



Interim Assessment Test Administration Manual For the Fixed Form Assessments 2013-14

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Rhode Island Interim Assessment Test Administration Manual¹

This manual is the same for each fixed-form assessment. Included in this manual is an overview of the testing responsibilities for LEA/District-level administrators, School-level administrators, and Teachers. Responsibilities before, during, and after testing are described.

Overview of Rhode Island Interim Assessments

The Rhode Island Interim Assessment fixed-form assessments are available for English Language Arts at grades 3 through 11, and for mathematics at grades 3 through 8 and high school. The high school mathematics tests cover Algebra 1, Algebra 2, and Geometry. All of the items on the fixed-form tests are written to the Common Core State Standards. There will be three test administrations throughout the school year; each administration covers the same standards with new test items. This design will allow schools to measure students' progress throughout the school year.

Before Testing

Testing Windows

For each of the three test administrations the state will set the initial testing windows. The 2013-2014 testing windows are as follows:

Fall: September 9 – November 27

Winter: December 2 – February 28

Spring: March 3 – May 30

All testing must be completed within these timeframes.

There is no requirement that all students in a grade take the test simultaneously. Scheduling of classrooms or the selection of groups of students to take the test is left to the discretion of the district or school. Proper communication should be given and protocols followed so that students taking the tests at different times do not discuss the test content.

- ❖ **LEA/District Administrators:** Prior to test administration, use the Test Management application to assign appropriate tests to participating schools and accept or narrow the state testing window.
- ❖ **School Administrators:** Use the Test Management application to assign tests to the relevant sections in the school. Adjust the testing windows if desired; inform teachers of the final testing window.
- ❖ **Teachers:** If unsure of the school's testing window, check with your principal.

Test Sessions

Each ELA test has two (2) test sessions. Each mathematics test has two (2) test sessions. Schools may choose to give test sessions consecutively, or spread across testing over a number of days.

Test sessions are designed to be completed in approximately 30 minutes each, however these tests are not timed and students may be given as much additional time as needed. The total amount of testing time per

¹ The contents of this manual were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

administration season (i.e., fall, winter, or spring) is estimated to be 60 minutes for the two ELA sessions and 60 minutes for the two mathematics sessions.

Preparation for Test Administration

All fixed-form assessments can be taken either on a computer or paper. Schools choosing to administer the test on computers should plan ahead to ensure enough computers are available for the group of students taking the test. However, all students do not need to take the test at the same time—classes can be tested at different times or on different days depending on computer availability. Schools choosing to administer the test on paper will need to print individual student answer sheets and test forms using the Test Management application, which is accessed via the RIDE Instructional Management System (IMS).

Student Participation & Accommodations

The fixed-form interim assessments are not required state assessments. However, LEAs and schools may be requiring participation with the assessments. If an educator is in an LEA or school choosing to implement the assessments, each educator should make their best effort to test every student.

An educator's roster of students is visible in the Test Management application and should display the most up-to-date roster available.² Using this application educators teaching mathematics or literacy can assign students to take a test either online or on paper. Students who do not appear in the Test Management application cannot be assigned to (or take) a test until they are added to the class roster. Educators that do not see a student on their class roster, but who is in their classroom should contact their district data manager. Likewise, educators that have students on their class roster in the Test Management application that are in error should also contact their district data manager. Updates from the data manager to RIDE should appear in the class roster within one day.

Accommodations for the fixed form assessments follow NECAP guidelines, where applicable. Accommodations should be consistent with those used during the student's regular classroom instruction, including test taking. See Appendix A of this document for complete guidance on accommodations.

Materials Needed for Test Administration

Students will need the following materials:

- Student Login Ticket (computer testing only)
- Individual Student Answer Sheet (paper testing)
- Test Form (paper testing)
- Scratch paper
- Pencil with eraser
- Calculator – for Session 2 of the math test in grades 6, 7, 8, Algebra 2, and Geometry only. (Grades 3, 4, 5, & the Algebra 1 tests do not allow a calculator for any part of the test.)

