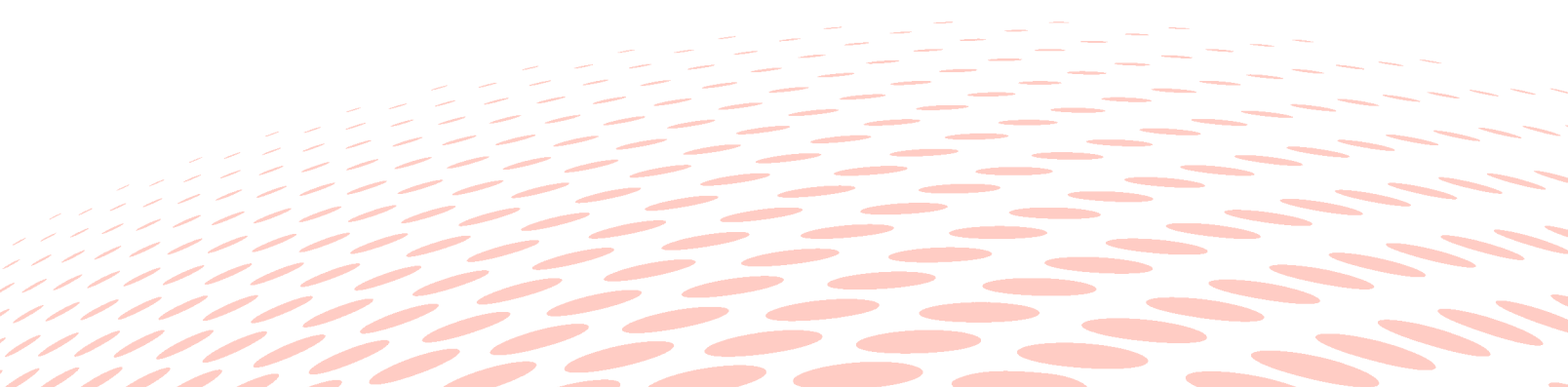
# TEST ADMINISTRATOR'S MANUAL



## Paper-Based Tests

Grades 3–8  
ELA and Mathematics

**SPRING 2025**





**RIDE** Rhode Island  
Department  
of Education

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# Important Contact Information and Resources

<b>RICAS Test Administration Information, Technology Support, and Troubleshooting</b>	
<b>RICAS Service Center</b>	
<b>Hours</b>	7:00 a.m.–5:00 p.m., Monday–Friday
<b>Web</b>	<b><a href="https://ricas.onlinehelp.cognia.org">ricas.onlinehelp.cognia.org</a></b> Use this website to access training modules and other materials to support test administration, including a link to the RICAS Service Center website ( <a href="https://ricas.onlinehelp.cognia.org/service-center">ricas.onlinehelp.cognia.org/service-center</a> ) to access the Principal’s Certification of Proper Test Administration (PCPA), order additional materials, and schedule UPS pickup for any paper testing materials.
<b>Email</b>	<b><a href="mailto:ricasservicecenter@cognia.org">ricasservicecenter@cognia.org</a></b>
<b>Telephone</b>	855-222-8936

<b>RICAS Policy Information</b>	
<b>Rhode Island Department of Education: Office of Instruction, Assessment, and Curriculum</b>	
<b>Web</b>	<b><a href="http://www.ride.ri.gov/RICAS">www.ride.ri.gov/RICAS</a></b>
<b>Email</b>	<b><a href="mailto:assessment@ride.ri.gov">assessment@ride.ri.gov</a></b>
<b>Telephone</b>	401-222-8478



# Spring 2025 RICAS Testing Schedule and Administration Deadlines


## Spring 2025 RICAS Tests for Elementary and Middle Schools

### Grades 3–8 ELA and Mathematics

Schools are expected to administer all the grades 3–8 tests online. (Exceptions are made for students who require a PBT edition as an accommodation.) The prescribed administration sequence as follows: ELA, followed by Mathematics.

RICAS Subject Area Test	Allowable Administration Dates	Recommended Testing Times
<b>Grades 3–8 ELA</b>	Primary Testing: March 24–April 11, 2025	2 to 2½ hours per session
	Make-up Testing: April 14–25, 2025 (Note: ELA testing ends before the Mathematics window opens.)	
<b>Grades 3–8 Mathematics</b>	Primary Testing: April 28–May 9, 2025	1½ hours per session
	Make-up Testing: May 12–23, 2025	

#### Notes:

- › Each subject area test has two sessions. Schools may plan for one short, supervised break per session (3–5 minutes) to be given at the test administrator’s discretion. Test security must be maintained during the break.
- › The  icon is used in this manual to indicate information related to accessibility, accommodations, students with disabilities, and MLL students.

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# **Part I**



## **RICAS Test Security Requirements**

## RICAS Test Security Requirements

The purpose of the Rhode Island Comprehensive Assessment System (RICAS) is to elicit valid results showing what students know and can do in the tested subjects. The purpose of the RICAS Test Security Requirements is to protect the validity of those results.

**Principals and school staff members must follow the requirements listed below and may not participate in, direct, assist in, encourage, or fail to report any testing irregularity or act of misconduct.**

**Principals are responsible for ensuring that all test administrators and school staff members authorized to have access to secure materials and test content are trained in and comply with the requirements and instructions contained in this part of the *Test Coordinator’s Manual (TCM)* and in the *Test Administrator’s Manuals (TAMs)*.**

Please note the following definitions for the purposes of this section and this manual:

- **“Secure”** content and materials include the following:
  - › test & answer booklets
  - › test questions not publicly released
  - › student responses to test questions
  - › used scratch paper

The following secure testing materials must be tracked using internal tracking forms:

- › test & answer booklets
  - › reference sheets
  - › used scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted
- **“Access”** refers to handling secure testing materials, but does not include viewing test content, which is prohibited (except when administering certain accommodations described in the *Accommodations and Accessibility Features Manual*, which is available at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations)). Students may never transport secure testing materials, including from their initial testing room to a test completion room.
  - **“Locked storage area”** refers to the central locked area that must be used to store all secure RICAS testing materials when they are not in use. Test coordinators must restrict access to the locked storage area to only those school staff members authorized by the test coordinator to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the principal stores secure materials.

Each principal must complete the Principal’s Certification of Proper Test Administration (PCPA) to certify that the school has followed proper RICAS test security requirements and test administration protocols. See Appendix A of the TCM for the certification statements to which the principal must attest.



## **A Responsibilities of the Principal and Test Coordinator**

- 1. Authorize specific staff members to serve as test administrators, and train them to properly administer RICAS tests. Designate other staff members permitted to access secure test materials, serve as hallway or restroom monitors, technology coordinators and train them in RICAS security requirements.**
  - Before the training session, distribute
    - › a copy of the appropriate TAM to every test administrator, and
    - › a copy of the test security requirements to all school personnel who have access to secure materials.
  - Document that all test administrators have received TAMs and that school staff members who have access to secure materials have received the test security requirements.
  - Train test administrators prior to the spring test administration. See Part III, section B on page 18, for more information about training.
  - For test administrators who provide accommodations to students with disabilities, or multilingual learners (MLL students), provide training in the implementation of accommodations in accordance with the *Accommodations and Accessibility Features Manual* (available at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations)).
- 2. Instruct students in RICAS test security requirements.**
- 3. Develop local policies and procedures to ensure proper test security at all times.**
  - Schedule tests to avoid conflicts with recess or lunch (see Part II, section C, of the TCM for more information about scheduling test sessions).
  - Ensure that tests are administered during the prescribed administration window and in the prescribed order.
  - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
- 4. Keep secure RICAS testing materials in locked central storage when RICAS tests are not being administered.**
  - Account for all secure testing materials at the end of each test session and keep them in the locked storage area when not in use.
  - Restrict access to the locked storage area to a small number of school personnel who need access.
- 5. Monitor distribution and collection of materials for testing.**
  - All booklets must be accounted for during testing.
  - Internal tracking forms must be used to maintain the chain of custody of secure materials.
  - Used scratch paper must be accounted for and tracked during testing
- 6. Oversee the receipt from and return to the testing contractor of all paper-based test materials.**
  - Inventory paper-based materials immediately upon receipt and investigate any discrepancies in count of materials.
  - Return all paper-based materials to the testing contractor according to the prescribed packing instructions and the deadlines in the TCM.

## RICAS Test Security Requirements

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### 7. Destroy all secure materials after testing.

- Used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.
- Used scratch paper must be stored securely until it is shredded. It may not be viewed by school staff members.

## **B** Shared Responsibilities of Test Coordinators, Test Administrators, and Other School Staff Members Authorized to Have Access to Secure Materials

### 1. Receive training in test security requirements and test administration protocols.

- Test coordinators are expected to participate in one of RIDE’s training sessions on RICAS test security and test administration protocols for the spring 2025 administration. Session information will be posted in January at [ride.ri.gov/assessment-manuals](https://ride.ri.gov/assessment-manuals).
- Test administrators, test coordinators, and other school staff members authorized to have access to secure test materials must attend a school training session. A sample form that test coordinators may use to document participation can be found in Appendix A of the TCM.

### 2. Document the location of secure materials at all times according to instructions in Part II, section B on page 10.

- Track secure materials using the sample Test Materials Internal Tracking Form found in Appendix A of the TCM or a similar document (test coordinators keep these forms on file for three years). See Part III of the TCM for more information about requirements for internal tracking forms.
- The test coordinator and each test administrator must independently count testing tickets and sign the tracking forms before transferring custody of the tickets.
- Do not leave secure RICAS materials unattended at any time unless they are locked in the secure storage area.

### 3. Ensure the security of testing rooms (see Part III, section C on page 20 for details).

- Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school staff members (including teachers) not assigned to the room as test administrators.
- School administrators, district staff, and RIDE observers may enter testing rooms to monitor and observe testing procedures.

### 4. Ensure the security of test content.

- Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration. Because RICAS test questions are secure and confidential until RIDE releases them publicly, school staff members should not discuss or review test questions with students or adults even after testing has been completed.
- Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.
- Do not remove testing materials from the school.
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.

- Do not allow any portion of test & answer booklets to be retained, discarded, recycled, removed, or destroyed.
- Be sure that used scratch paper have been destroyed after testing.
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any secure test content or student responses except when administering certain accommodations described in the *Accommodations and Accessibility Features Manual*, which is available at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations).
- Do not change any student responses.

## **C Responsibilities of Test Administrators**

### **1. Receive training from the test coordinator in administering RICAS tests properly and securely.**

- Review the TAMs and all relevant test security requirements before administering test sessions.
- Attend the training session led by the test coordinator before test administration. Sample form that test coordinators may use to document participation in training and receipt of TAMs can be found in Appendix A of the TCM.
- Understand and follow the protocols related to administering tests to students with disabilities and MLL students (if applicable), and protocols related to administering accessibility features.

### **2. Administer all tests according to appropriate protocols.**

- Administer tests during the prescribed testing window.
- Follow the directions and read the scripts in the TAMs (and in any subsequent updates provided by RIDE) verbatim to students.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 20).
- Provide students with all required test materials as listed in the TAMs.
- Prevent the use of prohibited materials (see pages 10–14 for lists of required/permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other electronic devices during a test session, including after they submit their individual test materials, during a break, and during the transition to a test completion area.
- Students must work only on the test session being administered. (A student cannot review a prior test session or go ahead to the next test session.)
- A test administrator may view students' test booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the Mathematics tests as part of that accessibility feature.
- Return all testing materials to the secure central storage area immediately following each test session.

### **3. Focus full attention on the testing environment at all times.**

- Monitor the testing process by circulating around the room frequently. When not circulating around the room, test administrators should maintain a clear view of the students and keep their attention focused on them.

## RICAS Test Security Requirements

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- Ensure that students are not left unsupervised during testing, including during breaks and during transitions to test completion locations.

### 4. Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.

- Students must not
  - > copy answers from anyone else
  - > use notes, books, extra reference sheets, or any kind of class materials
  - > talk to or communicate with other students
  - > provide help or answers to any other student
  - > ask for or receive help from anyone else in answering the questions
  - > access cell phones or other electronic devices during testing

### 5. Do not give students any assistance or make suggestions for responding to any test question.

- Test administrators must not coach students during testing or alter or interfere with students' responses in any way. Examples of coaching include
  - > providing answers to a student
  - > indicating that a student has answered a question incorrectly or left a question blank
  - > defining words or providing synonyms
  - > spelling words
  - > influencing a student's responses by offering hints, cues, gestures, facial expressions, nods, or changes in voice inflection or body language
  - > monitoring or evaluating whether students are using their scratch paper or using specific testing strategies
  - > altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
  - > providing any manner of assistance that could impact a student's answers, including testing strategies
  - > suggesting that a student write more on a question, check previous work, or review or reconsider a question
- At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary for clarification.
- Test administrators may remind the entire class to check their work before submitting their tests (the scripts contain language instructing students to do this).
- Statements of encouragement such as "Just do your best" or "Answer it as well as you can" are permitted.



