

# Tennessee Comprehensive Assessment Program

# TCAP

## Test Administration Manual (TAM) – Paper-Based Testing

TCAP Assessments

Spring 2023

**CONTAINS:** Test Policies, Security Information, Calendars, and Accommodation Information Required to Prepare for Testing.



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# Table of Contents

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<b>What’s New for the Test Administration Manual .....</b>	<b>5</b>
<b>Important Dates.....</b>	<b>6</b>
2022–2023 TCAP CALENDAR .....	6
<b>2022–23 TCAP Testing Times .....</b>	<b>7</b>
2022–23 TCAP EOC Testing Times .....	7
2022–23 TCAP Grade 2 Testing Times (Optional) .....	8
2022–23 TCAP Achievement Testing Times.....	8
<b>Section 1: Test Administration .....</b>	<b>10</b>
STUDENT PARTICIPATION IN ALL TCAP ASSESSMENTS .....	10
STATE OF TENNESSEE TEST SECURITY LAW.....	10
STATE TEST SECURITY GUIDELINES .....	10
TRAINING FOR TEST ADMINISTRATORS.....	10
TESTING ENVIRONMENT.....	11
ACCOMMODATIONS AND ACCESSIBILITY FEATURES.....	11
Adult Scribe/Transcription.....	11
Assistive Technology .....	12
Oral Presentation (Read Aloud).....	12
Braille Test Booklets.....	12
REPORT OF IRREGULARITY (RI).....	13
STUDENT ABSENCES .....	13
CALCULATORS.....	13
TCAP Calculator Guidance for Grades 3–EOC.....	13
Rationale.....	14
Test Administration Guidelines .....	14
Handheld Calculator Types .....	15
Scratch Paper .....	17
Clocks.....	17

## Table of Contents

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Reference Sheets.....	17
<b>Test Administrator’s Checklist .....</b>	<b>18</b>
Before Testing.....	18
During Testing.....	19
After Testing.....	20
Required Documentation for Test Administrators.....	21
<b>Section 2: Instructions for Administering Paper-Based Testing .....</b>	<b>22</b>
GUIDELINES FOR CHECKING IN AND CHECKING OUT MATERIALS.....	22
CONFIRM CORRECT MATERIALS .....	22
PRE-ID LABELS.....	22
TIMING .....	22
COMPLETING ANSWER DOCUMENTS .....	23
TESTING HOME SCHOOL STUDENTS.....	24
<b>Appendix A: Communication Plan .....</b>	<b>25</b>
COMMUNICATION PLAN: TROUBLESHOOTING.....	25
PURPOSE OF TCAP ASSESSMENT.....	25
<b>Appendix B: Test Administration Materials .....</b>	<b>26</b>
ACCOMMODATIONS CODES .....	26
SPED Accommodation Codes .....	26
EL Accommodation Codes.....	26
TEST ADMINISTRATION AND SECURITY AGREEMENT .....	27
TEST ADMINISTRATOR TESTING CODE OF ETHICS AND SECURITY PROCEDURES.....	29
DO NOT DISTURB SIGN .....	31
NO ELECTRONICS SIGN .....	33

# What's New for the Test Administration Manual

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This manual includes information for End-of-Course paper-based testing (PBT).

- Testing times have been updated to reflect “Requested Time”.
- PBT English I and II, all subparts, must be completed the first week of the testing window, April 17-21, with return of the scorables on or before April 21.
- CBT English I and II, Subpart 1 only, must be completed the first week of the testing window, April 17-21.

# Important Dates

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## 2022–2023 TCAP CALENDAR

Assessment Name	Administration	Administration Window	Raw Scores Available By
TCAP End-of-Course (EOC)	Fall	Nov. 27 – Dec. 14, 2022	Dec. 30, 2022
TCAP Achievement (ACH) Grades 3-5 (Paper-Based)	Spring	April 17 – May 2, 2023	May 19, 2023
TCAP ACH Grades 6-8 and TCAP EOC (Computer-Based)	Spring	April 17 – May 5, 2023	May 19, 2023
Alternate Math & ELA (MSAA) Grades 3-11	Spring	March 13 – April 28, 2023	TBD
TCAP-Alternate Science & Social Studies (Alt) Grades 3-8 & EOC	Spring	March 13 – April 28, 2023	May 19, 2023
TCAP Grade 2 (Optional)*	Spring	April 17 – May 2, 2023	May 19, 2023
TCAP Grade 2-Alt (Optional)*	Spring	March 13 – April 28, 2023	May 19, 2023

\* Participation in the grade 2 assessment is a district option and includes both the general education and alternate assessments.

# 2022–23 TCAP Testing Times

## 2022–23 TCAP EOC Testing Times

Secondary Content Area	Subpart 1	Subpart 2	Subpart 3	Total Time
<b>English I, II</b>	85 minutes **17 min.	75 minutes **15 min.	70 minutes **14 min.	230 minutes (276 min.)
<b>Integrated Math I, II, III</b>	35 minutes No Calculator **7 min.	50 minutes **10 min.	60 minutes **12 min.	145 minutes (174 min.)
<b>Algebra I, II Geometry</b>	35 minutes No Calculator **7 min.	50 minutes **10 min.	60 minutes **12 min.	145 minutes (174 min.)
<b>U.S. History</b>	45 minutes **9 min.	45 minutes **9 min.		90 minutes (108 min.)
<b>Biology</b>	75 minutes **15 min.			75 minutes (90 min.)

\* For additional details, see the test blueprints on our website website ([here](#)).

\*\*If requested by a parent or student, a test administrator may allow a student additional 20% (calculated above) of testing time per subpart, to ensure students are able to finish. The original times posted above represent testing time appropriate for 95% of students. TAs may add the additional time listed as requested while adhering to all test security measures and test procedures. <https://publications.tnsosfiles.com/acts/112/pub/pc0978.pdf>

**Note:** Braille versions of English I and English II contain four subparts rather than three. The following times are the breakdown for Subpart 2-4: Subpart 2 is 50 minutes (questions 5-16); Subpart 3 is 50 minutes (questions 17-34); and Subpart 4 is 50 minutes (questions 35-51).

