

# Georgia

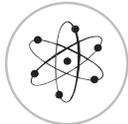
# Examiner's Manual



## End-



## Of-



## Course



## Tests

### Security Breaches

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Georgia Department of Education (GaDOE) as inappropriate use of handling of test and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. Please note that this list is not exhaustive. Any concern regarding test security must be reported to GaDOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

- coaches examinees during testing, or alters or interferes with examinee's responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP, IAP, or ELL/TPC), or after testing;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets and answer documents for any purpose other than examination;
- fails to follow administration directions for the test;
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such practices must be reported to the GaDOE and may be referred to the Educators Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to the GaDOE.



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## ABOUT THIS MANUAL

This manual describes the pre-test, test administration, and post-test procedures the Test Examiner must follow to administer the Georgia End-of-Course Tests (EOCT).

The Test Examiner's responsibilities are clearly outlined in this manual and are designed to protect the integrity and security of the EOCT. The step-by-step procedures must be followed.

The information to be read aloud to students is printed in **bold type**. Instructions for the Test Examiner, interspersed in the spoken material, are bracketed and printed in italics. Other information appears in regular type.

It is the responsibility of each Test Examiner to know the content of this manual and to follow all the procedures. Please read this manual carefully so that you are familiar with the tasks to be performed. If you have any questions, contact your School Test Coordinator.

## FOR ASSISTANCE

If you have any questions about these tests, the enclosed materials, or if a situation arises that is not covered in this manual, please contact your School Test Coordinator.

## THE GEORGIA END-OF-COURSE TESTS

The A+ Education Reform Act of 2000, O.C.G.A. 20-2-281, mandates that the State Board of Education (SBOE) adopt end-of-course assessments in grades nine through twelve for core subjects to be determined by the SBOE. The End-of-Course Tests (EOCT) program currently includes the following eight content area assessments: Mathematics – Mathematics I: Algebra/Geometry/Statistics, and Mathematics II: Geometry/Algebra II/Statistics; Science – Biology and Physical Science; Social Studies – Economics/Business/Free Enterprise and US History; and English – Ninth Grade Literature and Composition and American Literature and Composition.

The EOCT are criterion-referenced tests, aligned with the state adopted curriculum. Each test is comprised of multiple-choice questions. The purposes of the EOCT are to assess student achievement of the standards in the core courses and to provide diagnostic data in support of improved student achievement.

# MAIN TEST ADMINISTRATION AND SCHEDULE

## Testing Dates:

**Winter: November 29, 2010 – January 7, 2011**

**Spring: April 25, 2011 – June 3, 2011**

**Summer: June 20, 2011 – July 22, 2011**

There are three main administration windows established by the Georgia Department of Education (Winter, Spring, and Summer). Each school system will determine the sequence and scheduling option for all EOCT: Ninth Grade Literature and Composition, American Literature and Composition, Biology, Physical Science, Economics/Business/Free Enterprise, US History, Mathematics I: Algebra/Geometry/Statistics, and Mathematics II: Geometry/Algebra II/Statistics. The actual time of day in which the tests are administered may vary from school to school. Whenever possible, each EOCT administration should be given on the same or consecutive day(s) throughout the system.

Each test booklet is divided into two sections. There is a section break that indicates the end of the section. For the one-day testing option, a five-minute break must be provided at the section break. If the two-day testing option is used, the section break marks the end of the testing session for day one.

## Suggested Schedule

### One-day Administration:

Distribute and provide directions for completing answer documents .....	10 min.
Distribute test booklets and read test instructions .....	10 min.
Testing time – Section I.....	45-60 min.
Break between sections.....	5 min.
Testing time – Section II .....	45-60 min.
Collect test materials (booklets, answer documents, and scratch paper).....	15 min.