### 6. Follow proper procedures for administering accommodations to students with disabilities and MLL students.

- Ensure that students are only provided accommodations that are listed specifically for use during RICAS testing in an approved IEP or a 504 plan, or that were specifically chosen as accommodations for MLL students.
- Follow guidelines on proper provision of RICAS accommodations as prescribed in the *Accommodations and Accessibility Features Manual*.

## **D Testing Irregularities**

Testing irregularities are incidents that represent a deviation from prescribed testing procedures. Testing irregularities may include student impropriety, errors in providing accommodations, educator misconduct, or the mishandling of secure test materials.

### **1. School Observations**

In order to ensure the security and proper administration of the RICAS program, RIDE conducts announced monitoring visits to schools to observe the procedures followed during test administration. At least two regular classrooms should be visited by RIDE staff and at least one accommodation session, if possible. Additional information about school selection and visit procedures are available in the *2024–2025 Test Coordinator Handbook* on the RIDE website at [www.ride.ri.gov/TC](http://www.ride.ri.gov/TC).

RIDE observers will confirm that all test security requirements in Part I of the TCM are being met, including the following:

- Materials are stored properly.
- Staff have been trained.
- Test administrators are administering tests appropriately.
- The testing environment is secure.

### **2. Mandatory Reporting of Irregularities by All Staff Members**

All test irregularities must be reported by the test administrator to the school test coordinator. The school test coordinator must collect any information and/or documentation and inform the Local Education Agency (LEA) or district test coordinator. The LEA or district test coordinator must create a report using the Rhode Island State Assessment Test Irregularities application found on the RIDE Portal. RIDE will inform the local LEA/district if it is required to submit a formal investigation report of the irregularity. If any school or district employee with knowledge of a test irregularity has questions about his or her reporting obligations, RIDE can be consulted.

It is recommended that parents/guardians be informed when a student-specific irregularity is reported to RIDE.

Before reporting an irregularity to RIDE, gather the following information:

- a description of the incident and the date it occurred (be sure to speak to any students and test administrators involved)
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- copies of documents if needed (e.g., notes that were passed, unauthorized reference materials)
- any accommodations used by the students
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)



## **Part II**



### **RICAS Test Administration Protocols**

# RICAS Test Administration Protocols

## A Supervising Test Administration

It is the test administrator’s responsibility, once authorized by the test coordinator to serve in this role, to oversee his or her assigned test sessions. This responsibility includes the following:

- understanding and enforcing the test security requirements and test administration protocols
- following the test administration schedule established by the test coordinator
- reading the scripts contained in this manual verbatim to students
- following all other instructions contained in this manual and provided by the test coordinator
- administering tests to students with disabilities using accommodations according to their IEPs or 504 plans and administering tests to MLL students using any designated accommodations

## B Accounting for Secure Materials

It is the responsibility of the test coordinator to account for secure materials and to document the following on the PBT Materials Internal Tracking Forms:

- the receipt from the test coordinator of a specific number of booklets
- the return to the test coordinator of a specific number of booklets
- the return to the test coordinator of all used scratch paper

Test coordinators must independently count booklets and sign the tracking form before receiving and returning secure materials. All secure materials assigned to you must be returned to the test coordinator immediately following each test session.

Note that in spring 2025, paper-based tests are being produced as follows:

Grades/Subjects	Type of Booklets	Number of Booklets and Description
Grades 3–8 Tests	Combined test & answer booklets	One combined test & answer booklet per subject (both sessions in each subject together in one booklet)
Spanish/English test editions (grades 3–8 Mathematics)	Separate test booklets and answer booklets	For each subject, one test booklet and one answer booklet for each session (four booklets total)

## C Materials Required, Permitted, and Prohibited during Testing

Cell phones may be used by test administrators for test administration-related purposes such as communicating with the test coordinator or school administration. At no time should test administrators be using cell phones for any purpose unrelated to testing, or in any way that violates test security, or in any way that distracts them from focusing their full attention on the testing room.

### 1. Materials REQUIRED for Student Use





The following materials **must be provided for student use** during testing:

- #2 pencils (wooden)
- scratch paper
  - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.



































- › Students may request more scratch paper if needed. Test administrators may provide up to three pages at one time. If students need additional pages beyond three, they will need to turn in used scratch paper. Upon request, students may view the pages they already turned in, as long as they only have three pages at one time.
- › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the test coordinator.
- › Schools may reuse scratch paper if the paper is completely blank.
- › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- calculators **for designated test sessions only** (see tables on pages 11 and 12)
- reference sheets and RICAS rulers that are included in shipments of Mathematics materials **for designated test sessions only** (see tables on pages 11 and 12)

## 2. Calculators, Reference Sheets, and Rulers REQUIRED for Student Use

Icon in the Following Table	Description
	<p>Students must have access to an appropriate calculator on the tests listed below. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers). Calculators that can access the internet are not allowed.</p> <ul style="list-style-type: none"> <li>• <b>Mathematics Session 2 only</b> <p>Each student must have sole access to a calculator for <b>grades 7 and 8 Mathematics Session 2</b>. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one that meets requirements, as follows:</p> <ul style="list-style-type: none"> <li>› grade 7 Mathematics <b>Session 2 only</b> <ul style="list-style-type: none"> <li>– recommended: a basic calculator or scientific calculator</li> <li>– minimum: a basic calculator</li> </ul> </li> <li>› grade 8 Mathematics <b>Session 2 only</b> <ul style="list-style-type: none"> <li>– recommended: a scientific calculator or graphing calculator</li> <li>– minimum: a basic calculator</li> </ul> </li> </ul> </li> </ul>
	<p>Students must be provided with the reference sheets included in shipments of test materials for the following tests:</p> <ul style="list-style-type: none"> <li>• grades 5–8 Mathematics</li> </ul>
	<p>Students must be provided a RICAS ruler for the following tests:</p> <ul style="list-style-type: none"> <li>• grades 3–8 Mathematics</li> </ul>
	<p>Calculators are not permitted for grades 3–6 Mathematics (both sessions) or for Session 1 of grades 7–8 Mathematics.</p>

# RICAS Test Administration Protocols

## Tools Available for Mathematics by Session

Grade	Tools Available for Session 1	Tools Available for Session 2
3	  RICAS ruler	  RICAS ruler
4	  RICAS ruler	  RICAS ruler
5	   reference sheet RICAS ruler	   reference sheet RICAS ruler
6	   reference sheet RICAS ruler	   reference sheet RICAS ruler
7	   reference sheet RICAS ruler	   basic or scientific reference sheet RICAS ruler
8	   reference sheet RICAS ruler	   scientific or graphing reference sheet RICAS ruler

### 3. Materials PERMITTED for Student Use

The following materials **may be used** by students:

- colored pencils and yellow highlighters  
**Note:** Students may use a colored pencil (e.g., for marking or underlining passages) or a yellow highlighter, but must use a #2 pencil only to answer all test questions.
- for the grades 3–8 Mathematics tests, printed copies of the Guidelines for Completing Answer Grids (available in the “Mathematics Gridded Response Guidelines” section at [ricas.onlinehelp.cognia.org/practice-tests-math](https://ricas.onlinehelp.cognia.org/practice-tests-math))
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former MLL students (See Appendix H for more information.)

### 4. Materials PROHIBITED during Testing

**Prohibited** materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 20) as well as the materials listed below. Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided to an individual student after the student has finished testing and turned in test materials. None of the materials in section a or b are permitted while a student is testing and has test materials.

**a. Materials PROHIBITED at Any Time during a Test Session**

Materials listed in this section **are NOT permitted at any time during test sessions**, including after a student finishes testing and turns in test materials, during a break, or during the transition to a test completion area.

- cell phones (see the following page for more information)
- other electronic devices
  - › smartwatches
  - › e-book readers or electronic dictionaries
  - › music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones)
  - › any device capable of taking photographs
  - › game consoles
  - › electronic translators
  - › calculators (see pages 11 and 12 for exceptions); the RIDE calculator policy can be found at [www.ride.ri.gov/RICAS](http://www.ride.ri.gov/RICAS)
  - › computers or electronic tablets
  - › any device that provides access to the internet (such as certain calculators and fitness trackers)
  - › editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses
- school-provided rulers, including RICAS rulers from previous years
- unauthorized reference sheets (e.g., formula sheets, multiplication grids, conversion tables), other than the approved printed reference sheets listed under Materials Required (see pages 11 and 12) or approved materials for students with disabilities using certain accommodations
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

**b. Materials PROHIBITED until after Students Have Completed Testing**

Materials listed in this section are **prohibited** during testing, **but may be provided only AFTER** a student finishes testing and turns in test materials and at the principal’s discretion.

- books
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes
- pens

# RICAS Test Administration Protocols

## Cell Phones and Other Electronic Devices

It is the responsibility of the principal and test coordinator to ensure that students do not have access to cell phones or other electronic devices during testing. **Results may be invalidated for students who use cell phones or other electronic devices at any time during a test session**, including after they turn in their test materials, during a break, or during the transition to a test completion area.

During the Test Administrators' Training, the test coordinator will inform test administrators either to read the script in this manual instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See Part III, section B on page 18 for more information about the Test Administrators' Training.

## D Scheduling Test Sessions

Your test coordinator will provide you with the schedule for administering tests based on the guidance and requirements in the TCM. Below is information that will be useful as you prepare for administration.

### 1. Recommended Testing Times

**RICAS test sessions are untimed.** However, test sessions have been designed to be completed within the recommended testing times listed below.

RICAS Subject Area Test	Sessions	Recommended Testing Times
Grades 3–8 ELA	2	2 to 2½ hours per session
Grades 3–8 Mathematics	2	1½ hours per session

### 2. Test Completion

Students who require time beyond the regularly scheduled test session may take it, as long as they are working productively. To that end, test administrators read scripts in this manual to guide students through the test session and inform them of the time available. Students may be moved to another location to finish testing but must be supervised at all times during the transition.

If a school is administering more than one test session on the same day, any students who have not completed the first test session by the time that the class begins the next test session must finish working in the first test session before beginning the next one. The next test session can be administered in a separate setting from the regularly administered one.

### 3. Same-Day Requirement

**No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins**, with the following exception: any students who become ill during a test session and cannot continue testing should be scheduled for a make-up session (see the following page).

The scripts in this manual that are read aloud throughout the session will help remind students how much time they have, so extra time should not generally be needed beyond the end of a regular school day. However, a principal may provide students with a **maximum** of 15 additional minutes to review and complete their work, provided that

- the students request the additional time themselves;
- transportation is arranged if necessary (e.g., the school bus is held for the student, the student’s parent/guardian is contacted); and
- a test administrator stays with the students until the end of the allotted time.

If testing must occur on an “early release” day, arrangements must be made for test administrators to stay with students who have not finished their work until the time at which school would end on a regular school day.

## 4. Breaks and Lunch

Extended breaks, including recess for younger students, may not be scheduled in the middle of a test session. RIDE recommends that students be provided snacks, drinks, and the opportunity to use the restroom before the beginning of the test session. However, students are permitted to use the restroom one student at a time during the test session. **Students must be supervised at all times between the testing room and the restroom, as well as any other time they are out of the testing room.**

Test coordinators should try to create schedules that avoid conflicts with lunch; however, if a lunch break is required during testing, test materials must be secured and students must be escorted to the lunchroom, instructed that they may not have conversations and that they still may not access any prohibited materials, **sufficiently monitored to prevent discussion of test questions during the entire lunch period**, and escorted back to the testing location.

Schools may plan for one short, supervised break (3–5 minutes) to be given at each test administrator’s discretion approximately halfway through each session. Test administrators must maintain security during the break and should follow the instructions in the scripts in this manual.

## 5. Procedures for Students Who Become Ill During a Test Session and Procedures for Make-Up Testing

If a student becomes ill during testing and cannot complete the session that day, contact RIDE and submit an irregularity report. The student will be allowed to complete the session on another day. The student should be instructed not to discuss the test with anyone, and the school should provide a closely monitored make-up session, during which the student may complete the test, but may not return to any questions he or she previously answered.

## 6. Test Administration Interruptions

Circumstances over which you have no control (e.g., power failures) may interrupt testing. If such an interruption does occur during testing, instruct students to close their booklets. Collect and secure the booklets.

In the event of an emergency, be sure to follow your school’s safety instructions. When normal conditions are restored, redistribute booklets to their original owners and resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Report any major disruption to your principal, who then must report the disruption to RIDE.

# RICAS Test Administration Protocols

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Your test coordinator will provide guidance on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse's office. Students may not remove secure materials from the room at any time.

## **E** Damaged or Defective Test & Answer Booklets

If a student's assigned booklet becomes damaged or is discovered to be defective at any time during testing, it must be replaced. In such cases:

1. Collect the damaged/defective booklet from the student.
2. Issue the student a replacement booklet. All information on the front cover of the replacement booklet must be completed.
3. Instruct the student to continue working in the replacement booklet.
4. Fill in the VOID BOOKLET circle on the back cover of the student's damaged/defective booklet.
5. Write "VOID" in large letters across the front cover.
6. Set the void booklet aside to be returned to your test coordinator along with the student's replacement booklet at the end of the test session.
7. Notify your test coordinator that you are returning a damaged or defective booklet. Your test coordinator must ensure that all of the student's answers marked in the void booklet are accurately transcribed into the student's replacement booklet.