## TCAP Time Limits (2023)

### 2022–23 TCAP Grade 2 Testing Times (Optional)

Subpart	English Language Arts (ELA)	Total Time
<b>Subpart 1</b>	Section 1a: 25 minutes* (5 minutes) Section 1b: 15 minutes (5 minutes)	40 minutes (50 minutes)
<b>Subpart 2</b>	Section 2a: 15 minutes+ Section 2b: 25 minutes* (5 minutes)	40 minutes (45 minutes)
<b>Subpart 3</b>	Section 3a: 25 minutes* (5 minutes) Section 3b: 15 minutes (5 minutes)	40 minutes (50 minutes)
<b>Subpart 4</b>	Section 4a: 1 minute each*+ Section 4b: 15 minutes+ Section 4c: 25 minutes* (5 minutes)	42 minutes (47 minutes)
Subpart	Math	Total Time
<b>Subpart 1</b>	Section 1a: 30 minutes (6 minutes) Section 1b: 10 minutes* (5 minutes)	40 minutes (51 minutes)
<b>Subpart 2</b>	Section 2a: 35 minutes (7 minutes) Section 2b: 7 minutes* (5 minutes)	42 minutes (54 minutes)

### 2022–23 TCAP Achievement Testing Times

Grade	English Language Arts (ELA)	Math	Science	Social Studies
<b>Grade 3</b>	Subpart 1: 80 min. Section 1a: 15 min.* (5 min.) Section 1b: 25 min. (5 min.) Section 1c: 15 min.* (5 min.) Section 1d: 25 min. (5 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 40 min. (8 min.) Subpart 4: 30 min. (6 min.) <b>Total: 180 min. (220 min.)</b>	Subpart 1: 45 min. (9 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 40 min. (8 min.) <b>Total: 115 min. (138 min)</b>	Subpart 1: 50 min. (10 min.) <b>Total: 50 min. (60 min.)</b>	N/A
<b>Grade 4</b>	Subpart 1: 80 min. (16 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 40 min. (8 min.) Subpart 4: 30 min. (6 min.) <b>Total: 180 min. (216 min.)</b>	Subpart 1: 45 min. (9 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 40 min. (8 min.) <b>Total: 115 min. (138 min.)</b>	Subpart 1: 50 min. (10 min.) <b>Total: 50 min. (60 min.)</b>	N/A
<b>Grade 5</b>	Subpart 1: 80 min. (16 min.) Subpart 2: 40 min. (8 min.) Subpart 3: 40 min. (8 min.) Subpart 4: 40 min. (8 min.) <b>Total: 200 min. (240 min.)</b>	Subpart 1: 45 min. (9 min.) Subpart 2: 30 min. (6 min.) Subpart 3: 40 min. (8 min.) <b>Total: 115 min. (138 min.)</b>	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) <b>Total: 90 min. (108 min.)</b>	N/A



Grade	English Language Arts (ELA)	Math	Science	Social Studies
<b>Grade 6</b>	Subpart 1: 85 min. (17 min.) Subpart 2: 50 min. (10 min.) Subpart 3: 50 min. (10 min.) Subpart 4: 45 min. (9 min.) <b>Total: 230 min. (276 min.)</b>	Subpart 1: 40 min. (8 min.) Subpart 2: 35 min. (7 min.) Subpart 3: 50 min. (10 min.) <b>Total: 125 min. (150 min.)</b>	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) <b>Total: 90 min. (108 min.)</b>	Subpart 1: 50 min. (10 min.) Subpart 2: 50 min. (10 min.) <b>Total: 100 min. (120 min.)</b>
<b>Grade 7</b>	Subpart 1: 85 min. (17 min.) Subpart 2: 50 min. (10 min.) Subpart 3: 50 min. (10 min.) Subpart 4: 45 min. (9 min.) <b>Total: 230 min. (276 min.)</b>	Subpart 1: 40 min. (8 min.) Subpart 2: 35 min. (7 min.) Subpart 3: 50 min. (10 min.) <b>Total: 125 min. (150 min.)</b>	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) <b>Total: 90 min. (108 min.)</b>	Subpart 1: 50 min. (10 min.) Subpart 2: 50 min. (10 min.) <b>Total: 100 min. (120 min.)</b>
<b>Grade 8</b>	Subpart 1: 85 min. (17 min.) Subpart 2: 50 min. (10 min.) Subpart 3: 50 min. (10 min.) Subpart 4: 45 min. (9 min.) <b>Total: 230 min. (276 min.)</b>	Subpart 1: 40 min. (8 min.) Subpart 2: 35 min. (7 min.) Subpart 3: 50 min. (10 min.) <b>Total: 125 min. (150 min.)</b>	Subpart 1: 45 min. (9 min.) Subpart 2: 45 min. (9 min.) <b>Total: 90 min. (108 min.)</b>	Subpart 1: 50 min. (10 min.) Subpart 2: 50 min. (10 min.) <b>Total: 100 min. (120 min.)</b>

\* This portion of each subpart **must NOT be read aloud** to students. Students must work independently to maintain the structure, accurate measurement, and validity of the test.

+ The fluency portion of the Grade 2 test **can NOT** have additional optional time added to the two, one-minute portions of Subpart 4a.

According to [Public Chapter 978](#) passed by the Tennessee 112th General Assembly, if requested by a parent or student, a test administrator (TA) may allow a student an additional optional time period (calculated above), to ensure students are able to finish the assessments completely. The required times posted above represent testing time appropriate for 95% of students. TAs may add the optional additional time, up to the amount listed in parenthesis, as requested while adhering to all test security measures and test procedures. Additional optional requested time allowed by PC978 does not supersede a Local Education Agency (LEA) or public charter school's obligation to comply with the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), or Section 504 of the Rehabilitation Act (29 U.S.C. § 794). Additional time requested, therefore, **should NOT** take the place of extra time accommodations outlined in a student's individual educational plan (IEP), individual learning plan (ILP), and/or Section 504 plan.

# Section 1: Test Administration

## STUDENT PARTICIPATION IN ALL TCAP ASSESSMENTS

Federal and state law require all public-school students in Tennessee, regardless of background, to be included in annual summative assessments. All students have the right to meaningful access and opportunities for participation in instruction. The strategies, accessibility, and accommodations used during instruction need to also be available to the greatest extent possible for assessments. Students with disabilities and/or English Learners who need accommodations to access the assessment should receive them in accordance with applicable laws and policies. For more information, please see the Tennessee Comprehensive Accessibility and Accommodations Manual located on LiveBinders. Schools and districts must make every effort possible to ensure all students participate in annual summative assessments.

**Note:** It is imperative that all district and school personnel familiarize themselves thoroughly with all the test administration and security policies and procedures described in the Test Administration Manual and the Test Security Manual to ensure a secure test administration with valid and reliable results.