² Students are automatically assigned to teachers according to the school and LEA's reporting of Teacher-Course-Student data to RIDE.

Computer Testing

Individual student computers must have the Firefox Portable Kiosk for the Nimble™ *Online Assessment* system downloaded prior to testing. Information and links to download the software are available on the RIDE website, www.ride.ri.gov/assessment/interim. There is no software needed to proctor testing.

Prior to testing, an individual Student Login Ticket needs to be printed for each student taking a test. Each login ticket will have a unique username and password which allows that student to access the testing system. Login tickets are printed through the Test Management application. The same Student Login Ticket can be used for the duration of a test, meaning that if students log out, they can log back in using the same information.

Students are strongly encouraged to take the online Practice Test prior to taking any fixed-form assessment. LEAs and schools must assign the Practice Test. When students login to the system using a Student Login Ticket, the Practice Test will be one selection in the list of available tests. The Practice Test is intended to help students learn to navigate the testing system. For information on helping students through the Practice Test and the computer testing system in general, download the Practice Test manual from the Test Management application.

Computer Testing

- ❖ **School Administrators & Administrative Assistants** can assist with assigning tests to students and printing Student Login Tickets through the Test Management application.
- ❖ **Teachers** can assign students to take a test online or on paper through the Test Management application. A PDF document will be generated containing Student Login Tickets. This can be emailed to someone to assist with printing the tickets, or can be printed directly by the teacher. Four tickets appear on each page, which should be printed single-sided and then cut and distributed to the students.

Math Tests on Computer

Students taking a math test on a computer may have difficulty entering responses to some test questions through the computer. Response spaces for math questions allow students to open a text box and type an answer using any key on a keyboard or to draw parts of the answer using a mouse or touchpad. However, these tools may not be sufficient for some students; therefore, you may print student answer sheets from the Test Management application for students to use during computer-based math tests. Answers recorded on the answer sheet will be merged with responses given via computer for complete test results as long as the paper answer sheets are scanned and scored using the Interim Assessment scanning and scoring applications. NOTE: All constructed-response items must be teacher scored this year.

Paper-based Testing

Answer Sheets

Educators must print individual student answer sheets from the Test Management application for every student taking a test on paper. Selecting the option to print answer sheets from within the Test Management application creates a PDF file with individualized student answer sheets. These **must** be printed single-sided and cannot be photocopied.

ELA test answer sheets are four (4) pages each, and math test answer sheets are two (2) pages. Student information and test information is printed on the top right corner of the first page. Subsequent pages have unique barcodes containing identifying information. Use caution not to mix up the pages of an individual answer document. Pages may be clipped or stapled together; however, keep in mind they must unclipped to be scanned after testing.

Test Forms

Test forms are generated from the Test Management application through a single PDF file. Photocopies of the test form can be made according to how many are needed. Test forms (not answer sheets) may be copied two sided. Pages may be clipped or stapled together. There is one form of each interim test.

Paper-based Testing

- ❖ **School Administrators & Administrative Assistants** can assist with assigning tests to students and printing test booklets and answer sheets through the Test Management application.
- ❖ **Teachers** can assign students to take a test online or on paper through the Test Management application. A PDF document will be generated containing student answer sheets. This can be emailed to someone to assist with printing, or can be printed directly by the teacher. Answer sheets are unique and cannot be photocopied. A PDF of the test form should be printed once and photocopied as needed.

During Testing

There are no scripts for proctors to read aloud during the fixed-form assessments. Proctors should follow the instructions below for the test method used. During each session of the test, proctors should walk around the room and check that students are working in the correct test session, marking answers in the appropriate spaces, and not spending too much time on any one item. If a proctor notices any of these types of situations, they may redirect the student.