**Students will not receive credit for any work in void booklets that was not transcribed into replacement booklets.**

## **F** Contaminated Test Materials

If a booklet or other test material becomes contaminated with bodily fluids, contact the test coordinator immediately for instructions.

## **Part III**



### **Tasks to Complete Prior to Test Administration**

## Tasks to Complete Prior to Test Administration

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### **A Receive This Manual and Document Receipt**

Test administrators will receive their TAMs to review before the school's training session and should familiarize themselves with test security requirements, protocols, and procedures.

Your test coordinator will ask you to document that you have received your manual.

### **B Attend Test Administrators' Training**

#### **1. Training in Test Security and Test Administration Protocols**

Before test administration, the test coordinator must meet with test administrators, technology staff, and other staff members authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school.

RIDE has outlined major topics for the test administrator training session in a slide deck presentation posted at [ride.ri.gov/assessment-manuals](http://ride.ri.gov/assessment-manuals). Test coordinators are expected to cover the topics in the slides.

During the training session, the test coordinator will need to do the following:

- describe the test security requirements and test administrator protocols contained in Part I and Part II of this manual
- describe local procedures for meeting test security and administration protocols
- provide an orientation to the major tasks that will be completed during test administration
- review the schedule for testing, including the scheduled length of test sessions
- emphasize that all test administrators must read and familiarize themselves with the appropriate TAM before administering RICAS tests
- answer any questions that test administrators have about the school's procedures or about RICAS protocols
- inform test administrators about resources they can use to find answers to any questions they have

This manual contains optional scripts as described below. Test administrators must be informed at the training session if they will read the scripts or if the school will develop an alternative version.

- whether test administrators will read the recommended script in the "As Students Arrive" sections of the TAM instructing students to put away cell phones and other electronic devices in their backpacks at the side of the room, or if a locally developed script will be used instead
- whether test administrators will read the scripts that appear after the "Administer Session 1" (or 2) sections of this manual for students going to a supervised lunch, students moving to a test completion room, and students going to the restroom

Test administrators must also be informed about the decisions that have been made regarding other procedures such as

- whether student ID labels will be applied to booklets in advance of testing by the testing coordinator or applied by test administrators on the morning of testing before booklets are distributed to students
- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing



## Tasks to Complete Prior to Test Administration

- how students will be supervised when they are out of the testing room, e.g., for a restroom break (hallway monitors, restroom monitors, escorts, etc.)
- how students who need more time beyond the scheduled test session will be handled (e.g., will they be moved to a test completion room?)
- how to contact the school administration if there are any problems during testing, including if any test materials become contaminated
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

### 2. Training for Test Administrators Who Will Administer Accommodations

Test administrators who will administer accommodations to students with disabilities or MLL students should receive additional training at another time to ensure that accommodations are correctly provided. In addition, these test administrators should be completely familiar with the roles and responsibilities of scribes and human readers (see appendices in this manual) as well as the differences between instructional accommodations and testing accommodations, particularly regarding the prohibition on coaching and assisting students during testing.

Additional training may include one or more of the following:

- reviewing the online Accessibility and Accommodations module at [ricas.onlinehelp.cognia.org/training](https://ricas.onlinehelp.cognia.org/training)
- participating in or reviewing the Accessibility and Accommodations webinars:
  - › Registration is available at the RICAS Training Opportunities website: [ride.ri.gov/assessment-manuals](https://ride.ri.gov/assessment-manuals)
  - › Previously recorded webinars are available at [ride.ri.gov/assessment-manuals](https://ride.ri.gov/assessment-manuals)
- reviewing the *Accommodations and Accessibility Features Manual* (available at [www.ride.ri.gov/Accommodations](https://www.ride.ri.gov/Accommodations))

It is the principal's responsibility to ensure that all test administrators who will be providing accommodations receive adequate training to provide those accommodations correctly.

### 3. Required Documentation

Schools must document that their test administrators attended a training session and to acknowledge that they received TAMs for the test(s) they will administer. In addition, other school staff members who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements. A sample form for documenting attendance at training and receipt of the TAM can be found in Appendix A of the TCM but schools could develop their own forms instead.

Test coordinators must retain the following in their school files for three years: agendas, sign-in sheets, and any other relevant documentation to demonstrate that test administrators and other school staff members who have access to secure materials were properly trained.

## Tasks to Complete Prior to Test Administration

### C Prepare the Testing Space

Before each test session, the testing space must be prepared as follows (most of these steps may be done several days in advance):

- Ensure that the room is free from noise or distractions and is adequately lit, ventilated, and furnished so that students can work comfortably and without disruption.
- Ensure that each student will have adequate work space and be sufficiently separated from other students to support a secure test environment.
- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, reading and writing strategies, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.
- Prepare a sign that reads “RICAS Testing—Please Do Not Disturb” to be posted on the door(s) during each RICAS administration session (one is available in Appendix A of the TCM).

Regardless of how testing rooms are arranged, students must not be able to view any booklets but their own.

### D Prepare to Provide Accessibility Features



Your test coordinator will inform you if any students in your assigned group will be using accessibility features. Some of these accessibility features require special tools (e.g., colored overlay, magnification tool, straight edge) and some require changes in test administration (e.g., frequent breaks, specific time of day, alternate test location).

A table describing accessibility features can be found in the *Accommodations and Accessibility Features Manual* posted at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations).

### E Complete Front Covers of Test & Answer Booklets

For grades 3–8, each student will have one test & answer booklet that contains both sessions. A label will need to be applied (and information filled out) for the booklet in order for the test to be properly scored and reported. For the Spanish/English test editions, each student will have a Session 1 answer booklet and a Session 2 answer booklet (as well as a test booklet for each session). Labels will need to be applied (and information filled out) for **each answer booklet** in order for students’ tests to be properly scored and reported.

Your test coordinator will inform you at the Test Administrators’ Training whether student ID labels will be applied to test & answer booklets in advance of testing sessions or by test administrators on the morning of testing before test & answer booklets are distributed to students.

Labels with incorrect SASIDs must not be applied to test & answer booklets. If your school did not receive student ID labels for some students, or received labels with incorrect SASIDs, all information requested on the front covers of the test & answer booklets must be completed according to the instructions in this manual.

Labels may be used if the information other than the SASID is incorrect.

Sample answer booklet covers with a student ID label and without a label are provided in the TCM. See your test coordinator with any questions.

## **Part IV**



### **Administering the Practice Test**

## Administering the Practice Test

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The administration of the practice test is optional.

Your test coordinator will provide you with a schedule for administering practice tests for each subject if they will be administered at your school. Large-print and Braille editions are also available, and your test coordinator will provide them, if applicable.

The format of the practice test closely resembles the format of the actual test. Follow the instructions below to administer the practice test.

If you are administering the Spanish/English edition of the practice test for Mathematics, turn to page 64 in Appendix A for the Spanish script to read to students.

1. Distribute the practice test to each student and say:

**“Do not open the practice test until I instruct you to do so.”**

2. When the tests have been distributed, say:

**“I have just handed out a practice test that will help you understand how to answer questions on the RICAS test for \_\_\_\_\_ (announce the subject you are administering).”**

**The practice test has the same kinds of questions that you will see on the actual test, but your answers to questions on this practice test do not count toward your RICAS score.**

**You may open your test, read the directions, and begin the practice test.”**

3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to respond to all question types (e.g., constructed-response questions, gridded-response questions).
4. After students have completed their work on the practice test, you may review their answers with them.

# **Part V**



## **Administering Session 1 of the English Language Arts Tests**

# Administering Session 1 of the English Language Arts Tests

## A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>1</sup>
  - this manual
  - a roster of testing students
  - English Language Arts test & answer booklets
  - scratch paper (blank, lined, or graph)
  - a list of students' SASIDs, if applicable
  - student ID labels, if labels were not previously applied to booklets
  - a tracking form to assist you and your test coordinator in maintaining the security of test materials
  - "RICAS Testing—Please Do Not Disturb" sign
  - printed copies of authorized bilingual word-to-word dictionaries for current and former MLL students
  - #2 pencils

**Note: English-language dictionaries are not allowed during RICAS testing.**

2. You will likely receive more materials than needed for your group of students. Notify your test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your test coordinator.

**Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

## B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the "RICAS Testing—Please Do Not Disturb" sign on the outside of the door(s) of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.

<sup>1</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

# Administering Session 1 of the English Language Arts Tests

6. Write on the board: “You will answer questions x–y in this session.” (Fill in x and y from the table below.)

English Language Arts		
Grade(s)	First question in Session 1	Last question in Session 1
3–8	1	23

## C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix H, approve any bilingual dictionaries brought by current or former MLLs.

**All other dictionaries are prohibited.**

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:

**“Before we begin the test, you need to know that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials.”**

5. If your test coordinator has instructed you to do so, read the following recommended script:

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time.
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are current or former MLLs). Students may also have colored pencils and yellow highlighters (see page 12).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

# Administering Session 1 of the English Language Arts Tests

## D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E on page 32 at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“We are about to begin the RICAS grade \_\_\_\_\_ (say the grade) English Language Arts test. This is the first of two sessions that you will take. Test questions for both sessions will be in your test & answer booklet, but you will only be answering the questions in Session 1 now. You will take Session 2 \_\_\_\_\_ (announce the date and time for Session 2).**

**The results of this test will be used to help improve your academic performance, and will be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”**

2. Say to the students:

**“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”**

Distribute the test & answer booklets and one sheet of scratch paper to each student. Make sure that you give each student the correct assigned booklet by asking them to verify their name as it is handed to them.

3. Then say:

**“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.**

**Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.**

**Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”**

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the test coordinator. Give new booklets to those students who had defective materials (see Part II, section E on page 16).

5. Say to the students:

**“Before beginning this test session, you will write some information on the front cover of your test & answer booklet. It is important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil. You may NOT use a pen or any other writing instrument.”**



# Administering Session 1 of the English Language Arts Tests

6. Then say:

**“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”**

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

7. Then say:

**“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”**

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

**“Below the information you just printed is the title ‘Student Name Grid.’**

**Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”**

Pause for students to complete this section.

9. Then say:

**“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”**

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

**“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”**

Pause and check that students are completing this task correctly.

# Administering Session 1 of the English Language Arts Tests

Say:

**“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.**

**Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’**

**Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’**

**Last, underneath each number you printed, fill in the circle that contains the same number.”**

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

**“Locate the box labeled ‘STATE-ASSIGNED STUDENT IDENTIFIER.’ I will provide each of you with your State-Assigned Student Identifier number so you can write the information and fill in the appropriate circles.”**

Provide each student with the correct SASID. Check that students are completing this task correctly.

11. Then say:

**“Now I am going to tell you some information about the types of questions you will be answering.**

**During this test session you will answer questions \_\_\_\_\_.** (Say the question numbers that you wrote on the board at the start of the session.)

**Read each passage and question carefully. Then answer each question as well as you can.**

**For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.**

**Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.**

**If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.**

**Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”**

12. Say to the students:

**“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.**

# Administering Session 1 of the English Language Arts Tests

You may use a yellow highlighter in your booklet if you like; however, you must write all your answers in your booklet using a #2 pencil ONLY.

It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way."

13. Say to the students:

**"This test session is scheduled to be \_\_\_\_\_ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.**

**Once you begin the test, each test & answer booklet page for this session will say 'GO ON' at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says 'STOP' at the bottom."**

(Optional) Pause to show students a sample page of a test & answer booklet that says "STOP" at the bottom. To show the sample page, you can either use an extra booklet or borrow a student's booklet for a moment.

14. Then say:

**"If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT look ahead to the next test session.**

**Now open your test & answer booklet to page 2, which says, 'Grade \_\_\_\_\_ (state the grade) English Language Arts Session 1.' Be sure to read all the directions. You may begin working now."**

15. If you are administering the test to any students with disabilities using the typed responses accommodation, turn to page 95 in Appendix E for the script to read to these students at this time.
16. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.**

**Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

# Administering Session 1 of the English Language Arts Tests

17. When the session time is half over, say to the students:

**“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 1 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”**

18. (Optional) Then say to students:

**“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

**“The break is now over. Please open your test & answer booklet and begin testing again.”**

Resume monitoring the testing room.

19. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Before you hand me your booklet, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 1.**

**I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room.”**

Permit students to check whether they have answered every question.

20. At the **END OF THE SESSION**, say:

**“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 1.”**

Pause to allow students to check whether they have answered every question.

