

Directions for 2002-2003 ITBS testing

- 1) All students in grades K-8, and 11 must be administered a district assessment (ITBS or alternate assessment)
 - 2) Elementary & Middle school ITBS testing:
 - a. Dates: September 24 – 26, October 1 – 3
 - b. Make-up testing: September 27, 30; October 4, 7-11
 - c. Students who were enrolled on September 20th but failed to take the test will be administered the test in the winter/spring
 - 3) High school ITED testing:
 - a. Dates: October 23 – 25
 - b. Make-up testing: October 29-31; November 1
 - c. Students who were enrolled on September 20th but failed to take the test will be administered the test in the winter/spring
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Preparing test booklets and answersheets

- 1) You will receive a shipment of test booklets and answersheets from Roosevelt sorted by test level. Before then, try to determine the number of tests from each level needed in each classroom. Your teachers should also know by now which students will take the alternate assessment.
- 2) You will also receive a shipment of student barcodes sorted by classroom. Since these barcodes were ordered in early September, the class rosters might not be entirely accurate. Don't worry about the accuracy of the teacher names on the barcodes – they will have no impact on the score reports we receive from Iowa City.
- 3) Unless you enjoy living dangerously, you should have someone (teachers, counselors, secretaries, principal) affix these barcodes on the appropriate answersheets before the day of testing. There is a place on the answersheet which says, "Place bar-code label in the space above." If you have a student taking an off-level test, make sure that student's barcode is placed on the corresponding off-level answersheet.
- 4) If you have extra barcodes (students who left the district), just get rid of them. If a student does not have a barcode (new to the district), that student will have to fill-in the demographic bubbles on the answersheet (exactly what has been done for the past several decades).
- 5) All students who participate in the following programs – even those with barcodes – need to fill-in the following demographic bubbles:
 - a) Title I Language (TI L)
 - b) Title I Math (TI M)
 - c) Limited English Proficiency / English Language Learner (ELL)
 - d) Migrant (MG)
 - e) Calculator Usage (Calc): Yes or No

Packaging Answersheets for Scoring

General Note: Students should have their materials placed with those of other students in the same grade level and classroom.
Students tested off-level should have their documents placed with those of other students in the same grade and classroom.
Special education students should have their documents placed with those of other students in the same grade and classroom

- 1) Within each building, make one stack of answersheets for each class in each grade level. Pile the documents with the **name block facing up**.
- 2) If you tested off-level and have some primary test booklets along with answersheets, you may mix them in the same classroom pile
- 3) You do not need to alphabetize the answersheets in a stack. Simply count the number of answersheets to ensure they are all accounted for.
- 4) Once you have counted answersheets, write this number on the ID sheet.
- 5) For each classroom stack, fill-out a blue **Grade/Class ID Sheet** and place it on top of the stack. Follow the directions on this form. If you have both answersheets and booklets mixed into a single pile, fill-in the form code (box #5) on the test form that was taken by students who used answersheets.
- 6) For each grade in a building, make a new stack by combining the classroom stacks into a single pile, one on top of the other. Band each grade stack with a strip of tough paper or rubber band.
- 7) Merge the grade stacks into a single pile with the lowest grade on top and the highest grade on the bottom.
- 8) For each building, fill-out a maroon **Building ID Sheet** and place it on top of the stack of documents for that building. Follow the directions on the form.
- 9) Send the stack of marked answersheets, along with any unused test booklets/materials, to Roosevelt.

Before sending materials to Roosevelt, check with teachers to ensure:

**All students were administered a test
All students took the test seriously/put effort into it**

You may need to schedule make-up testing for students.

Which assessment should I administer to this student?