Computer Testing

Session 1

1. Student computers must have the Nimble™ *Online Assessment* system open prior to students sitting down for testing.
2. Hand out each student's Student Login Ticket, scratch paper, and a pencil (and, if needed, a math answer sheet). Instruct the students to enter their username and password. Ensure that every student has successfully logged into the system.
3. Instruct students to select the appropriate test from the tests shown on their screen. Students may be assigned to more than one test; they will all appear in a list on the first screen. Proctors may post the test name at the front of the room.
4. Student screens should now show the cover page of the appropriate test. Walk around the room and ensure every student has selected the correct test.

At the end of the session, students will come to a screen indicating they have reached the end of the session. If students are not taking multiple sessions in one sitting, students should be instructed to logout when they reach this screen. If students are taking multiple sessions in one sitting, they may be instructed to move on to the next test session by clicking the "next" button.

5. When ready, instruct the students to click "next" to move to the instructions screen and begin taking the test.

Session 2 (if students logged out between sessions)

1. Follow steps 1 through 4, above.
2. From the cover page screen, instruct students to open their test map using the button on the lower right side of the screen.
3. Instruct students to click on the appropriate test question to move them to the correct session of the test:

	Session 1	Session 2
Mathematics	questions 1 – 12	questions 13-25
ELA	questions 1-12	questions 13-24

4. Walk around the room and ensure every student is on the correct question to start the session. Students should not move back to review answered test questions from the previous session; however a student should be allowed to finish unanswered questions from the previous session.
5. When students have reached the end of the test, they will see a test summary screen. The summary screen indicates if any questions have been left unanswered or are still marked for review. When students are satisfied, they must click “submit” to submit the test. Proctors may want to ask that all students stop at this screen and give them an “okay” prior to submitting a test.

MATH NOTES: If the decision to allow calculators is made by the LEA/District, one can be used for Session 2 of certain math tests: In grades 6 and 7 students may use a 4-function calculator with square root; in grade 8 students may use a scientific calculator; for the Algebra 2 and Geometry tests students may use a graphing calculator.

The math tests in grades 5, 6, 7, 8, and high school have a Math Reference Sheet just after the cover page. Students can use the reference sheet at any time, in either session of the test. Students should use their test map to navigate to the reference sheet, as needed.

ELA NOTE: The system allows students to view reading selections and test questions simultaneously in a split-screen view or separately in full-screen view. Many reading selections are best viewed in full screen. It is recommended that students read the selections in full screen and switch to split screen when they are ready to answer questions.

Logout versus Submit

Between test sessions or if an unexpected interruption occurs during testing, students must use the “Log out” button accessed by the arrow next to their name in the upper right corner of their computer screen. This allows students to re-enter the test using their username and password on their Student Login Tickets.

The “Submit” button on the test summary screen at the end of the test submits the test for scoring. Once a test is submitted, students are prevented from re-entering that test. **When testing is complete, students must click “Submit” to have their answers processed and included in results.** If any student accidentally submits his or her test, it can be reopened through the Test Management application.

Online Testing Status

Within the Test Management application, teachers can monitor student’s testing status. The student roster has a column labeled “Test Status”. No status (displayed as “..”) indicates the student has not logged into the test yet. “In progress” indicates the student is working in the test or has logged out between sessions. “Submitted” indicates the student has submitted the test for scoring. To unlock a test submitted in error hover over “Submitted” and click “Reopen” and the test will be available again to the student.

Paper-based Testing

Session 1

1. Hand out student test materials. Each student must have the student answer sheet with his or her name preprinted in the box in the upper right corner of the first page. Each student must have a copy of the test form. Students should also have scratch paper and a pencil with an eraser.
2. Instruct students to write their names on each page of their answer sheets.
3. Tell the students they must record their answers in the appropriate answer space in their answer sheet.
4. At the end of the session, students will come to a set of directions indicating they have reached the end of the session. If students are not taking multiple sessions in one sitting, students should be instructed to close their materials and wait quietly until materials are collected. If students are taking multiple sessions in one sitting, they may be instructed to move on to the next session.
5. When the class is ready, instruct the students to open their test booklet and begin.