## Administering Session 1 of the English Language Arts Tests

21. Say to the students:  
**“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”**
22. Note which students need more time and then pick up each student’s booklet and scratch paper, keeping the materials of students who need more time separate from the others. **Verify that you have a used test & answer booklet and scratch paper from each student.** Remind students of when they will take Session 2.
23. If you are administering the test to any students using the typed responses accommodation, ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 96 in Appendix E for further instructions.
24. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:  
**“If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**  
**Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”**  

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.
25. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
26. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
27. Group test materials into the following separate piles:
  - used test & answer booklets
  - used scratch paper
  - unused scratch paper
  - void test & answer booklets
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your test coordinator.)
28. Complete appropriate tracking documents, as instructed by your test coordinator.
29. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

# Administering Session 1 of the English Language Arts Tests

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.

## E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a supervised lunch**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the restroom during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”**

If your test coordinator has directed you to follow a different procedure, do so at this time.

## **Part VI**



### **Administering Session 2 of the English Language Arts Tests**

# Administering Session 2 of the English Language Arts Tests

## A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>2</sup>
  - this manual
  - a roster of testing students
  - English Language Arts test & answer booklets
  - scratch paper (blank, lined, or graph)
  - a tracking form to assist you and your test coordinator in maintaining the security of test materials
  - “RICAS Testing—Please Do Not Disturb” sign
  - printed copies of authorized bilingual word-to-word dictionaries for current and former MLL students
  - #2 pencils

**Note: English-language dictionaries are not allowed during RICAS testing.**

2. You will likely receive more materials than needed for your group of students. Notify your test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your test coordinator.

**Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

## B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “RICAS Testing—Please Do Not Disturb” sign on the outside of the door(s) of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions x–y in this session.” (Fill in x and y from the table below.)

English Language Arts		
Grade(s)	First question in Session 2	Last question in Session 2
3–8	24	49

<sup>2</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.



## Administering Session 2 of the English Language Arts Tests

### C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of Session 2.
2. Based on the guidelines in Appendix H, approve any bilingual dictionaries brought by students who are current or former MLLs.

**All other dictionaries are prohibited.**

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:

**“Before we begin the test, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session.”**

5. If your test coordinator has instructed you to do so, read the following recommended script:

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time.
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are current or former MLLs). Students may also have colored pencils and yellow highlighters (see page 12).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

### D Administer Session 2

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E on page 40 at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who have not filled out the front covers of their test & answer booklets, these students will need to do so. Instructions for completing the front covers of test & answer booklets appear in this manual on pages 27–28 in steps 6–10.

Say to the students:

**“We are about to begin Session 2 of the RICAS English Language Arts test. This is the second of two sessions that you will take.”**

## Administering Session 2 of the English Language Arts Tests

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2. Say:

**“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”**

Distribute the test & answer booklets to their original owners. **Note:** It is your responsibility to ensure that all students receive their own original test & answer booklets.

Distribute one sheet of scratch paper to each student.

3. Say:

**“Make sure you have your own test & answer booklet. If you have someone else’s test & answer booklet, raise your hand now.”**

If any students raise their hands, give them their correct test & answer booklets.

4. Then say:

**“On the front cover, print my name on the line provided for Session 2. My name is on the board for you to copy.”**

Pause and check that students are completing this task correctly.

5. Then say:

**“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”**

6. If everyone in your group took Session 1 on the scheduled day, skip to step 7. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

**“Now I am going to tell you some information about the types of questions you will be answering.**

**During this test session you will answer questions \_\_\_\_\_.** (Say the question numbers that you wrote on the board at the start of the session.)

**Read each passage and question carefully. Then answer each question as well as you can.**

**For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.**

**Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.**

**If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.**

**Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”**

## Administering Session 2 of the English Language Arts Tests

7. Say to the students:

**“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.**

**You may use a yellow highlighter in your booklet if you like; however, you must write all your answers in your booklet using a #2 pencil ONLY.**

**It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.”**

8. Say to the students:

**“This session is scheduled to be \_\_\_\_\_ (state length of session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.**

**If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session will be invalidated.**

**Now open your test & answer booklet to the first page that says ‘Grade \_\_\_\_\_ (state the grade) English Language Arts Session 2’ at the top. Be sure to read all the directions. You may begin working now.”**

9. If you are administering the test to any students with disabilities using the typed responses accommodation, turn to page 95 in Appendix E for the script to read to these students at this time.
10. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.**

**Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

## Administering Session 2 of the English Language Arts Tests

11. When the session time is half over, say to the students:

**“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”**

12. (Optional) Then say to students:

**“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

**“The break is now over. Please open your test & answer booklet and begin testing again.”**

Resume monitoring the testing room.

13. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Before you hand me your booklet, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 2.**

**I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room.”**

Permit students to check whether they have answered every question.

14. At the **END OF THE SESSION**, say:

**“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 2.”**

Pause to allow students to check whether they have answered every question.

## Administering Session 2 of the English Language Arts Tests

15. Say to the students:
- “Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”**
16. Note which students need more time and pick up each student’s booklet and scratch paper, keeping the materials of students who need more time separate from the others. **Verify that you have a used test & answer booklet and scratch paper from each student.**
17. If you are administering the test to any students using the typed responses accommodation, ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 96 in Appendix E for further instructions.
18. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:
- “If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**
- Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”**
- If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.
- Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.
19. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
20. Group test materials into the following separate piles:
- used test & answer booklets
  - used scratch paper
  - unused scratch paper
  - void test & answer booklets
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your test coordinator.)
21. Complete appropriate tracking documents, as instructed by your test coordinator.
22. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

**Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

## Administering Session 2 of the English Language Arts Tests

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### **E Recommended Scripts to Read for a Supervised Lunch or Restroom Break**

1. **For students who will be escorted to a supervised lunch**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the restroom during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”**

If your test coordinator has directed you to follow a different procedure, do so at this time.

## **Part VII**



### **Administering Session 1 of the Mathematics Tests**

## Administering Session 1 of the Mathematics Tests

### A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>3</sup>
  - this manual
  - a roster of testing students
  - Mathematics test & answer booklets
  - scratch paper (blank, lined, or graph)
  - RICAS rulers (grades 3–8)
  - Mathematics reference sheets (grades 5–8)
  - a list of students' SASIDs, if applicable
  - student ID labels, if labels were not previously applied to booklets
  - a tracking form to assist you and your test coordinator in maintaining the security of test materials
  - “RICAS Testing—Please Do Not Disturb” sign
  - printed copies of authorized bilingual word-to-word dictionaries for current and former MLL students
  - #2 pencils

**Note: Calculators are not allowed during Session 1 of the Mathematics tests.**

2. You will likely receive more materials than needed for your group of students. Notify your test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your test coordinator.

**Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

### B Before Students Arrive


1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “RICAS Testing—Please Do Not Disturb” sign on the outside of the door(s) of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.

<sup>3</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.



## Administering Session 1 of the Mathematics Tests

- Write on the board: “You will answer questions x–y in this session.” (Fill in x and y from the table below.)
- If you are administering the Spanish/English edition of the Mathematics test, write on the board: “Responderán a las preguntas x a y en esta sesión.” (Fill in x and y from the table below.)

Mathematics			
Grade(s)	First question in Session 1	Last question in Session 1	Calculator
3, 4, 5, 6	1	23	
7 and 8	1	24	

### C As Students Arrive

- Collect books from students who brought them to read in the event they finish their work before the end of the test session.
- Based on the guidelines in Appendix H, approve any bilingual dictionaries brought by students who are current or former MLLs.

**All other dictionaries are prohibited.**

- Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose will result in the invalidation of test results.
- If you are administering the Spanish/English edition of the Mathematics test, turn to page 67 in Appendix B for the Spanish script to read to students.
- Say to the students:
 

**“Before we begin the test, you need to know that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials.”**

- If your test coordinator has instructed you to do so, read the following recommended script:

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

- If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
- Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are current or former MLLs). Students may also have colored pencils and yellow highlighters (see page 12).

## Administering Session 1 of the Mathematics Tests

- Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else's booklets.
- For Mathematics Session 1, make sure that students do not have calculators, since all calculators are prohibited during Mathematics Session 1.**

### D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E on page 52 at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

- Say to the students:

**“We are about to begin the RICAS \_\_\_\_\_ (say the grade and name of the test) test. This is the first of two sessions that you will take. Test questions for both sessions will be in your test & answer booklet, but you will only be answering the questions in Session 1 now. You will take Session 2 \_\_\_\_\_ (announce the date and time for Session 2).**

**The results of this test will be used to help improve your academic performance, and will be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”**

- Say to the students:

**“I will now hand out the test & answer booklets and your scratch paper. Do not open your booklet until I tell you to do so.”**

Distribute the test & answer booklets. Make sure that you give each student the correct assigned booklet by asking them to verify their name as it is handed to them. Distribute one sheet of scratch paper to each student.

- Then say:

**“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.**

**Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.**

**Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”**

- Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the test coordinator. Give new booklets to those students who had defective materials (see Part II, section E on page 16).

## Administering Session 1 of the Mathematics Tests

5. Say to the students:

**“Before beginning this test session, you will write some information on the front cover of your test & answer booklet. It is important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil. You may NOT use a pen or any other writing instrument.”**

6. Then say:

**“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”**

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

7. Then say:

**“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”**

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

**“Below the information you just printed is the title ‘Student Name Grid.’ Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”**

Pause for students to complete this section.

9. Then say:

**“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”**

Pause for students to complete this section.

10. If all of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

**“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”**

Pause and check that students are completing this task correctly.

## Administering Session 1 of the Mathematics Tests

Say:

**“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.**

**Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’**

**Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’**

**Last, underneath each number you printed, fill in the circle that contains the same number.”**

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

**“Locate the box labeled ‘STATE-ASSIGNED STUDENT IDENTIFIER.’ I will provide each of you with your State-Assigned Student Identifier number so you can write the information and fill in the appropriate circles.”**

Provide each student with the correct SASID. Check that students are completing this task correctly.

11. Say to the students:

**“I will now hand out the \_\_\_\_\_.”** (fill in from the table below)

Grade(s)	Items
3 and 4	RICAS rulers
5, 6, 7, 8	RICAS rulers and Mathematics reference sheets

Distribute the appropriate materials to the students, according to the table above.

12. If you are administering

**GRADE 5, 6, 7, OR 8 MATHEMATICS**, say:

**“Please write your name in the upper right corner of your reference sheet. Otherwise, do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do during the test. You may not use any reference sheets other than what I give you.”**

13. Say to the students:

**“Now I am going to tell you some information about the types of questions you will be answering.**

**During this test session you will answer questions \_\_\_\_\_.** (Say the question numbers that you wrote on the board at the start of the session.)

**Read each question carefully and then answer it as well as you can.**

## Administering Session 1 of the Mathematics Tests

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.”

14. Say to the students:

“For other questions, you will fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet.”

15. Say to the students:

“If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

16. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all your responses in your test & answer booklet, using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY!”

17. Say to the students:

“You may use your \_\_\_\_\_ (fill in from the table below) to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale. You may NOT use a calculator at any time during this session. All calculators are prohibited during Session 1 of the Mathematics test.”

Grade(s)	Items
3 and 4	RICAS ruler
5, 6, 7, 8	RICAS ruler and Mathematics reference sheet

18. Say to the students:

“It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.



## Administering Session 1 of the Mathematics Tests

**At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this."**

Pause to answer any questions students may have.

19. Say to the students:

**"This test session is scheduled to be \_\_\_\_\_ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.**

**Once you begin the test, each test & answer booklet page for this session will say 'GO ON' at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says 'STOP' at the bottom."**

(Optional) Pause to show students a sample page of a test & answer booklet that says "STOP" at the bottom. To show the sample page, you can either use an extra booklet or borrow a student's booklet for a moment.

20. Then say:

**"If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT look ahead to the next test session."**

21. Then say:

**"Now open your test & answer booklet to page 2, which says ' \_\_\_\_\_ (say the grade and the name of the test) Session 1' at the top. Be sure to read all the directions. You may begin Session 1 now."**

22. If you are administering the test to any students with disabilities using the typed responses accommodation, turn to page 95 in Appendix E for the script to read to these students at this time.

23. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.**

**Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

## Administering Session 1 of the Mathematics Tests

24. When the session time is half over, say to the students:

**“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 1 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”**

25. (Optional) Then say to students:

**“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

**“The break is now over. Please open your test & answer booklet and begin testing again.”**

Resume monitoring the testing room.

26. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Before you hand me your booklet, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 1.**

**I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room.”**

Permit students to check whether they have answered every question.

27. At the **END OF THE SESSION**, say:

**“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 1.”**

Pause to allow students to check whether they have answered every question.

## Administering Session 1 of the Mathematics Tests

28. If you are administering

**GRADE 3 OR 4 MATHEMATICS**, say:

**“Please put your pencil down and close your booklet. Place your ruler inside your booklet. If you need more time to answer any questions, raise your hand.”**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.** Remind students of when they will take Session 2.

**GRADE 5, 6, 7, OR 8 MATHEMATICS**, say:

**“Please put your pencil down and close your booklet. Place your reference sheet and ruler inside your booklet. If you need more time to answer any questions, raise your hand.”**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test & answer booklet, a ruler, a reference sheet, and scratch paper from each student.** Remind students of when they will take Session 2.