## STATE OF TENNESSEE TEST SECURITY LAW

### **Tennessee Code Annotated (T.C.A.) 49-1-607 states:**

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

[Acts 1992, Ch. 535, 4.]

## STATE TEST SECURITY GUIDELINES

The **Test Administrator Testing Code of Ethics and Security Procedures** documents (Appendix B, pages 27–28) outline appropriate procedures that must be followed by all test administrators. Review carefully, sign, and date the **Testing Code of Ethics and Security Procedures** document and the **Test Administration and Security Agreement**, and give the signed copies to your building testing coordinator (BTC).

## TRAINING FOR TEST ADMINISTRATORS

An online training for test administrators that covers how to administer TCAP tests will be available. Topics include how to administer tests, test security, test environment, and accommodations. Test administrators can register for and access the online training via the link on LiveBinders. LiveBinders is a website primarily for district testing coordinators (DTCs) with resources to TCAP information, forms and policies. The TA LMS course information (how to access the courses) is located under BTC and TA LMS Courses. The link to LiveBinders is <https://www.livebinders.com/play/play/2244559#anchor>.

If you have trouble accessing this course, reach out to your BTC for assistance. Test administrators must complete all training – in-person and/or online – prior to the beginning of the testing window required by the district.

### TESTING ENVIRONMENT

An educational environment should be maintained during testing so that students and faculty are comfortable and familiar with their surroundings. The TCAP test administration is a standardized test administration. All information regarding the content being measured or test-taking strategies displayed in the testing room, in any manner or form, must be removed or covered, or it will result in a misadministration. The LMS Test Administrator course and **Test Security Manual** contain specific, though not exhaustive, examples. All test administrators must check the room prior to the start of the assessments. If any items are questionable, contact the BTC.

Adults and students shall not have access to any electronic devices and/or other websites during test administration and breaks. Student access will cause consideration of test invalidation by the DTC. Adult access may cause a potential breach of security.

### ACCOMMODATIONS AND ACCESSIBILITY FEATURES

**Universal test administration conditions** for TCAP are available to any student who needs them and are not considered test accommodations. These include things such as testing one-on-one, using a device like a hearing aid that would allow a student to hear, using scratch paper, or reading the test quietly, as long as other students are not disrupted.

**Accessibility Features** are testing features available to any student with an identified need; accessibility features need to be set up in advance.

**Accommodations** are ways to reduce barriers to students accessing the test. They should not change the task itself and should ensure that the test allows students to demonstrate their true mastery level. Accommodations are available to students when documented in their Individualized Education Program (IEP), 504, and/or Individual Learning Plan (ILP). All accommodations used by a student **MUST** be marked on the answer document.

The **Tennessee Comprehensive Accessibility and Accommodations Manual**, which contains a complete list of available accommodations for TCAP, is posted on LiveBinders (keyword: *accessibility*).

Certain accommodations require special actions on the part of the test administrator, as outlined below. All accommodations must be set in PearsonAccess<sup>next</sup> prior to testing.

### Adult Scribe/Transcription

Adult scribe occurs when an adult marks the selected response items on an answer document or in TestNav. The answers are provided by the student orally or using gestures. Answers are written verbatim. Adult Transcription occurs with two adults, one a licensed teacher, marks student answers onto an answer document from student responses produced using assistive technology, or from another answer document.

- All student responses must be scribed or transcribed verbatim.
- Two adults should be present during the scribing or transcription.

## Section 1: Test Administration

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- The test administrator who is scribing or transcribing must be a licensed employee of the school district.

### Assistive Technology

The use of assistive technology, including braille writer, for the writing response and/or other open response items is allowed on the TCAP assessments. Internet access, spell check, grammar check, and word prediction functions **must be turned off**. An adult must transfer the student's responses exactly as written to the answer document. This accommodation also requires adult transcription following transcription procedures outlined above.

### Oral Presentation (Read Aloud)

Oral presentation provides an audio (oral) presentation of test items and/or answer options.

The test administrator must adhere to the directions for test administration and ensure that only students who receive this accommodation are included in the read aloud group. Test administrators reading tests aloud to students should follow guidelines in the ***Secure Read Aloud Accommodated Test Administrator/Proctor Scripts*** (TAPS) for reading content aloud. The Read Aloud Guidance section of the Secure Read Aloud-TAPS will contain information specific to each content area including enhanced reading aids (i.e., text) for your reference when orally presenting content. Though read-aloud test administrators will have the opportunity to read secure test content, other security considerations in the ***Test Administration and Security Agreement*** must be followed. Test content may not be discussed or copied, and tests must be checked out immediately before administration and returned the same day to the BTC. **Because of the secure nature of the test content, tests and SECURE READ ALOUD TAPS may not be previewed in advance by test administrators.**

### Braille Test Booklets

Testing of students requiring a braille test booklet must be addressed in each student's educational plan.

- Special attention must be given to test security.
- A student must be tested during the district's designated testing dates.
- A braille kit containing the braille booklet, the braille reference sheet (if needed for that content area), and the ***Test Administrator/Proctor Scripts*** (TAPS) will be sent to your school district. School and district return kits with packing and return instructions will also be included with the shipment of test materials.
- Students may mark responses directly in the test booklet.
- Students' answers must be transcribed onto an appropriate answer document following the instructions for adult transcription.
- Ensure that Braille is marked on the answer document under Special Programs.
- The BTC must indicate in PearsonAccess<sup>next</sup> and on each answer document that the student took a braille test.

- Accommodations may be used if indicated on the student's IEP.

## **REPORT OF IRREGULARITY (RI)**

The Report of Irregularity (RI) is used to report a serious irregularity during testing. Reports of Irregularity are used only when a student actually has the opportunity to take a test and are a critical component of processing, as they identify tests which need to be addressed prior to scoring. These include incomplete/interrupted student test sessions; failure to administer an accommodation within a student's IEP, ILP, or 504 plan; cheating; student use of an electronic or prohibited device during testing; or administration of the incorrect test. Any situation outside of the scope of a standardized, appropriate test administration should be promptly reported to your BTC. Test Administrators are responsible for submitting documentation of testing irregularities to BTCs including date, content area, affected subparts, and affected students. The BTC will make the determination whether this needs to be documented as an RI and, if so, will follow documentation procedures.