Session 2 (if test materials were collected between sessions)

1. Hand out student test materials, ensuring that each student receives his or her original test form and answer sheet.
2. Instruct students to open their materials to the appropriate test question at the start of the next test session:

	Session 1	Session 2
Mathematics	questions 1 – 12	questions 13-25
ELA	questions 1-12	questions 13-24

3. Walk around the room and ensure every student is on the correct question to start the session. Students should not move back to review answered test questions from the previous session; however a student should be allowed to finish unanswered questions from the previous session.
4. When students have reached the end of the test, they should close their materials and wait quietly until materials are collected.

MATH NOTES: If the decision to allow calculators is made by the LEA/District, one can be used for Session 2 of certain math tests: In grades 6 and 7 students may use a 4-function calculator with square root; in grade 8 students may use a scientific calculator; for the Algebra 2 and Geometry tests students may use a graphing calculator.

The math tests in grades 5, 6, 7, 8, and high school have a Math Reference Sheet included at the start of the test form. Students can use the reference sheet at any time, in either session of the test. Students should be encouraged to return to the reference sheet as needed.

After Testing

Computer Testing

Ensure every student has properly submitted his or her test. Check for submitted tests on the student roster in the Test Management application. Each student's test status should be "Submitted".

If any student used a paper answer sheet for a math test, give the answer sheets to the person coordinating the scanning of paper materials for your school. See the "Paper-based Testing" section below for more details.

No further action is required for computer based testing.

Paper-based Testing

Separate test forms and scratch paper from student answer sheets. Answer sheets should be given to the person coordinating the scanning of paper materials for your school. Staples or paperclips should be removed from the answer sheets.

Each school is responsible for scanning their own paper materials using the Scanning application through the Instructional Management System. Further instructions are available on the RIDE website and the Measured Progress Help & Support page: <https://support.nimble.measuredprogress.org>

Test Results

Test results will be available through the Instructional Management System (IMS). Multiple-choice questions will be automatically scored for computer testing, and for paper testing once the answer sheets are scanned. Constructed-response questions must be scored by teachers using the Scoring application. Once a student's full set of responses has been scored, his or her test results will be available in the IMS.

Support

For support related to the Interim Assessments please contact the RIDE helpdesk at: <https://support.ride.ri.gov/>

For urgent testing support (such as in-the-moment testing assistance) contact Measured Progress technical support: 855-222-8936, mptechhelp@measuredprogress.org

Appendix A: Accommodations

The purpose of testing accommodations is to enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers. Testing accommodations provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability.

Standardized administration of assessments is essential to ensuring valid and reliable assessment results. While there are no strict accommodations requirements for the Interim Assessments, student accommodations should nonetheless be consistent with those used during regular classroom instruction and/or during test taking. For students taking the tests online, accessibility tools are available in the testing software. These are available to all students, but should only be used by students who benefit from their use.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing or otherwise affecting the constructs being tested. The testing accommodations most frequently required by students as indicated in their IEPs are:

- flexibility in scheduling/timing;
- flexibility in the setting used for the administration of assessments;
- changes in the method of presentation; and
- changes in the method of response.

Testing modifications, which affect the constructs being tested, include changes made to the testing process or to the content of the assessment itself, or the provision of certain adaptive technologies or services. Examples of testing modifications that affect the construct of the test:

- simplifying or explaining test questions;
- reading to a student test questions that are designed to test his/her reading skills;
- allowing students to use spell- and/or grammar-checking tools on a test of their writing skills; and
- allowing students to use a calculator on a test of their computational skills.

It bears noting that if a modification—as described in this document—is used during the administration of a Rhode Island Interim Assessment (RIIA) **then the yielded scores will not provide teachers with valid information upon which to guide instruction**. The results also will not indicate if an accommodation or modification was used.

Standard Test Accommodations

The accommodations described in this section are adapted from the *NECAP Table of Standard Accommodations* and *NECAP Accommodations Guide*. However, as Rhode Island transitions to the PARCC assessment, Interim Assessment accommodations and policies will eventually align with those used for the PARCC assessment.