29. If you are administering the test to any students using the typed responses accommodation, ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 96 in Appendix E for further instructions.
30. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**

**Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

31. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
32. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.



## Administering Session 1 of the Mathematics Tests

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33. Group test materials into the following separate piles:
- used test & answer booklets, with rulers inside (for grades 3 and 4 Mathematics)
  - used test & answer booklets, with rulers and reference sheets inside (for grades 5, 6, 7, and 8 Mathematics)
  - used scratch paper
  - unused scratch paper
  - void test & answer booklets
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your test coordinator.)
34. Complete appropriate tracking documents, as instructed by your test coordinator.
35. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

**Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

## Administering Session 1 of the Mathematics Tests

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### **E Recommended Scripts to Read for a Supervised Lunch or Restroom Break**

1. **For students who will be escorted to a supervised lunch**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the restroom during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”**

If your test coordinator has directed you to follow a different procedure, do so at this time.

## **Part VIII**



### **Administering Session 2 of the Mathematics Tests**

# Administering Session 2 of the Mathematics Tests

## A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>4</sup>

- this manual
- a roster of testing students
- Mathematics test & answer booklets
- scratch paper (blank, lined, or graph)
- RICAS rulers (inside test & answer booklets for grades 3–8)
- Mathematics reference sheets (inside test & answer booklets for grades 5–8)
- a tracking form to assist you and your test coordinator in maintaining the security of test materials
- “RICAS Testing—Please Do Not Disturb” sign
- printed copies of authorized bilingual word-to-word dictionaries for current and former MLL students
- #2 pencils
- calculators for students in grades 7 and 8 who did not bring their own

Each student must have sole access to a calculator for grades 7 and 8 Mathematics Session 2. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one that meets requirements, as follows:

- > grade 7 Mathematics **Session 2 only**
  - recommended: a basic calculator or scientific calculator
  - minimum: a basic calculator
- > grade 8 Mathematics **Session 2 only**
  - recommended: a scientific calculator or graphing calculator
  - minimum: a basic calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

**Note: Calculators are not allowed during the grades 3–6 Mathematics tests.**

2. You will likely receive more materials than needed for your group of students. Notify your test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your test coordinator.



**Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

<sup>4</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

## Administering Session 2 of the Mathematics Tests

### B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “RICAS Testing—Please Do Not Disturb” sign on the outside of the door(s) of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions x–y in this session.” (Fill in x and y from the table below.)
6. If you are administering the Spanish/English edition of the Mathematics test, write on the board: “Responderán a las preguntas x a y en esta sesión.” (Fill in x and y from the table below.)

Mathematics			
Grade(s)	First question in Session 2	Last question in Session 2	Calculator
3, 4, 5, 6	24	46	
7 and 8	25	48	

### C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix H, approve any bilingual dictionaries brought by students who are current or former MLLs.

**All other dictionaries are prohibited.**

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose will result in the invalidation of test results.
4. Turn to page 78 in Appendix B for the Spanish script to read to students taking the Spanish/English edition of the Mathematics test.
5. Say to the students:

**“Before we begin the test, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session.”**

6. If your test coordinator has instructed you to do so, read the following recommended script:

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

## Administering Session 2 of the Mathematics Tests

7. If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
8. Make sure that students' desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are current or former MLLs). Students may also have colored pencils and yellow highlighters (see page 12).
9. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else's booklets.
10. **Please note that calculators are only permitted for Mathematics Session 2 grades 7 and 8.**

### D Administer Session 2



**Grades 3, 4, 5 & 6**



**Grades 7 & 8**

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section E on page 62 at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who have not filled out the front covers of their test & answer booklets, these students will need to do so. Instructions for completing the front covers of test & answer booklets appear in this manual on pages 45–46 in steps 6–10.

Say to the students:

**“We are about to begin Session 2 of the RICAS \_\_\_\_\_ (say the name of the test) test. This is the last of two test sessions.”**

2. If you are administering

**GRADE 3, 4, 5, OR 6 MATHEMATICS**, say:

**“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”**

Distribute test & answer booklets back to their original owners, along with one sheet of scratch paper to each student. **Note:** It is your responsibility to ensure that all students receive their own original test & answer booklets.

**GRADE 7 OR 8 MATHEMATICS**, say:

**“I will now hand out the test & answer booklets and scratch paper, as well as a calculator for any of you who did not bring your own. Do not open your booklet until I tell you to do so.”**

## Administering Session 2 of the Mathematics Tests

Distribute test & answer booklets back to their original owners, along with one sheet of scratch paper to each student. **Note:** It is your responsibility to ensure that all students receive their own original test & answer booklets. Distribute calculators to those students who did not bring their own.

3. Then say:

**“Make sure you have your own test & answer booklet. If you have someone else’s test & answer booklet, raise your hand now.”**

If any students raise their hands, give them their correct test & answer booklets.

4. Then say:

**“On the front cover, print my name on the line provided for Session 2. My name is on the board for you to copy.”**

Pause and check that students are completing this task correctly.

5. Then say:

**“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”**

6. If everyone in your group took Session 1 on the scheduled day, skip to step 8. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

**“Now I am going to tell you some information about the types of questions you will be answering.**

**During this test session you will answer questions \_\_\_\_\_.** (Say the question numbers that you wrote on the board at the start of the session.)

**Read each question carefully and then answer it as well as you can.**

**For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.”**

7. Then say:

**“For other questions, you will fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet.”**

8. Say to the students:

**“If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.**

**If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.**

## Administering Session 2 of the Mathematics Tests

**Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered."**

9. Say to the students:

**"Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.**

**You must write all your responses in your test & answer booklet using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY."**

10. If you are administering

**GRADE 3, 4, 5, OR 6 MATHEMATICS**, say:



**"You may use your \_\_\_\_\_ (fill in from the table below) to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale. You may NOT use a calculator at any time during this Mathematics test session."**

Grade(s)	Items
3 and 4	RICAS ruler
5 and 6	RICAS ruler and Mathematics reference sheet

**GRADE 7 OR 8 MATHEMATICS**, say.

**"You may use your \_\_\_\_\_ (fill in from the table below) to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale."**

Grade(s)	Items
7 and 8	RICAS ruler, your Mathematics reference sheet, and your calculator

11. If you are administering

**GRADE 5, 6, 7, OR 8, MATHEMATICS**, say:

**"Do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do during the test. You may not use any reference sheets other than what I give you."**

12. Say to the students:

**"It is important that RICAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way."**



## Administering Session 2 of the Mathematics Tests

**At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this.”**

Pause to answer any questions students may have.

13. Say to the students:

**“This test session is scheduled to be \_\_\_\_\_ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.”**

14. Then say:

**“If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session will be invalidated.”**

15. Then say:

**“Now open your test & answer booklet to the first page that says ‘Grade \_\_\_\_\_ (state the grade) Mathematics Session 2’ at the top. Be sure to read all the directions. You may begin working now.”**

16. If you are administering the test to any students with disabilities using the typed responses accommodation, turn to page 95 in Appendix E for the script to read to these students at this time.

17. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.**

**Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

18. When the session time is half over, say to the students:

**“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”**

## Administering Session 2 of the Mathematics Tests

19. (Optional) Then say to students:

**“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet in the page you are working on, and close your booklet.”**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

**“The break is now over. Please open your test & answer booklet and begin testing again.”**

Resume monitoring the testing room.

20. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Before you hand me your booklet, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 2.**

**I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room.”**

Permit students to check whether they have answered every question.

21. At the **END OF THE SESSION**, say:

**“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that**

- **during this session you were supposed to answer questions \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to Session 2.”**

Pause to allow students to check whether they have answered every question.

22. If you are administering

**GRADE 3 OR 4 MATHEMATICS**, say:

**“Please put your pencil down and close your booklet. Place your ruler on your desk. If you need more time to answer any questions, raise your hand.”**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.**

## Administering Session 2 of the Mathematics Tests

**GRADE 5, 6, 7, OR 8 MATHEMATICS**, say:

**“Please put your pencil down and close your booklet. Place your reference sheet and ruler on your desk. If you need more time to answer any questions, raise your hand.”**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test & answer booklet, a ruler, a reference sheet, and scratch paper from each student.**

23. If you are administering the test to any students using the typed responses accommodation, ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 96 in Appendix E for further instructions.
24. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“If you have not yet finished your work in this session, you will be moved to \_\_\_\_\_ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.**

**Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

25. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
26. Group test materials into the following separate piles:
  - used test & answer booklets
  - used scratch paper
  - unused scratch paper
  - void test & answer booklets
  - reference sheets, if applicable
  - RICAS rulers
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your test coordinator.)
27. Complete appropriate tracking documents, as instructed by your test coordinator.
28. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

## Administering Session 2 of the Mathematics Tests

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.

### **E Recommended Scripts to Read for a Supervised Lunch or Restroom Break**

1. **For students who will be escorted to a supervised lunch**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.**

**You will be going to \_\_\_\_\_ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the restroom during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”**

If your test coordinator has directed you to follow a different procedure, do so at this time.

# **Appendix A**



## **Administering the Spanish/English Edition of the Practice Test**

## Appendix A—Administering the Spanish/English Edition of the Practice Test

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### A Administer the Practice Test

1. Distribute the practice test to each student and say:  
**“Por favor no abran su prueba de práctica hasta que yo les indique”.**
2. When the tests have been distributed, say:  
**“La prueba de práctica que les acabo de entregar les ayudará a entender cómo y dónde responder a las preguntas de la prueba de \_\_\_\_\_ (state the name of the test) del RICAS.**  
**La prueba de práctica contiene los mismos tipos de preguntas que verán en la prueba real, pero las respuestas a las preguntas de esta prueba de práctica no afectarán de ninguna manera las calificaciones en las pruebas RICAS.**  
**Pueden abrir sus pruebas, leer las instrucciones y empezar la prueba de práctica”.**
3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to
  - fill in multiple-choice and multi-select answer circles completely and correctly
  - answer gridded-response questions correctly
  - answer short-answer and constructed-response questions completely, including how to respond to constructed-response questions that have more than one part to answer and labelAfter students have completed their work on the practice test, you may review their answers with them.
4. When students have completed the practice test, collect the tests and return them to the test coordinator.

## **Appendix B**



### **Administering the Spanish/English Edition of the Mathematics Tests**

## Appendix B—Administering the Spanish/English Edition of the Mathematics Tests

### A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:
  - this manual
  - a roster of testing students
  - scratch paper (blank, lined, or graph)
  - a list of students' SASIDs, if applicable
  - student ID labels, if labels were not previously applied to booklets
  - a tracking form to assist you and your test coordinator in maintaining the security of test materials
  - **FOR GRADES 3 AND 4**
    - › Spanish/English Session 1 answer booklets
    - › Spanish/English Session 1 test booklets
    - › RICAS rulers
  - **FOR GRADES 5–8**
    - › Spanish/English Session 1 answer booklets
    - › Spanish/English Session 1 test booklets
    - › RICAS rulers
    - › reference sheets
  - “RICAS Testing—Please Do Not Disturb” sign
  - printed copies of authorized bilingual word-to-word dictionaries for current and former MLL students
  - #2 pencils

**Note: Calculators are not allowed during Session 1 of any Mathematics test.**

2. You will likely receive more materials than needed for your group of students. Notify your test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your test coordinator.

**Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**


### B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “RICAS Testing—Please Do Not Disturb” sign on the outside of the door(s) of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.



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5. Write the name of your school and district on the board.
6. Write on the board: “Responderán a las preguntas x a y durante esta sesión”. (Fill in x and y from the table below.)

Mathematics			
Grade(s)	First question in Session 1	Last question in Session 1	Calculator
3, 4, 5, 6	1	23	
7 and 8	1	24	

### **C** As Students Arrive for Session 1

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix H, approve any bilingual dictionaries brought by students who are current or former MLLs.

**All other dictionaries are prohibited.**

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:

**“Antes de comenzar la prueba, es necesario que sepan que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión, incluso después de entregar los materiales. A los estudiantes que tengan cualquiera de estos dispositivos durante la prueba o después de entregar los materiales de la prueba se les invalidarán los resultados”.**

5. If your test coordinator has instructed you to do so, read the following recommended script:

**“Si ustedes tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenlo a un lado del salón. Es posible que no tengan acceso al dispositivo hasta que se retiren del salón donde se toma el examen”.**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are current or former MLLs.) Students may also have colored pencils and yellow highlighters (see page 12).

## Appendix B—Administering the Spanish/English Edition of the Mathematics Tests

8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else's booklets.
9. **For Mathematics Session 1, make sure that students do not have calculators, since all calculators are prohibited during Mathematics Session 1.**

### D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section I on page 87 at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“Estamos a punto de comenzar la Prueba de Matemáticas del RICAS. Esta es la primera de dos sesiones que tendrán. La Sesión 2 tendrá lugar \_\_\_\_\_**  
(announce the date and time for Session 2).