Test Administrators are responsible for the following:

- Document testing irregularities, including date, content area, affected subtests, and specific details.
- List names and Unique Student Identification Numbers of all affected students.
- Submit documentation to the BTC.

## **STUDENT ABSENCES**

Subparts may only be taken out of order with approval of the BTC. Student absences need to be documented by test and test subpart and given to the BTC each day so that make-up sessions can be scheduled appropriately. Follow procedures outlined by the BTC for reporting student absences.

If a student completes a make-up session, please make the BTC aware to remove the absent SNT from the PearsonAccess<sup>next</sup> platform.

## **CALCULATORS**

The TAPS provides directions regarding calculator use by test subpart that should be followed on the day of test administration. Note that Subpart 1 of all mathematics assessments is a calculator-prohibited section. Students should have access to no more than one handheld calculator device for calculator-permitted subparts. See details on what is acceptable on pages 13–15.

While not required, grade-appropriate calculators are allowable for Biology.

## **TCAP Calculator Guidance for Grades 3–EOC**

*Effective 2022-23 School Year*

The TCAP Calculator Policy is based on two concepts:

1. Calculators are important tools and, in order to be ready for career and college, students need to understand how to use calculators effectively.

## Section 1: Test Administration

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2. In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

**Therefore, at all grade levels and in all courses, the math assessment will include both calculator-permitted subparts and calculator-prohibited subparts.**

- There will be one calculator-prohibited subpart and two calculator-permitted subparts at all grade levels.
- Information on the types of questions on the calculator-prohibited section of TCAP can be found [here](#).

### Rationale

Calculator functionalities should align with the mathematics in each grade band.

In grades 3-5 mathematics, our state standards focus on **solidifying** a student's computational fluency with whole numbers. Students are also **developing** an understanding of fractions and beginning the process of developing computational fluency with fractions. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 3-5 will be allowed a **four-function** calculator, which does not include any of the prohibited functionalities, such as fractions, on the calculator-permitted subparts.

In grades 6-8 mathematics, our state standards focus on **solidifying** a student's computational fluency with rational numbers. Students are also **developing** an understanding of linear graphing. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in grades 6-8 will be allowed a **four-function or scientific** calculator, which does not include any of the prohibited functionalities, such as linear graphing, on the calculator-permitted subparts.

In high school mathematics, our state standards focus on **solidifying** a student's ability to connect multiple representations for course-appropriate function types. Students are also **developing** an understanding of solving multiple types of algebraic equations. Students should not have calculator functionalities available to them for concepts that are in the developmental stage. Students in end-of-course (EOC) mathematics will be allowed a **four-function, scientific, or graphing** calculator, which does not include any of the prohibited functionalities, on the calculator-permitted subparts.

Students should have the opportunity to interact with technology and the opportunity to demonstrate critical thinking and problem solving with the aid of a calculator. However, in order to provide an equitable assessment experience for all Tennessee students, the type of calculator used by students should be consistent in functionality.

### Test Administration Guidelines

- It is the responsibility of the test administrator to ensure the regulations outlined in this policy pertaining to calculator use are followed.
- All memory and user-entered programs and documents must be cleared or removed before and after the test.

- A student may use any grade band-specific permitted calculator on the calculator-permitted subparts.
- Students should have access to no more than one handheld calculator device for calculator-permitted subparts.
- For all Grade 6-8 assessments, students will have access to both the TI-30XS and Desmos Scientific calculators embedded within the TestNav platform for both the operational assessment and the online practice test.
- For all EOC assessments, students will have access to both the TI-84 Plus and Desmos Graphing calculators embedded within the TestNav platform for both the operational assessment and the online practice test.

**Handheld Calculator Types**

Below are guidelines of permitted and prohibited calculators and functionalities for each grade band. Please note that the guidelines for each grade band are *in addition* to those for all grades.

This is **not an exhaustive list** of calculator types, and students should be familiar with particular functions at the appropriate grade level.

All Grades	Permitted	Prohibited
<b>Calculators</b>	<ul style="list-style-type: none"> <li>• Casio HS 4 Basic</li> <li>• Sharp ELSI Mate EL-2405A</li> <li>• TI-108</li> </ul> <p>This is <b>not an exhaustive list</b> of permitted calculator models. Please reference the permitted functionalities for models not listed here.</p>	<ul style="list-style-type: none"> <li>• Casio CFX-9970</li> <li>• HP-40G</li> <li>• TI-89</li> <li>• TI-NSpire (CAS version)</li> </ul>
<b>Functionalities</b>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Square root (<math>\sqrt{\quad}</math>)</li> <li>• %</li> </ul>	<ul style="list-style-type: none"> <li>• Any calculator with CAS (computer algebra system) capabilities (including any programs or applications)</li> <li>• Wireless communication capability</li> <li>• QWERTY keyboard</li> <li>• Cell phones, tablets, iPads, etc.</li> </ul>
Grades 3–5	Permitted	Prohibited
<b>Calculators</b>	See All Grades	<ul style="list-style-type: none"> <li>• Casio FX260</li> <li>• Sharp EL344RB</li> <li>• TI-15</li> <li>• TI-30XA</li> <li>• TI-30IIS</li> <li>• TI-34</li> <li>• TI-84 plus family</li> <li>• TI-NSpire (non-CAS) and TI-NSpire-CX (non-CAS)</li> </ul>