Table of Standard Test Accommodations

The Table of Standard Test Accommodations is a list of accommodations that are available to all students on an individual basis, regardless of disability status, if their use has been approved by a team. When making accommodation decisions for the Interim Assessments, school teams should refer to the Table of Standard Test Accommodations.

Any accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level. All decisions regarding the use of accommodations must be made on an individual student basis – not for a large group, entire class, or grade level. Accommodations are available to all students on the basis of individual need regardless of disability status and should be consistent with the student’s normal routine during instruction and assessment.

NOTE: The Interim Assessment answer sheets do not have a space to code accommodations, even if they are being used with a student. If a teacher wants to record which accommodations are being used and track them locally, the codes throughout this section can be used for that purpose.

Table of Standard Test Accommodations

T. Timing		
Code	Tests were administered	Details on Delivery of Accommodations
T1	with time to complete a session extended beyond the scheduled administration time within the same day.	<p>The Rhode Island Interim Assessments are not designed to be timed or speeded tests. Students should be given as much time as needed to complete each session of the assessment.</p> <p>Schools and classrooms may schedule a test administration time period that suits their class schedules and needs.</p> <p>Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity.</p>
T2	so that only a portion of the test session was administered on a particular day.	In rare and severe cases, the extended time accommodation (T1) may not be adequate for a student not able to complete a test session within a single day. A test session may be administered to a student as two or more “mini-sessions” if procedures are followed to maintain test security.
T3	with short, supervised breaks.	Multiple or frequent breaks may be required by a student whose attention span, distractibility, or physical condition, requires shorter working periods.
T4	at the time of day or day of week that takes into account the student’s medical needs or learning style.	Individual scheduling may be used for a student whose school performance is noticeably affected by time of day or day of the school week on which it is done. This accommodation may not be used specifically to change the order of administration of test sessions.

NOTE: Because test sessions are all in the same booklet and online together, it is possible for students to return to previous sessions. Proctors should ensure that students do not return to answered questions, but they can return to unanswered questions from a previous session.

P. Presentation		
Code	Tests were administered	Details on Delivery of Accommodations
P1	individually.	Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used.
P2	in a small group.	
P3	with test and directions read aloud in English or signed to the student. (NOT allowed for the ELA test.)	A reader may be used for a student whose inability to read would hinder performance on the Mathematics test. Words must be read as written. Mathematical symbols or numbers written as numerals cannot be read to students.
P4	with only test directions read aloud or signed to the student.	A reader may be used for a student whose inability to read or locate directions would hinder performance on the test. Note that most directions on the tests occur at the beginning of the test session and are already read aloud by the test administrator. Guidelines for what are and are not “test directions” must be followed.
P5	with administrator verification of student understanding following the reading of test directions.	After <u>test directions</u> have been read, the test administrator may ask the student to explain what he/she has been asked to do. If directions have been misunderstood by the student, the <u>test directions</u> may be paraphrased or demonstrated. Test items MUST NOT be paraphrased or explained.
P6	using alternative or assistive technology that is part of the student’s communication system.	The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. Technology may not be used to “read” the ELA test to the student.
P7	by trained school personnel known to the student other than the student’s classroom teacher.	A student may be more comfortable with a test administrator who works with the student on a regular basis, but is not the student’s regular teacher for the general curriculum, or other staff assigned as test administrator. All test administrators must be trained school personnel familiar with test administration and accommodations procedures and guidelines.
P8	using a large-print version of assessment.	Both large-print and Braille versions of the assessment require special preparation. Currently, only Braille versions of the tests are available, but must be pre-ordered through RIDE. Therefore, for large print, teachers may create their own large print version, use the copy machine to increase font size to one that is legible by students, or have the student take the test online using the magnification tool available through the testing software. It is recommended that the use of a scribe and/or assistive technology (e.g. Dragon-Speak dictation software) be used to the extent possible for those students who require larger print or Braille. Note: Only original answer sheets are allowable for scoring purposes; if a student needs a large print answer sheet, they responses must be transcribed onto an answer sheet from Test Management.
P9	using Braille version of assessment.	