**Los resultados de esta prueba se usarán para ayudarlos a mejorar su rendimiento académico, y se compartirán con sus padres o tutores legales y también con sus profesores. Es importante que intenten hacer su mejor trabajo durante esta sesión y en cada una de las sesiones de la prueba”.**

2. Say to the students:

**“Ahora voy a distribuir los folletos de respuestas y el papel borrador. No abran sus folletos hasta que yo les diga que lo hagan”.**

Distribute the Session 1 answer booklets. Make sure that you give each student the correct assigned booklet by asking them to verify their name as it is handed to them. Distribute one sheet of scratch paper to each student.

3. Then say:

**“Pueden usar su papel borrador en cualquier momento durante esta prueba. Si en cualquier momento necesitan más, levanten la mano y les daré otra hoja de papel. Pueden tener hasta tres hojas de papel borrador por vez. Si necesitan más de tres hojas, tendrán que devolver su papel borrador usado.**

**Ahora recojan sus folletos de respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.**

**Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the test coordinator. Give new booklets to those students who had defective materials (see Part II, section E on page 16).

## Appendix B—Administering the Spanish/English Edition of the Mathematics Tests

5. Say to the students:

**“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.**

6. Then say:

**“Cerca de la parte superior de la portada aparece el encabezado del nombre del administrador de la prueba. Escriban mi nombre en la línea provista para esta sesión. Mi nombre está en la pizarra para que lo puedan copiar”.**

Pause and check that students are completing the information correctly on the front covers of their booklets.

7. Then say:

**“Escriban el nombre de la escuela y el del distrito en las líneas provistas. Pueden copiar los nombres de la escuela y del distrito que escribí en la pizarra”.**

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

**“Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’**

**Escriban en imprenta las letras de su APELLIDO en las casillas que están debajo de ese título. Escriban una letra en cada casilla, comenzando en la primera casilla del lado izquierdo. Observen la línea divisoria entre la palabra ‘Apellido’ y la palabra ‘Nombre.’ Si su apellido no cabe en el espacio provisto, escriban las letras que quepan antes de la línea divisoria. Si su apellido incluye un guion o un espacio, escriban las dos partes juntas como una sola palabra, sin guion ni espacio”.**

Pause for students to complete this section.

9. Then say:

**“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo las letra ‘I’”.**

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

**“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’”.**

Pause and check that students are completing this task correctly.

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Say:

**“En la esquina superior derecha de la página, hay una sección titulada ‘FECHA DE NACIMIENTO’ con las abreviaturas de los meses del año. Rellenen el círculo que está a la derecha del MES en que nacieron. Por ejemplo, si nacieron en agosto, deben rellenar el círculo ‘8’ a la derecha de A-G-O.**

**Después escriban los dos números de su DÍA de nacimiento, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento contiene un solo número, escriban un cero antes de ese número. Por ejemplo, si su fecha de nacimiento es el 2 de agosto, deberán escribir los números ‘cero, dos’ en las casillas debajo de la palabra ‘DÍA’.**

**Ahora escriban los números del AÑO en que nacieron en la casilla debajo de la palabra ‘AÑO’.**

**Por último, debajo de cada número que escribieron, rellenen el círculo que tiene el mismo número”.**

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

**“Localicen el recuadro titulado ‘NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE ASIGNADO POR EL ESTADO’. Yo les proporcionaré sus números de identificación del estudiante asignados por el estado para que puedan escribir los datos y rellenen los círculos correspondientes”.**

Provide each student with the correct SASID. Check that students are completing this task correctly.

11. Say to the students:

**“Ahora distribuiré \_\_\_\_\_”.** (Fill in from the table below.)

Grade(s)	Items
3 and 4	los folletos de prueba y Reglas RICAS
5, 6, 7, 8	los folletos de prueba, Reglas RICAS y Hojas de referencia de Matemáticas

Distribute the appropriate materials to the students, according to the table above.

12. Once this is done, say to the students:

**“Tomen su folleto de prueba y revíselo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.**

**Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

13. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the test coordinator. Give new booklets to those students who had defective materials.

14. Once this is done, say:

**“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.**

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Pause and check that students are completing this task correctly.

15. If you are administering

**GRADE 5, 6, 7, OR 8 MATHEMATICS**, say:

**“Escriban claramente su nombre en la esquina superior derecha en su hoja de referencia. No escriban nada más en su hoja de referencia. Si lo necesitan, usen su papel borrador o su folleto para averiguar lo que necesiten durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.**

16. Say to the students:

**“Ahora voy a darles algo de información sobre el tipo de preguntas que van a responder.**

**Durante esta sesión de prueba van a responder a las preguntas \_\_\_\_\_** (say the question numbers that you wrote on the board at the start of the session).

**Asegúrense de leer cada pregunta cuidadosamente y contéstenla lo mejor que puedan.**

**Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.**

17. Then say:

**“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de respuestas”.**

18. Say to the students:

**“Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Escriban su respuesta en el espacio provisto. Solamente se calificarán las respuestas ingresadas en el espacio provisto para respuestas.**

**Si no saben la respuesta a una pregunta, pueden continuar con la próxima pregunta. Más tarde deben revisar sus respuestas y volver a cualquier pregunta que no hayan contestado en esta sesión.**

**Asegúrense de que al final de la sesión de prueba hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.**

19. Say to the students:

**“Ahora les voy a hablar sobre algunas cosas que se permiten y algunas que no se permiten durante esta sesión.**

**Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.**

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20. Then say:

**“Pueden usar las \_\_\_\_\_ (fill in from the table below) para ayudarse a responder a las preguntas en cualquier momento de esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala. NO pueden usar la calculadora en ningún momento durante esta sesión. Todas las calculadoras están prohibidas durante la Sesión 1 de la prueba de Matemáticas”.**

Grade(s)	Items
3 and 4	Regla RICAS
5, 6, 7, 8	Regla RICAS y Hoja de referencia de Matemáticas

21. Say to the students:

**“Es muy importante que las pruebas RICAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.**

**En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.**

Pause to answer any questions students may have.

22. Say to the students:

**“Esta sesión de la prueba durará \_\_\_\_\_ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar siempre que sigan trabajando de una manera productiva.**

**Una vez que hayan empezado la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página del folleto de prueba. Sigán respondiendo preguntas hasta que hayan contestado la última pregunta de la Sesión 1 en la página que dice ‘PARA’ en la parte inferior”.**

(Optional) Pause to show students a sample page of a test booklet that says “PARA” at the bottom. To show the sample page, you can either use an extra booklet or borrow a student’s booklet for a moment.

23. Then say:

**“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deberán revisar sus respuestas. Sin embargo, NO pueden seguir a la próxima sesión de prueba”.**

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24. Then say:

**“Ahora abran su folleto de respuestas en la página 2, donde dice ‘Sesión 1 de Matemáticas para \_\_\_\_ .º grado’ (state the grade) en la parte superior.**

**Ahora abran su folleto de prueba en la página 2, ‘Sesión 1 de Matemáticas para \_\_\_\_ .º grado’ (state the grade) en la parte superior.**

**Asegúrense de leer todas las instrucciones. Pueden empezar la Sesión 1 ahora”.**

25. If you are administering the test to any students with disabilities using the typed responses accommodation, turn to section J on page 88 for the script to read to these students at this time.

26. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.**

**Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

27. When the session time is half over, say to the students:

**“El tiempo programado para esta sesión está a la mitad. Asegúrense de responder a todas las preguntas en esta sesión. Cuando terminen de responder a todas las preguntas de la Sesión 1 y de revisar su trabajo, pueden entregarme sus materiales de prueba. Recuerden que, si al finalizar la sesión programada siguen trabajando, se les dará más tiempo para terminar la prueba”.**

28. (Optional) Then say to students:

**“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de \_\_\_\_ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

**“El descanso ya terminó. Deben volver a trabajar en la prueba”.**

Resume monitoring the testing room.

29. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Antes de que me entreguen sus folletos, quiero recordarles que**

- **durante esta sesión deben haber respondido las preguntas \_\_\_\_.**

(Say the question numbers that you wrote on the board at the start of the session.)

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- **deben asegurarse de haber respondido a todas las preguntas y no dejar nada en blanco o sin responder.**

**Recuerden que una vez que entreguen su prueba, no se les permitirá volver a la Sesión 1.**

**Quiero recordarles que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos aún no están permitidos hasta que se retiren de la sala de pruebas”.**

Permit students to check whether they have answered every question.

30. At the **END OF THE SESSION**, say:

**“Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que**

- **durante esta sesión deben haber respondido las preguntas \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **deben asegurarse de haber respondido a todas las preguntas y no dejar nada en blanco o sin responder.**

**Recuerden que una vez que entreguen su prueba, no se les permitirá volver a la Sesión 1”.**

Pause to allow students to check whether they have answered every question.

31. If you are administering

**GRADE 3 OR 4 MATHEMATICS**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla en su mesa. Si necesitan más tiempo para responder a las preguntas, levanten la mano”.**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test booklet and answer booklet, a ruler, and scratch paper from each student.** Remind students of when they will take Session 2.

**GRADE 5, 6, 7, OR 8 MATHEMATICS**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia y regla en su mesa. Si necesitan más tiempo para responder a las preguntas, levanten la mano”.**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test booklet and answer booklet, a ruler, a reference sheet, and scratch paper from each student.** Remind students of when they will take Session 2.

32. If you are administering the test to any students using the typed responses accommodation, ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 96 in Appendix E for further instructions.



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33. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“Si aún no han terminado su trabajo en esta sesión, se les trasladará a \_\_\_\_\_ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, con tal de que trabajen productivamente.**

**Se les llevarán los materiales de la prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que se retiren de la sala de pruebas”.**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

34. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
35. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
36. Group test materials into the following separate piles:
- used answer booklets
  - used test booklets
  - used scratch paper
  - unused scratch paper
  - void answer booklets
  - void test booklets
  - reference sheets, if applicable
  - RICAS rulers
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your test coordinator.)
37. Complete appropriate tracking documents, as instructed by your test coordinator.
38. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

**Remember that all test and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

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### E Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:
  - this manual
  - a roster of testing students
  - scratch paper (blank, lined, or graph)
  - a list of students' SASIDs, if applicable
  - student ID labels, if labels were not previously applied to booklets
  - a tracking form to assist you and your test coordinator in maintaining the security of test materials
  - **FOR GRADES 3 AND 4**
    - › Spanish/English Session 2 answer booklets
    - › Spanish/English Session 2 test booklets
    - › RICAS rulers
  - **FOR GRADES 5–8**
    - › Spanish/English Session 2 answer booklets
    - › Spanish/English Session 2 test booklets
    - › RICAS rulers
    - › reference sheets from Session 1
  - “RICAS Testing—Please Do Not Disturb” sign
  - printed copies of authorized bilingual word-to-word dictionaries for current and former MLL students
  - #2 pencils
  - calculators for students in grades 7 and 8 who did not bring their own

Each student must have sole access to a calculator for grades 7 and 8 Mathematics Session 2. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one that meets requirements, as follows:

- › grade 7 Mathematics **Session 2 only**
  - recommended: a basic calculator or scientific calculator
  - minimum: a basic calculator
- › grade 8 Mathematics **Session 2 only**
  - recommended: a scientific calculator or graphing calculator
  - minimum: a basic calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

**Note: Calculators are not allowed during the grades 3–6 Mathematics tests.**



## Appendix B—Administering the Spanish/English Edition of the Mathematics Tests

- You will likely receive more materials than needed for your group of students. Notify your test coordinator immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your test coordinator.

**Remember that all test and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

### F Before Students Arrive

- Make sure the testing space has been appropriately prepared (see page 20).
- Post the “RICAS Testing—Please Do Not Disturb” sign on the outside of the door(s) of the testing space.
- Write your name on the board.
- Write the name of your school and district on the board.
- Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 2 script.
- Write on the board: “Responderán a las preguntas x a y durante esta sesión”. (Fill in x and y from the table below.)

Mathematics			
Grade(s)	First question in Session 2	Last question in Session 2	Calculator
3, 4, 5, 6	24	46	
7 and 8	25	48	

### G As Students Arrive for Session 2

- Collect books from students who brought them to read in the event they finish their work before the end of the test session.
- Based on the guidelines in Appendix H, approve any bilingual dictionaries brought by students who are current or former MLLs.

**All other dictionaries are prohibited.**

- Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.

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4. Say to the students:

**“Antes de comenzar la prueba, quiero recordarles que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión”.**

5. If your test coordinator has instructed you to do so, read the following recommended script:

**“Si ustedes tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenlo a un lado del salón. Es posible que no tengan acceso al dispositivo hasta que se retiren del salón donde se toma el examen”.**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are current or former MLLs). Students may also have colored pencils and yellow highlighters (see page 12).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.
9. **Please note that calculators are only permitted for Mathematics Session 2 for grades 7 and 8.**

### H Administer Session 2



**Grades 3, 4, 5 & 6**



**Grades 7 & 8**

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your test coordinator has instructed you to do so, you will need to turn to section I on page 87 at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

**“Estamos a punto de empezar la Sesión 2 de la Prueba de Matemáticas de RICAS. Esta es la última de dos sesiones de prueba”.**

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2. If you are administering

**GRADE 3 OR 4 MATHEMATICS**, say:

**“Ahora distribuiré los folletos de respuestas de la Sesión 2 y reglas. No abran su folleto hasta que yo les indique”.**

Distribute the Session 2 answer booklets and one RICAS ruler to each student. Make sure that each student receives the correct assigned booklet.