## Section 1: Test Administration

<b>Functionalities</b>	<i>See All Grades</i>	<ul style="list-style-type: none"> <li>• Fraction manipulation</li> <li>• Fraction to decimal conversions/decimal to fraction conversions</li> <li>• Square key (<math>x^2</math> or <math>x^y</math>)</li> <li>• Pi (<math>\pi</math>)</li> <li>• Graphing capability</li> <li>• Data entry</li> <li>• Matrices</li> <li>• Regression</li> <li>• Trigonometric functions (sine, cosine, tangent)</li> <li>• Logarithm (log and/or ln) and exponential functions (<math>a^x</math> and/or <math>e^x</math>)</li> </ul>
<b>Grades 6–8</b>	<b>Permitted</b>	<b>Prohibited</b>
<b>Calculators</b>	<ul style="list-style-type: none"> <li>• Casio FX260</li> <li>• Sharp EL344RB</li> <li>• TI-15</li> <li>• TI-30IIS</li> <li>• TI-30XA</li> <li>• TI-30XS</li> <li>• TI-34</li> </ul> <p>This is <b>not an exhaustive list</b> of permitted calculator models. Please reference the permitted functionalities for models not listed here.</p>	<ul style="list-style-type: none"> <li>• TI-84 plus family</li> <li>• TI-Nspire (non-CAS) and TI-Nspire-CX (non-CAS)</li> </ul>
<b>Functionalities</b>	<ul style="list-style-type: none"> <li>• Fraction manipulation</li> <li>• Square key (<math>x^2</math> or <math>x^y</math>)</li> <li>• Pi (<math>\pi</math>)</li> <li>• Trigonometric functions (sine, cosine, tangent)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphing capability</li> <li>• Matrices</li> </ul>
<b>EOC</b>	<b>Permitted</b>	<b>Prohibited</b>
<b>Calculators</b>	<ul style="list-style-type: none"> <li>• Casio FX260</li> <li>• Sharp EL344RB</li> <li>• TI-15</li> <li>• TI-30IIS</li> <li>• TI-30XA</li> <li>• TI-30XS</li> <li>• TI-34</li> <li>• TI-84 plus family</li> <li>• TI-Nspire (non-CAS) and TI-Nspire-CX (non-CAS)</li> </ul> <p>This is <b>not an exhaustive list</b> of permitted calculator models. Please reference the permitted functionalities for models not listed here.</p>	<i>See All Grades</i>



<b>Functionalities</b>	<ul style="list-style-type: none"> <li>• Fraction manipulation</li> <li>• Graphing capability</li> <li>• Data entry</li> <li>• Square key (<math>x^2</math> or <math>x^y</math>)</li> <li>• Pi (<math>\pi</math>)</li> <li>• Trigonometric functions (sine, cosine, tangent)</li> <li>• Matrices</li> <li>• Regression</li> </ul>	<i>See All Grades</i>
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Note that the following calculators are accessible for students with visual impairments:

- TI-84 Plus Talking Graphing Calculator by Texas Instruments
- TI-30XS Multiview Scientific Calculator by Texas Instruments
- SciPlus Low Vision Scientific Calculator by Sight Enhancement Systems, Inc.

### Scratch Paper

Students should be given clean, **blank** scratch paper during all assessments. Scratch paper may be lined, unlined, or gridded/graph paper of any weight, and should be collected and returned with other secure materials to the BTC. New clean, **blank** sheets of scratch paper must be provided to students at the beginning of each subpart.

### Clocks

Clocks (analog or digital) are permitted in the test environment. Countdown timers or projected clocks are not acceptable.

### Reference Sheets

Mathematics and Grade 7 Science test booklets have perforated reference sheets inside the booklet. The reference sheets can be removed from the booklet for students to use as they complete the test.

After the test administration, all reference sheets must be collected by test administrators and returned with other secure materials to the BTC.

# Test Administrator's Checklist

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## Before Testing

- 1. Attend test administrator training session or complete online test administrator training.
- 2. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- 3. Explain the purpose of the test to the students. See an example explanation in Appendix A.
- 4. Review the **Test Administration Manual** (TAM) in its entirety.
- 5. Review the non-secure **Test Administrator/Proctor Scripts** (TAPS). Paper copies are provided to BTCs, and the document is available on LiveBinders (keyword: TAPS).
- 6. Work with your BTC to identify students needing accommodations and/or modified-format tests (See the **Tennessee Comprehensive Accessibility and Accommodations Guide**).
- 7. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.
- 8. Confirm all students that are scheduled to be tested are in the PearsonAccess<sup>next</sup> platform. If not, alert the BTC to add the student.
- 9. Prepare the test setting.
  - A) Arrange the test setting to ensure students work without any assistance from others.
  - B) Post a "DO NOT DISTURB" sign at the entrance of the testing site. (Sample signs are provided in the back of this manual.)
  - C) Post a "No Electronic Devices" sign at the front of the testing room.
  - D) Post the appropriate subpart sign at the front of the testing room.
  - E) As needed, during Subpart 1 of a math test, post the "No Calculators Allowed" sign at the front of the testing room.
  - F) Secure all electronic devices (except those used for testing) prior to testing. These include mobile phones, tablets, smart watches, ear pods, and any other electronic device.
  - G) Test administrators may use a cell phone ONLY for contacting the BTC, and only if there is no other communication system available.
- 10. Verify the test setting is appropriately prepared, following the guidance in the Testing Environment section of this document.
  - A) Ensure security cameras in testing areas are NOT focused to view and/or record content on student workspaces.
  - B) Arrange student workspaces to ensure that students cannot easily view one another's test and item responses.
  - C) Make sure all appropriate content information **has been removed** from the walls. If there are any items in question, contact the BTC.

- 11. Ensure appropriate test materials and resources are available for each testing session.
  - A) Student test booklet;
  - B) Student answer booklet with Pre-ID label affixed or student name, school number, and district number gridded in the boxes above the bubbles;
  - C) Two No. 2 pencils with erasers;
  - D) Two blank sheets of paper for student use for each subpart. Scratch paper may be lined, unlined, or graph paper of any weight;
  - E) Yellow highlighter (optional; however, highlighters should never be used on answer documents);
  - F) Approved grade-level calculators as required in TAPS;
  - G) Materials required for student accommodations or modified-format tests;
  - H) Rulers, protractors, and compasses are prohibited in EOC;
  - I) Large Print reference sheet, if appropriate.

### **During Testing**

- 1. Have the necessary information to contact the BTC in case of student emergencies or other issues during testing.
- 2. Ensure all electronic communication devices are powered down and secured.
- 3. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks).
- 4. Confirm each student has appropriate materials for testing.
- 5. Make sure students do not fill in the demographic page of their answer document.
- 6. Instruct students on appropriate methods for taking the test.
  - A) Students should read each test item carefully.
  - B) Students should watch for careless errors.
- 7. Ensure students understand directions for taking the test.
  - A) Encourage students to respond to the sample questions.
  - B) Make sure students respond to the test without help from anyone.
- 8. Fill out a seating chart with student names.
- 9. Administer the test, following the TAPS guidance and observing all time limits and start/stop commands.
  - A) Should there be a disruption during testing, the beginning and end time of the disruption or temporary absence (restroom break) must be documented and testing session stopping time for the affected student(s) must be modified accordingly.
  - B) Any student(s) who leaves the testing area must be escorted with no access to electronic devices, content material, or conversation about the assessment.
  - C) Time begins when the teacher says "you may begin" and does not include teacher directions or sample items prior to the first item in the subpart.