P. Presentation		
Code	Tests were administered	Details on Delivery of Accommodations
P10	using a word-to-word translation dictionary for ELL students.	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on RIDE's website under the NECAP webpage.
P11	using visual or auditory supports.	The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.

R. Response		
Code	Tests were administered	Details on Delivery of Accommodations
R1	with a student <u>dictating</u> responses to school personnel.	A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.
R2	with a student <u>dictating</u> responses using alternative or assistive technology/devices that are part of the student's communication system.	Technology is used to permit a student to respond to the test. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off. Policies regarding recorded answers must be followed prior to returning test materials.
R3	with a student using approved tools or devices to minimize distractions.	Noise buffers, place markers, etc. may be used to minimize distractions for the student. This accommodation does NOT include assistive devices such as templates, graphic organizers, or other devices intended specifically to help students organize thinking or develop a strategy for a specific question.
R4	with a student <u>writing</u> responses using separate paper, a word processor, computer, braille, or similar device.	A student may use technological or other tools (e.g., large-spaced paper) to write responses to constructed-response, short-answer, and extended response items. A key distinction between this accommodation and R2 is that the student using this accommodation is responding in writing rather than dictating. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off, as well as access to the Web. This accommodation is intended for unique individual needs, not an entire class. Student work must be transcribed into the student's answer sheet to be scored.

R. Response		
Code	Tests were administered	Details on Delivery of Accommodations
R5	with a student indicating responses to multiple-choice items to school personnel.	A student unable to write or otherwise unable to fill-in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student's response in the student answer booklet.
R6	with a student responding with the use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Mathematics tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet if taking the paper-based version of the test.
R7	with a student with limited English proficiency responding with use of a word-to-word dictionary.	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed when responding. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the RIDE website.

O. Other		
Code	Tests were administered	Details on Delivery of Accommodations
O1	using other accommodation(s) not on this list, requested by the accommodations team.	An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Accommodations decisions should be made locally when accommodation plans are being made for a student prior to testing.

M. Modifications		
All modifications result in <u>invalid</u> information upon which to guide instruction.		
Code	Tests were administered	Details on Delivery of Accommodations
M1	using a calculator and/or manipulatives during sessions on the Mathematics test in which they are not allowed	Inappropriate use of a calculator or other tools will not provide valid information to teachers and students regarding the student's performance. For the Interim Assessments any modifications used will not impact how the items are scored—they are not automatically scored as incorrect—therefore teachers that would like to keep track of this information should do so locally.
M2	with the test administrator reading the ELA test.	
M3	using an accommodation on this list not approved for a particular test or an accommodation not included on this list.	

Note: English Language Learners may qualify for any of the accommodations listed as appropriate and determined by a team.

Appendix B: Acknowledgments

The following reading selections and images were used with permission in the fall fixed-form tests.

Grade 3

“Digging for Gold” by Paul Robert Walker, from *All About America: Gold Rush and Riches*. Copyright © 2011 by Bender Richardson White. Published by Kingfisher/Houghton Mifflin Company.

“Gold Found in California” by Connie Goldsmith, *Lost in Death Valley: The True Story of Four Families in California’s Gold Rush*. Copyright © 2001 by Connie Goldsmith. Published by Twenty-First Century Books.

Grade 4

“A Night on the Mountain Top” by Joe Hayes, from *Watch Out for Clever Women!* Copyright © 1994 by Joe Hayes. Published by Cinco Puntos Press.

“That Will Teach You” by Joe Hayes, from *Watch Out for Clever Women!* Copyright © 1994, by Joe Hayes. Published by Cinco Puntos Press.

Grade 6

“Lost in a Corn Maze” by Laurie Wallmark, from *Spider*, October 2011. Copyright © 2011 by Carus Publishing Company. Published by Carus Publishing Company.

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Grade 8

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“Icarus” by Edward Field, from *Stand Up Friend with Me*. Copyright © 1950 by Edward Field. Published by Grove/Atlantic, Inc.

Grade 9

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Grade 10

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