**GRADE 5 OR 6 MATHEMATICS**, say:

**“Ahora distribuiré los folletos de respuestas de la Sesión 2, sus hojas de referencia y reglas. No abran su folleto hasta que yo les indique”.**

Distribute the Session 2 answer booklets and one RICAS ruler to each student. Make sure that each student receives the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them).

**GRADE 7 OR 8 MATHEMATICS**, say:

**“Ahora distribuiré los folletos de respuestas de la Sesión 2, sus hojas de referencia, y reglas y también una calculadora para aquellos que no hayan traído la suya. No abran su folleto hasta que yo les indique”.**

Distribute the Session 2 answer booklets and one RICAS ruler to each student. Make sure that each student receives the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to those students who did not bring their own.

3. Then say:

**“Ahora recojan sus folletos de respuestas y hojeen RÁPIDAMENTE las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.**

**Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the test coordinator. Give new booklets to those students who had defective materials (see Part II, section E on page 16).
5. Say to the students:

**“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.**

6. Then say:

**“En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba’, escriban mi nombre en letra de imprenta en la línea provista para la Sesión 2. Mi nombre está en la pizarra para que lo copien”.**

Pause and check that students are completing the information correctly on the front covers of their booklets.

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7. Then say:

**“Escriban el nombre de la escuela y el del distrito en las líneas provistas. Pueden copiar los nombres de la escuela y del distrito que escribí en la pizarra”.**

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

**“Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’**

**Escriban en imprenta las letras de su APELLIDO en las casillas que están debajo de ese título. Escriban una letra en cada casilla, comenzando en la primera casilla del lado izquierdo. Observen la línea divisoria entre la palabra ‘Apellido’ y la palabra ‘Nombre.’ Si su apellido no cabe en el espacio provisto, escriban las letras que quepan antes de la línea divisoria. Si su apellido incluye un guion o un espacio, escriban las dos partes juntas como una sola palabra, sin guion ni espacio”.**

Pause for students to complete this section.

9. Then say:

**“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo la letra ‘I’”.**

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

**“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’”.**

Pause and check that students are completing this task correctly.

Say:

**“En la esquina superior derecha de la página, hay una sección titulada ‘FECHA DE NACIMIENTO’ con las abreviaturas de los meses del año. Rellenen el círculo que está a la derecha del MES en que nacieron. Por ejemplo, si nacieron en agosto, deben rellenar el círculo ‘8’ a la derecha de A-G-O.**

**Después escriban los dos números de su DÍA de nacimiento, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento contiene un solo número, escriban un cero antes de ese número. Por ejemplo, si su fecha de nacimiento es el 2 de agosto, deberán escribir los números ‘cero, dos’ en las casillas debajo de la palabra ‘DÍA’.**

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**Ahora escriban los números del AÑO en que nacieron en la casilla debajo de la palabra 'AÑO'.**

**Por último, debajo de cada número que escribieron, rellenen el círculo que tiene el mismo número”.**

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

**“Localicen el recuadro titulado 'NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE ASIGNADO POR EL ESTADO'. Yo les proporcionaré sus números de identificación del estudiante asignados por el estado para que puedan escribir los datos y rellenen los círculos correspondientes”.**

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

**“Ahora voy a repartir los folletos de prueba y la hoja papel borrador. No abran sus folletos hasta que yo les indique que lo hagan”.**

12. Distribute the Session 2 test booklets and one sheet of scratch paper. Once they have been distributed, say:

**“Pueden usar su hoja de papel borrador en cualquier momento durante la prueba. Si en algún momento necesitan más, levanten la mano y les daré una hoja adicional. Pueden tener hasta tres hojas de papel borrador al mismo tiempo. Si necesitan más de tres hojas, tendrán que devolver su papel borrador usado.**

**Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.**

**Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

13. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the test coordinator. Give new booklets to those students who had defective materials.

14. Then say:

**“En la portada, debajo del título 'Nombre del administrador de la prueba', escriban mi nombre en letra de imprenta en la línea que sigue a Sesión 2. Mi nombre está en la pizarra para que lo copien”.**

Pause and check that students are completing this task correctly.

15. Then say:

**“Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.**

Pause and check that students are completing this task correctly.

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16. If everyone in your group took Session 1 on the scheduled day, skip to step 17. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

**“Ahora voy a darles algo de información sobre el tipo de preguntas que van a responder.**

**Durante esta sesión de prueba van a responder a las preguntas \_\_\_\_\_** (say the question numbers that you wrote on the board at the start of the session).

**Asegúrense de leer cada pregunta cuidadosamente y contéstenla lo mejor que puedan.**

**Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.**

17. Then say:

**“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de respuestas”.**

18. Say to the students:

**“Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Escriban sus respuestas en el espacio provisto. Solamente se calificarán las respuestas ingresadas en el espacio provisto para respuestas.**

**Si no saben la respuesta a una pregunta, pueden continuar con la próxima pregunta. Más tarde deben revisar sus respuestas y volver a cualquier pregunta que no hayan contestado en esta sesión.**

**Asegúrense de que al final de la sesión de prueba hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.**

19. Say to the students:

**“Ahora les voy a hablar sobre algunas cosas que se permiten y algunas que no se permiten durante esta sesión.**

**Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.**



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20. If you are administering

**GRADE 3, 4, 5, OR 6 MATHEMATICS**, say:

**“Pueden usar las \_\_\_\_\_ (fill in from the table below) para ayudarse a contestar las preguntas en cualquier momento durante esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala. NO pueden usar una calculadora en ningún momento durante esta sesión de prueba de Matemáticas”.**

Grade(s)	Items
3 and 4	Regla RICAS
5 and 6	Regla RICAS y Hoja de referencia de Matemáticas

**GRADE 7 OR 8 MATHEMATICS**, say.

**“Pueden usar la Regla RICAS, la Hoja de referencia de Matemáticas y la calculadora para ayudarse a responder a las preguntas en cualquier momento durante esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala”.**

21. If you are administering

**GRADE 5, 6, 7, OR 8, MATHEMATICS**, say:

**“No escriban en su hoja de referencia. Si lo necesitan, usen su papel borrador o su folleto para averiguar lo que necesiten durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.**

22. Say to the students:

**“Es muy importante que las pruebas RICAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.**

**En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.**

Pause to answer any questions students may have.

23. Say to the students:

**“Esta sesión de la prueba durará \_\_\_\_\_ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar siempre que sigan trabajando de una manera productiva”.**

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24. Then say:

**“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deberán revisar sus respuestas. Sin embargo, NO pueden revisar su trabajo de la primera sesión. Se invalidará cualquier respuesta a preguntas de la primera sesión durante esta sesión”.**

25. Then say:

**“Ahora abran su folleto de respuestas en la primera página que dice ‘Sesión 2 de Matemáticas para \_\_\_\_° grado’ (state the grade) en la parte superior.**

**Ahora abran su folleto de prueba en la página 2, ‘Sesión 2 de Matemáticas para \_\_\_\_° grado’ (state the grade) en la parte superior.**

**Asegúrense de leer todas las instrucciones. Pueden empezar la Sesión 2 ahora”.**

26. If you are administering the test to any students with disabilities using the typed responses accommodation, turn to section J on page 88 for the script to read to these students at this time.

27. It is your responsibility to ensure a secure testing environment.

**Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**

**Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.**

**Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

28. When the session time is half over, say to the students:

**“El tiempo programado para esta sesión está a la mitad. Asegúrense de responder a todas las preguntas en esta sesión. Cuando terminen de responder a todas las preguntas de la Sesión 2 y de revisar su trabajo, pueden entregarme sus materiales de prueba. Recuerden que, si al finalizar la sesión programada siguen trabajando, se les dará más tiempo para terminar la prueba”.**

29. (Optional) Then say to students:

**“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de \_\_\_\_ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.**

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

**“El descanso ya terminó. Deben volver a trabajar en la prueba”.**

Resume monitoring the testing room.

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30. Say to **ANY STUDENT WHO FINISHES EARLY**:

**“Antes de que me entreguen sus folletos, quiero recordarles que**

- **durante esta sesión deben haber respondido las preguntas \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **deben asegurarse de haber respondido a todas las preguntas y no dejar nada en blanco o sin responder.**

**Recuerden que una vez que entreguen su prueba, no se les permitirá volver a la Sesión 2.**

**Quiero recordarles que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos aún no están permitidos hasta que se retire de la sala de pruebas”.**

Permit students to check whether they have answered every question.

31. At the **END OF THE SESSION**, say:

**“Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que**

- **durante esta sesión deben haber respondido las preguntas \_\_\_\_\_.**  
(Say the question numbers that you wrote on the board at the start of the session.)
- **deben asegurarse de haber respondido a todas las preguntas y no dejar nada en blanco o sin responder.**

**Recuerden que una vez que entreguen su prueba, no se les permitirá volver a la Sesión 2”.**

Pause to allow students to check whether they have answered every question.

32. If you are administering

**GRADE 3 OR 4 MATHEMATICS**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla en su mesa. Si necesitan más tiempo para responder a las preguntas, levanten la mano”.**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test booklet and answer booklet, a ruler, and scratch paper from each student.**

**GRADE 5, 6, 7, OR 8 MATHEMATICS**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla y hoja de referencia en su mesa. Si necesitan más tiempo para responder a las preguntas, levanten la mano”.**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. **Verify that you have a used test booklet and answer booklet, a ruler, a reference sheet, and scratch paper from each student.**

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33. If you are administering the test to any students using the typed responses accommodation, ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 96 in Appendix E for further instructions.
34. For students who need more time, if your test coordinator has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“Si aún no han terminado su trabajo en esta sesión, se les trasladará a \_\_\_\_\_ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, con tal de que trabajen productivamente.**

**Se les llevarán los materiales de la prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que se retiren de la sala de pruebas”.**

If your test coordinator has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for students in a test completion room.

35. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your test coordinator of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
36. Group test materials into the following separate piles:
  - used answer booklets
  - used test booklets
  - used scratch paper
  - unused scratch paper
  - void answer booklets
  - void test booklets
  - reference sheets, if applicable
  - RICAS rulers
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your test coordinator.)
37. Complete appropriate tracking documents, as instructed by your test coordinator.
38. Immediately return **all** test materials and the list of students who were not tested to your test coordinator.

**Remember that all test and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

### I Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a supervised lunch**, if your test coordinator has instructed you to do so, read the following recommended script to students:

**“Ahora es hora de almorzar. Ustedes podrán continuar las pruebas después del almuerzo, y tendrán hasta el final de la jornada escolar para terminar sus trabajos, con tal de que trabajen productivamente.**

**Ustedes van a ir a \_\_\_\_\_ (location) después de su almuerzo supervisado para terminar la prueba, y se les llevarán allí los materiales de su prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados durante el almuerzo y no pueden acceder a ellos hasta que se retiren de la sala de pruebas. Además, es posible que no puedas conversar durante la pausa del almuerzo”.**

If your test coordinator has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your test coordinator’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the restroom during the test session**, if your test coordinator has instructed you to do so, read or point to this recommended script:

**“Ustedes no pueden recuperar o acceder a su teléfono celular o a cualquier material prohibido mientras estén fuera de la sala”.**

If your test coordinator has directed you to follow a different procedure, do so at this time.

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### J Script for Students Using the Accommodation for Typed Responses

1. After reading

step 25 of the Session 1 Spanish/English Mathematics script on page 73,

step 26 of the Session 2 Spanish/English Mathematics script on page 84,

say to the students:

**“Ahora tengo información adicional sobre cómo usar su computadora. Durante esta sesión, ustedes escribirán su trabajo. Asegúrense de guardar su archivo de forma frecuente en caso de que haya problemas con la computadora.**

**Como ya saben, no tienen permitido acceder al internet. Hacer una búsqueda en la red, jugar juegos en línea o acceder a una página web resultará en que los resultados de la prueba se invaliden.**

**No deberían tener acceso a la función de revisión ortográfica en su computadora durante esta sesión. Si por alguna razón durante esta sesión la función está activada, por favor levanten la mano.**

**Podrán enviar un máximo de una página impresa para cada pregunta. Organicen su trabajo como corresponde”.**

2. Say to the students:

**“Durante esta sesión, si llegan a una pregunta en la que les gustaría crear un gráfico, dibujar una figura o trazar coordenadas en una cuadrícula, pero no pueden hacerlo usando su computadora, por favor levanten la mano”.**

In such cases, a student may either write the graphic portion of the response in the answer booklet or request that the test administrator scribe the graphic response into the answer booklet exactly as dictated by the student. **If the student also typed any portion of his or her response to the same question, you must later transcribe verbatim the portion that was typed into the student’s answer booklet.** It is suggested that you use a piece of paper to mark the student’s answer booklet for later transcription.