## Test Administrator's Checklist

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- 10. Remain with the students and be observant and non-disruptive throughout the testing session.
  - A) Be aware of student activity at all times during testing.
  - B) Do not read or do other activities that take attention away from students.
  - C) Do not provide assistance that could indicate an answer.
- 11. Manage test disruptions to ensure the validity of test results.
  - A) Test disruptions must be avoided.
  - B) Applicable time limits must be enforced, the beginning and ending of any disruption or temporary absence must be documented, and testing session stopping time for affected student(s) must be modified accordingly.
  - C) Document incidents that could be Reports of Irregularity (RIs) for the BTC.
- 12. Notify the BTC of any emergencies during testing.
- 13. Notify the BTC of any suspected testing security concerns.
- 14. Dependent on district policy, students may perform another quiet academic activity not related to the content area being tested after completing testing (per the **Test Administrator/Proctor Script**).

## After Testing

- 1. All student scratch paper and any reference sheets should be collected and returned to the BTC to be securely destroyed.
- 2. If adult transcription is necessary, follow the guidelines for adult transcription (found on page 9) with two adults present and transcribe student responses. For braille transcriptions, transcribe from braille into an answer document that has been marked with the accommodation Braille under Special Program.
- 3. Provide documentation of any RI or SNT status to the BTC.
- 4. Share a list of absent students who will need make-up sessions with the BTC at the end of each day.
- 5. Work with the BTC to ensure that accommodations are correctly gridded on answer documents.
- 6. Coordinate with the BTC to validate that all students who were scheduled to test have turned in all materials.
- 7. Verify that students did not bubble in incorrect information on the demographic page of the answer document or write-in test booklet.
- 8. Confirm student's written name on answer documents matches what is in PearsonAccess<sup>next</sup> and the Pre-ID label or gridded-in demographic information.

## **Required Documentation for Test Administrators**

Test administrators should turn in the following documents to their BTCs:

### **Before Testing**

- 1. Certificate of Completion for online test administrator training or signature of completion for in-person test administrator training if required by district.
- 2. Test Administration and Security Agreement
- 3. Test Administrator Code of Ethics and Security Procedures

### **After Testing**

- 1. Seating chart for test session
- 2. Security Log

## Section 2: Instructions for Administering Paper-Based Testing

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### **GUIDELINES FOR CHECKING IN AND CHECKING OUT MATERIALS**

Test administrators should report to the designated area in their building to pick up secure testing materials. Before signing out secure test materials, the test administrator should count and verify the materials that are leaving the secured area.

Once testing is completed for that session, the test administrator should return the secure test materials to the designated area. Prior to signing in the materials, the BTC or their designee should verify the counts on the materials being returned.

### **CONFIRM CORRECT MATERIALS**

Confirm that the **subject area and grade level** from the student's test booklet and answer document match. Confirm that the Pre-ID labels are correct for students, where applicable.

### **PRE-ID LABELS**

If needed, schools may print Pre-ID labels on demand from PearsonAccess<sup>next</sup>. Immediately notify the BTC and/or DTC.

### **TIMING**

The time required for testing does not include preparation time, time to read the directions or the time to read and answer sample questions. In scheduling, **add an additional 10-20 minutes** for this prep time.

### COMPLETING ANSWER DOCUMENTS

The test administrator (TA) is responsible for verifying that the answer document has a Pre-ID label. If **no Pre-ID label is present**, the TA is responsible only for printing demographic information according to the instructions on the next page. See the following image of an answer document with numbers corresponding to the instructions for each field. **Some fields are completed only if the answer document is missing a Pre-ID label.** These fields are indicated by red boxes in the image below. For Spring 2023 assessments, the Special Program field and the Test Booklet Version Number field are completed by the BTC. The TA must verify that these fields are bubbled in. **The TA must notify the BTC if the Pre-ID label, Test Booklet Version Number, or Special Programs information is missing or incomplete.**

**Students are prohibited from filling in student demographic information in order to prevent scoring errors.**

**ALGEBRA I**

**1** LAST NAME FIRST NAME MI

**2** DISTRICT #

**3** SCHOOL #

**4** UNIQUE STUDENT ID

**5** BIRTHDATE

MONTH	DAY	YEAR
<input type="radio"/> Jan	<input type="radio"/> 01	<input type="radio"/> 00
<input type="radio"/> Feb	<input type="radio"/> 02	<input type="radio"/> 01
<input type="radio"/> Mar	<input type="radio"/> 03	<input type="radio"/> 02
<input type="radio"/> Apr	<input type="radio"/> 04	<input type="radio"/> 03
<input type="radio"/> May	<input type="radio"/> 05	<input type="radio"/> 04
<input type="radio"/> Jun	<input type="radio"/> 06	<input type="radio"/> 05
<input type="radio"/> Jul	<input type="radio"/> 07	<input type="radio"/> 06
<input type="radio"/> Aug	<input type="radio"/> 08	<input type="radio"/> 07
<input type="radio"/> Sep	<input type="radio"/> 09	<input type="radio"/> 08
<input type="radio"/> Oct	<input type="radio"/> 10	<input type="radio"/> 09
<input type="radio"/> Nov	<input type="radio"/> 11	<input type="radio"/> 10
<input type="radio"/> Dec	<input type="radio"/> 12	<input type="radio"/> 11

**6** SPECIAL PROGRAM

<input type="radio"/> SO4
<input type="radio"/> IEP
<input type="radio"/> ILP
<input type="radio"/> BRAILLE
<input type="radio"/> LP

SP AC

<input type="radio"/> A
<input type="radio"/> B
<input type="radio"/> C
<input type="radio"/> D
<input type="radio"/> E
<input type="radio"/> F
<input type="radio"/> G

EL AC

**7** If pre-identification barcode labels are being used, position label WITHIN the dotted lines.

**8** ALIGN TOP OF LABEL HERE

Tennessee Comprehensive Assessment Program  
**TCAP**  
Algebra I  
**Form J01**

## Section 2: Instructions for Administering Paper-Based Testing

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If a Pre-ID label is not able to print, all of the following demographics must be bubbled on the answer document.