3. Say to the students:

**“Una vez que completen su trabajo, lo imprimiré para que tengan la oportunidad de revisarlo y confirmar que su trabajo está listo para ser enviado”.**

4. After reading this script, return to

step 26 of the Session 1 Spanish/English Mathematics script on page 73.

step 27 of the Session 2 Spanish/English Mathematics script on page 84.

# **Appendix C**



## **Procedures for Administering the Braille Edition of the Test**

## Appendix C—Procedures for Administering the Braille Edition of the Test

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Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 team determines that the student will participate in RICAS testing using this accommodation. Please reference the *Accommodations and Accessibility Features Manual* posted at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations) for additional information about this accommodation.

1. Your test coordinator will provide you with a shrink-wrapped packet of Braille test materials, which includes the Braille Administrator’s Copy and all materials listed on the Braille Special Instructions sheet.

You will have **up to four days** to review these materials before the first test session. It is important that you become familiar with the Braille test questions and Braille transcriptions and understand any differences between the Braille edition page numbers and page number references in this manual. Your review must occur at the school under the supervision of the test coordinator.

2. For any students who record their own answers using Braille paper, the test coordinator must transcribe the student’s responses verbatim from the Braille paper into the student’s **standard test & answer booklet in order for the student to receive credit.**
3. If the accommodation for students to submit typed responses is listed in the student’s IEP or 504 plan, and the student will be doing so, follow the instructions in Appendix E. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit.**

The test coordinator must properly complete all information requested on the front cover and inside and outside back covers of the student’s **standard** test & answer booklet.

4. Immediately after testing, return **all** test materials to your test coordinator using appropriate tracking documents, as instructed by your test coordinator.

**Remember that all test and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**



# **Appendix D**



## **Procedures for Administering the Large-Print Edition of the Test**

## Appendix D—Procedures for Administering the Large-Print Edition of the Test

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Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 team determines that the student will participate in RICAS testing using this accommodation. Please reference the *Accommodations and Accessibility Features Manual* posted at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations) for additional information about this accommodation.

1. Your test coordinator will provide you with the materials listed on the Large-Print Edition Special Instructions sheet in the shrink-wrapped packet of large-print test materials.
2. For any students who record their own answers in the large-print booklet, the test coordinator must transcribe the student’s responses verbatim from the large-print booklet into the student’s standard booklet in order for the student to receive credit.
3. If the accommodation for students to submit typed responses is listed in the student’s IEP or 504 plan, and the student will be doing so, follow the instructions in Appendix E. Please note that multiple-choice responses must be transcribed into the standard booklet; they may not be typed. **Otherwise, the student will not receive credit.**

The test coordinator must properly complete all information requested on the front cover and inside and outside back covers of the student’s standard booklet.

4. Immediately after testing, return **all** test materials to your test coordinator using appropriate tracking documents, as instructed by your test coordinator.

**Remember that all test and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

# **Appendix E**



## **Procedures for Administering the Test to Students Who Type Their Responses**

## Appendix E—Procedures for Administering the Test to Students Who Type Their Responses

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Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in RICAS testing using the accommodation to type their responses. Please reference the *Accommodations and Accessibility Features Manual* posted at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations) for additional information about this accommodation.

### General Information

A student's response **to each test question** (including all sub-parts, e.g., a, b, c, d) must be submitted entirely using one of the following methods:

- typed on paper and inserted inside the front cover of the student's test & answer booklet;
- written by the student; or
- transcribed into the student's test & answer booklet (if the student also used that accommodation).

All of the responses for an individual student do not need to be submitted using the same method.

**Regardless of which method is used, submit only one response per question.**

Only written responses to questions may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard test & answer booklet. Any draft responses are to be marked "DRAFT" and placed in the return shipment.

### Prior to Administration

1. If the test coordinator has not already done so, make sure students' computers do not have access to the internet or to spell-check features. If electronic tablets will be used instead, please contact RIDE before testing.
2. Prepare to provide the following information on each page of each student's response. The required information listed below may be handwritten, typed, or printed on a label and affixed to each page. A sample template for a typed response is included on page 97.
  - student name
  - student SASID
  - test & answer booklet serial number (the 10-digit number located on the lower right corner of the front cover)
  - subject
  - question number
3. Prepare students' computers and printers:
  - Use plain white paper (8 ½" x 11").
  - Use a font size between 8-point (minimum) and 12-point (maximum).
  - Set margins to be one inch.
  - Set line spacing to be single-spaced.
  - Multiple responses cannot be printed on the same page (although sub-parts to a question can be, e.g., a, b, c, d). Make sure each page contains no more than one response.

# Appendix E—Procedures for Administering the Test to Students Who Type Their Responses

## During Test Administration

1. After reading

ELA Session 1, step 15 on page 29,

ELA Session 2, step 9 on page 37,

Mathematics Session 1, step 22 on page 48, or

Mathematics Session 2, step 16 on page 59,

say to the students:

**“Now I have some additional information to explain about using your computer.**

**During this session, you will be typing your work. Be sure to save your file often in case of computer issues.**

**As you know, you are not allowed to access the internet. Doing a Web search, playing games online, or accessing a Web page may cause your test results to be invalidated.**

**You should not have access to the spell-check function on your computer during this session. If you see it turned on for some reason during this session, please raise your hand.**

**You will be able to submit a maximum of two printed pages for each question. Plan your work accordingly.”**

2. For Mathematics test sessions, say to the students:

**“During this session, if you come to a question for which you would like to create a graph, draw a figure, or plot coordinates on a grid, but you are unable to do this using your computer, please raise your hand.”**

In such cases, a student may either write the graphic portion of the response in the test & answer booklet or request that the test administrator scribe the graphic response into the test & answer booklet exactly as dictated by the student. **If the student also typed any portion of his or her response to the same question, you must later transcribe verbatim the portion that was typed into the student’s test & answer booklet.** It is suggested that you use a piece of paper to mark the student’s test & answer booklet for later transcription.

3. Say to the students:

**“Once you complete your work, I will print it out so that you have the opportunity to review it and confirm that your work is ready to be submitted.”**

## Appendix E—Procedures for Administering the Test to Students Who Type Their Responses

### **Security Information**

Test administrators are responsible for

- ensuring that students do not have access to the internet or any files on the computer hard drive or network during testing;
- ensuring that no response is edited by anyone other than the student and only during the test-taking period; and
- at the end of test administration, deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with a test & answer booklet.

**Student responses are secure and confidential and must not be accessible to unauthorized individuals.**

4. After reading this script, return to  
ELA Session 1, step 16 on page 29.  
ELA Session 2, step 10 on page 37.  
Mathematics Session 1, step 23 on page 48.  
Mathematics Session 2, step 17 on page 59.

### **After Test Administration**

1. If students typed their responses to multiple-choice questions, transcribe the responses into the students' standard booklets. **Otherwise, the students will not receive credit for their work.**
2. The process of transcribing a student's responses into the student's own standard booklet by a test administrator may occur any time during the testing window, but the process must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.
3. Place the student's final typed response pages for scoring inside the front cover of the student's standard booklet. Do not use any clips, tape, or staples. Mark any draft responses as "DRAFT" and ask your test coordinator to place them in the return shipment.
4. If you are the test coordinator designee, fill in the circle for Typed Response on the inside back cover of the student's standard booklet.
5. Immediately after testing, return **all** test materials to your test coordinator using appropriate tracking documents. Your test coordinator will return the typed responses following instructions in the TCM.
6. Once materials are returned to the test coordinator, delete all student responses from the computers.

## Appendix E—Procedures for Administering the Test to Students Who Type Their Responses

### Sample RICAS Typed Response Template

**Student Name:** Jonathan Ward  
**Student SASID:** 1012345678  
**Answer Booklet Serial Number\*:** 1234567890  
**Subject:** English Language Arts  
**Question Number:** 35

In this area, the student will type the response to the test question.

For more information, see the formatting requirements in this appendix.

*\* (located on the lower right corner of the test & answer booklet front cover)*





# **Appendix F**



## **Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing**

## Appendix F—Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

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Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in RICAS testing using a human signer, which is an accommodation for the Mathematics test or a special access accommodation for the English Language Arts test. Please reference the *Accommodations and Accessibility Features Manual* posted at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations) for additional information about this accommodation.

1. All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meaning of words, intent of any test questions, or responses to test questions.
2. The test must be administered in a separate setting either **individually** or to a **small group**. No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
3. Under secure conditions supervised by the test coordinator, interpreters may review test materials up to **four days** prior to test administration. Test materials must be reviewed in a secure location supervised by the test coordinator and may not be removed from the school.
4. There is only one test form for paper-based testing in 2025, so all test & answer booklets are the same.
5. The test coordinator must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard** booklet.
6. Immediately after testing, return **all** test materials to your test coordinator using appropriate tracking documents, as instructed by your test coordinator.

**Remember that all test and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your test coordinator.**

# **Appendix G**



## **Procedures for Scribing and Transcribing Student Responses**

# Appendix G—Procedures for Scribing and Transcribing Student Responses

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## Procedures Used for Scribing and Transcribing Student Responses

A human scribe or speech-to-text are accommodations that allow students to provide their responses orally to a test administrator who will write the responses directly into the student’s booklet). Students who receive this accommodation may respond to test questions either through:

- verbal dictation to a human scribe
- a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- signing (e.g., American Sign Language, signed English, Cued Speech),
- gesturing or pointing
- eye-gazing

## Guidelines for Administering the Human Scribe Accommodation

- A scribe may administer this accommodation only to **one student at a time** during a test session. The student must be tested in a separate setting.
- If scribing responses into a paper-based test booklet, the scribe must produce legible text.
- The scribe must transcribe the student’s responses verbatim and may not prompt, correct, or question the student regarding the content of the responses.
- The scribe may request that the student restate (or sign) words, phrases, or sentences, as needed. The scribe may not edit or alter the student’s dictated response in any way.
- A student using a scribe must be given the same opportunities as other students to plan and draft a written response. The scribe may write an outline, plan, or draft as directed by the student, and must record the draft response or outline exactly as dictated.

## Additional guidance for scribing ELA tests:

- The scribe will write verbatim student responses on paper in an area where the student’s answers will not be accessible to others.
- The scribe will spell all words as dictated.
- The scribe should spell words correctly if the student also has a spell check accommodation.
- The scribe will not capitalize words (other than at the beginning of a sentence) or punctuate text; rather, the scribe should request clarification from the student about the use of capitalization and punctuation. The scribe must also allow the student to review and edit what the scribe has written.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they’re.
- The student will proofread to add punctuation, capitalization, formatting, and other edits.
- After the student has finished dictating a response(s), the scribe must:
  - › ask the student to review the draft and make any necessary edits, including capitalization, punctuation, and paragraph breaks.
  - › either allow the student to make edits independently or have the student direct the scribe to make the edits.
  - › not assist the student in making decisions during the editing process.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the correctness of the response.

# Appendix G—Procedures for Scribing and Transcribing Student Responses

## Guidelines for Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student’s responses into a booklet. Transcribing responses by a test administrator may occur at any time until the end of the test window under secure conditions supervised by the principal (or designee). These situations may include:

- answers recorded in the wrong section of a booklet, or in an incorrect booklet.
- a student took the test using a special test format requiring that answers be transcribed; e.g., Braille, large print. (Braille responses must be transcribed by persons fluent in Braille).
- a student uses speech-to-text software, or augmentative communication, or an assistive technology device and prints responses for transcription by a test administrator.
- a student recorded answers on blank paper as an accommodation, instead of in the required booklet.
- the booklet becomes unusable; e.g., torn, wrinkled, or contaminated.

In cases where a student’s responses must be transcribed *after* test administration is completed, the following steps must be followed:

- at least two persons must be present during any transcription of a student’s responses. At least one of the individuals must be an authorized test administrator; the other the principal or test coordinator.
- the student’s response must be transcribed verbatim into the booklet.
- the student’s original printed responses must be placed in the school’s return shipment.

Please reference the *Accommodations and Accessibility Features Manual* posted at [www.ride.ri.gov/Accommodations](http://www.ride.ri.gov/Accommodations) for specific information about scribing and transcribing student responses.



# **Appendix H**



## **Procedures for Approving Bilingual Word-to-Word Dictionaries**

## Appendix H—Procedures for Approving Bilingual Word-to-Word Dictionaries

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Any MLL student, including a student who has been identified as MLL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the RICAS tests.

Bilingual dictionary and glossary use for RICAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited.

A list of authorized bilingual dictionaries and glossaries is available on RIDE's website at [www.ride.ri.gov/RICAS](http://www.ride.ri.gov/RICAS). To discuss the approval of a word-to-word dictionary not included in the list, please ask the test coordinator to contact RIDE.

Test administrators should review printed copies of authorized bilingual word-to-word dictionaries and glossaries to confirm that they are free of any handwritten notes or other prohibited materials.