1. **STUDENT NAME:** If no Pre-ID label is present, print the student's full legal name (LAST NAME, FIRST NAME, and MIDDLE INITIAL) as stated in EIS in the spaces provided. If there is not enough space for a name, print only as many letters as space allows. Do not bubble in the circles below the letters.
2. **DISTRICT NUMBER:** If no Pre-ID label is present, print your five-digit district number, as provided by your BTC. Include leading zeros. Do not bubble in the circles below the numbers.
3. **SCHOOL NUMBER:** If no Pre-ID label is present, print your four-digit school number, as provided by your BTC. Include leading zeros. Do not bubble in the circles below the numbers.
4. **UNIQUE STUDENT ID (USID) NUMBER:** If no Pre-ID label is present, this field is completed by the BTC. Print the student's USID number in the boxes and bubble in the corresponding circles for each digit. Student Social Security Numbers cannot be used.
5. **BIRTHDATE:** If no Pre-ID label is present, this field is completed by the BTC.
6. **SPECIAL PROGRAM:** To ensure accuracy, test administrators should verify that this section has been completed for all students who receive special services. If information is missing, contact the BTC.
  - 504: This circle should be bubbled in if the student has a 504 Service Plan.
  - Braille: This circle should be bubbled in if the student has a Braille accommodation.
  - Large Print: This circle should be bubbled in if the student is using a Large Print document.
  - IEP: This circle should be bubbled in if the student has an Individualized Education Program.
  - ILP: This circle should be bubbled in if the student has an Individual Learning Plan.
  - Special Accommodations: The appropriate circle should be bubbled in for accommodations used by the student with an IEP or 504 plan, or who will be using Braille. See Appendix B for a list of accommodation codes.
  - EL Accommodations: The appropriate circle should be bubbled in for accommodations used by the EL student, including waiver students. If the student declines an accommodation, notify the BTC. See Appendix B for a list of accommodation codes.

### TESTING HOME SCHOOL STUDENTS

If a home school student does not have a USID, do NOT use a Social Security Number or PIN from your district management system. Contact your BTC for further instructions.

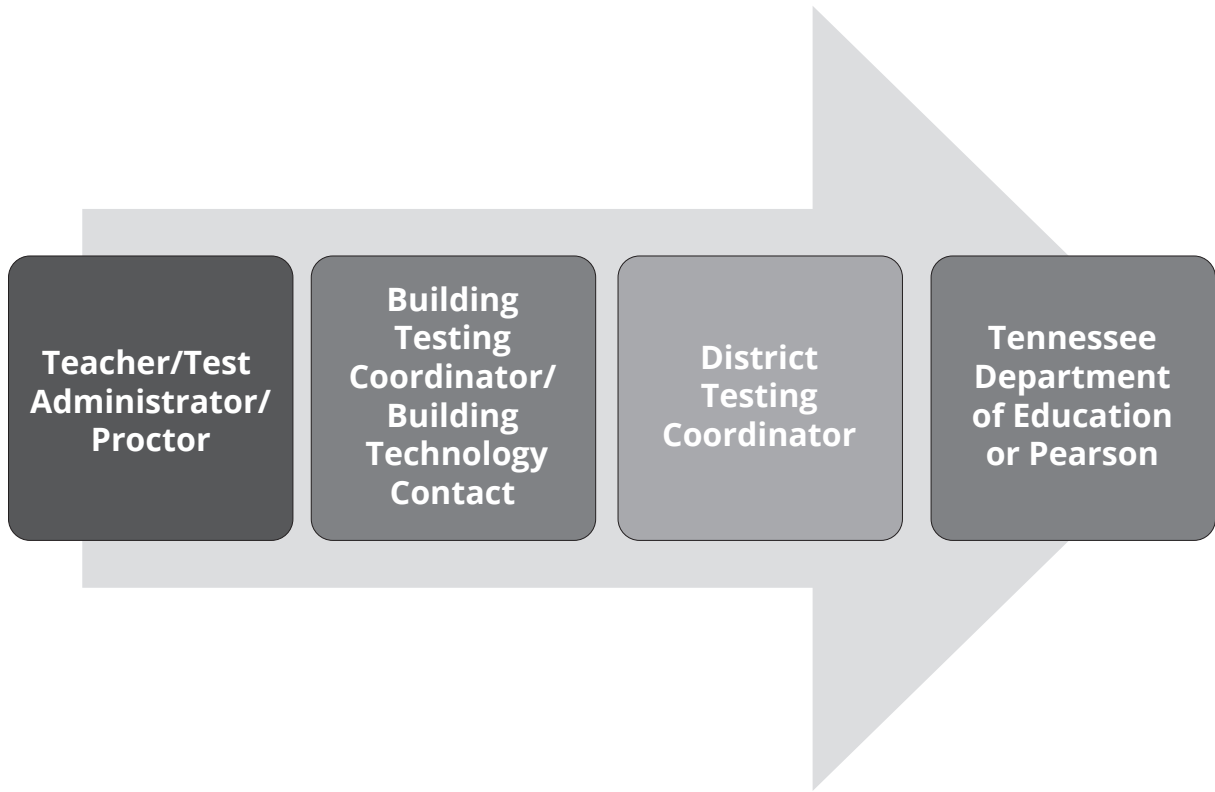


# Appendix A: Communication Plan

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## COMMUNICATION PLAN: TROUBLESHOOTING

The illustration below shows the communication protocol that should be followed if any issues arise. It is important to follow this communication plan, since building and district testing coordinators have additional resources to problem solve quickly and to ensure consistency of communication.



Do not directly contact TDOE or Pearson without discussing with your BTC.

## PURPOSE OF TCAP ASSESSMENT

The purpose of the TCAP Assessment is to assess true student understanding of state standards, not just memorization or test taking skills. When explaining the purpose to students, you may use the following example as an answer.

*The purpose for students taking the TCAP assessments is to help you see the knowledge and learning that has taken place throughout the school year. You and your teachers have worked extremely hard and the tests are a way of showing the results of that hard work. Do your best, as you would with anything else you do.*

# Appendix B: Test Administration Materials

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## ACCOMMODATIONS CODES

### SPED Accommodation Codes

Adult Transcription **(A)**

Assistive Technology **(B)**

Extended Time **(C)**

Oral Presentation/Signing **(D)**

Visual Representations for Math **(E)**

Rest/Breaks **(F)**

Unique Accommodation Request **(G)**

### EL Accommodation Codes

Extended Time **(R)**

Word-to-Word Dictionary **(S)**

Rest/Breaks **(T)**

Oral Presentation/Signing **(U)**

# TEST ADMINISTRATION AND SECURITY AGREEMENT



## Test Administration and Security Agreement 2022–2023

**Directions:** *This agreement must be signed by any adults within proximity to test materials or test administration, including but not limited to test administrators, proctors, testing coordinators, and school or district administrators. Signed agreements should be collected by building test coordinators and kept filed for a period of 12 months.*

The State of Tennessee Test Security Law, Tennessee Code Annotated (T.C.A.) 49-1-607, applies to anyone involved in the administration of a statewide assessment. This law prohibits activities that may threaten the integrity of the test. The full text of T.C.A. 49-1-607 is located in the Test Administration section of each test administration manual. Examples of prohibited activities are listed below. This list includes (but is not limited to):

- Reading or viewing the passages or test items
- Sharing the passages or test items
- Copying or paraphrasing the passages or test items
- Explaining or reading passages or test items for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Taking digital images of test items or encouraging others to take digital images of test items (including images of computer monitors displaying test items)
- Causing achievement of schools to be inaccurately measured or reported
- Failing to report a test security violation

*If any of the above examples are accessibility features and/or accommodations for ELs or students with current IEPs or Section 504 Plans, test administrators are permitted to provide the accommodation(s) as allowed in each test administration manual (TAM) to those specific students who have them as part of their IEP, 504 or EL plan.*

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test content must be maintained before, during, and after the test administration. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching licensure, and possible involvement of law enforcement agencies.

I acknowledge that I have received training regarding the administration of statewide assessments and must read all information and instructions provided in all applicable sections of the relevant test administration manual, including the State of Tennessee Test Security Law. I agree to follow all test administration and security procedures outlined in the manual and law, in addition to district policies and procedures. Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
School Name/Number

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Office of Assessment Logistics  
Tennessee Department of Education



# TEST ADMINISTRATOR TESTING CODE OF ETHICS AND SECURITY PROCEDURES



## Testing Code of Ethics and Security Procedures Test Administrator 2022–2023

It is important for you, as a test administrator of a TCAP assessment, to know that the following guidelines are to be strictly followed. A lack of or refusal to follow this guidance may result in an investigation, loss of teaching licensure, and/or prosecution for violation of the law. Please read the following list of responsibilities and sign your name on the signature line at the bottom of this form indicating that you understand these actions and their consequences.

The activities and actions listed below are required as a part of my role as a test administrator for TCAP assessments. These requirements apply to all TCAP assessments:

- TCAP End Of Course
- TCAP Grades 3-8
- ACCESS for ELLs
- MSAA
- TCAP-Alt (Science/Social Studies)
- Grade 2 optional assessment/Grade 2 Alt
- Field tests
- ACT and SAT

**I understand that before testing on the days of the assessment, I am responsible for:**

- Reviewing the Test Administration Manual (TAM) for the assessment, including all information on test security procedures and policies
- Signing the Test Administration and Security Agreement, and returning this document to my building testing coordinator
- Reviewing any documentation provided to me by my building testing coordinator
- Securing test materials and maintaining my presence with them once checked out from the designated secure location in my building
  - Only test administrators can check out and deliver test materials to/from the testing environment
- Keeping all test materials on the school's campus (unless authorized to do so for off-site testing)
- Maintaining the integrity and security of the assessment by not reading, sharing (verbally and/or electronically), paraphrasing and/or reproducing any of the test booklet/answer sheet content. Reproduction includes (but is not limited to):
  - Handwritten notes
  - Photocopy
  - Photographs

**I understand that during testing (including during breaks) on the day(s) of assessment, I am responsible for:**

- Maintaining the validity and security of the assessment by **NOT**:
  - Reading test items as I monitor the room\*
  - Reading student responses or materials (e.g., test books, answer documents, computer screens) as I monitor the room
  - Assisting students in answering test items
  - Giving students verbal cues ("you may want to re-check number 7") or non-verbal cues (pointing at a specific item)
  - Giving students more time than is allotted for the session\*
  - Encouraging students to finish early
  - Allowing students to use cell phones or other electronic devices\*, even if they have already submitted their tests, until all testing is complete
  - Leaving the room and/or test materials unattended for any period of time
  - Coaching students on test-taking strategies
  - Administering or proctoring the assessment to family members
- Providing a testing environment that is comfortable to all students while still adhering to the expectations of state testing, which includes:
  - Covering or removing visual aids (e.g., word lists, multiplication tables) that may help students
  - Proactively arranging seating to deter students from talking or causing disturbances,
  - Eliminating the use of any/all technical devices (computer/tablet/cell phone/smart watch) for any reason\*
  - Refraining from daily tasks during the testing session like checking email, grading papers, or other activities that will result in my attention not being on students at all times
  - Assessing only the test/subpart that is scheduled for the day/testing time and not allowing the return to prior, completed test sections



## Testing Code of Ethics and Security Procedures Test Administrator 2022–2023

**I understand that after testing on the day(s) of assessment, I am responsible for:**

- Returning materials immediately to the Building Testing Coordinator at the conclusion of the testing time and ensuring all materials are secured and accounted for
- Keeping all test material on the school's campus
- Maintaining the integrity and security of the assessment by not reading, paraphrasing, and/or reproducing any of the test booklet/answer sheet content. Reproduction includes (but is not limited to):
  - Handwritten notes
  - Photocopy
  - Photographs
- Maintaining the integrity and security of the assessment by not sharing (verbally and/or electronically), any of the test booklet/answer sheet content. Sharing includes (but is not limited to):
  - Electronic communication (email, text, social media, etc.)
  - Discussion with students or parents
  - Discussion with professional colleagues
- Notifying the Building Testing Coordinator of any student answer sheet that may require that person's attention
- Providing seating charts for my test administrations to the Building Testing Coordinator
- Reporting any observed testing security violation
  - Failing to report a test security violation is a test security violation

*\* except when providing accessibility features and/or accommodations as allowed in each test administration manual (TAM)*

**Proper test security as outlined by TDOE and the district include, but are not limited to, the items listed above.**

### **This form must be signed prior to testing**

I have reviewed and understand the testing code of ethics and security procedures and have been informed of the consequences for violating these procedures.

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

*Return this agreement to your Building Testing Coordinator*

**Signed forms should be kept on file by the Building Testing Coordinator for 12 months from the date signed.**

Office of Assessment Logistics  
Tennessee Department of Education  
2022–2023

**DO  
NOT  
DISTURB**

**Testing in Progress**







**NO**  
**ELECTRONICS**





Tennessee Comprehensive  
Assessment Program (TCAP) –  
Paper-Based Testing  
Test Administration Manual  
Spring 2023