### Two-day Administration:

#### Day One:

Distribute and provide directions for completing answer documents .....	10 min.
Distribute test booklets and read test instructions .....	10 min.
Testing time – Section I.....	45-60 min.
Collect test materials (booklets, answer documents, and scratch paper).....	15 min.

#### Day Two:

Distribute answer documents to students .....	5 min.
Distribute test booklets .....	5 min.
Testing time – Section II .....	45-60 min.
Collect test materials (booklets, answer documents, and scratch paper).....	15 min.

## **Make-Up Testing Procedures**

The purpose of the make-up days is to administer the tests to students who are unexpectedly absent during the regularly scheduled administration. Make-up days are not alternate testing dates for students whose activities conflict with the regular test administration dates.

### **STUDENTS TO BE TESTED**

All students who are enrolled in an EOCT course, regardless of grade level, must be administered the EOCT in order to receive credit for the course. If students are repeating an entire EOCT course, they must take the EOCT at the end of the repeated course, and it will count as 15% of their final grade in that course. Students with disabilities and English Language Learners (ELL) must participate in the assessment.

Students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Individual Accommodation Plan (IAP) may receive accommodations. The testing accommodations should be documented in the IEP/IAP and should be consistent with those used during regular classroom instruction and assessment.

Students who are eligible for English Language Learner (ELL) status according to the Board of Education Rule 160-4-5-.02 may receive accommodations. These accommodations should be documented in the ELL Test Participation Committee (TPC) Plan and should be consistent with the student's current instructional program.

Students who are identified as visually impaired and require large print or Braille material for their instructional program qualify for the large print or Braille version of the EOCT.

## Allowable/Non-Altering Accommodations – Standard Administration

Special Education/Section 504	English Language Learner
<p><i>Setting Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Special education classroom</li> <li>• Special or adapted lighting</li> <li>• Small group</li> <li>• Preferential seating</li> <li>• Sound field adaptations</li> <li>• Adaptive furniture (e.g., slant board)</li> <li>• Individual or study carrel</li> <li>• Individual administration</li> <li>• Test administered by certified educator familiar to student</li> </ul> <p><i>Presentation Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Large print</li> <li>• Sign the directions</li> <li>• Sign test questions</li> <li>• Sign reading passages</li> <li>• Explain or paraphrase the directions for clarity (in English only)</li> <li>• Braille</li> <li>• Color overlays, templates, or place markers</li> <li>• Oral reading of test questions in English only by reader or assistive technology</li> <li>• Oral reading of reading passages in English only by reader or assistive technology</li> <li>• Low vision aids (e.g., CCTV, Magnifying equipment)</li> <li>• Repetition of directions (in English only)</li> <li>• Materials presented with contrast and tactile cues</li> <li>• Audio amplification devices or noise buffer/listening devices</li> </ul> <p><i>Response Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Technology applications, such as Braille, word processor, or other communications device with all grammar and spell check devices disabled</li> <li>• Student marks answers in test booklet</li> <li>• Student points to answers</li> <li>• Verbal response in English only</li> <li>• Braillewriter</li> <li>• Basic Function calculator or adapted basic calculator</li> <li>• Scribe</li> <li>• Adapted writing tools (e.g., pencil grips, large diameter pencil)</li> </ul> <p><i>Scheduling Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Frequent monitored breaks</li> <li>• Optimal time of day for testing</li> <li>• Extended time</li> </ul>	<p><i>Setting Accommodations:</i></p> <ul style="list-style-type: none"> <li>• ESOL classroom</li> <li>• Small group</li> <li>• Preferential seating</li> <li>• Individual or study carrel</li> <li>• Individual administration</li> </ul> <p><i>Presentation Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Explain or paraphrase the directions for clarity (in English only)</li> <li>• Color overlays or templates</li> <li>• Oral reading of <b>test questions</b> in English only</li> <li>• Oral reading of reading passages in English only</li> <li>• Repetition of directions (in English only)</li> </ul> <p><i>Response Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Student marks answers in test booklet</li> <li>• Student points to answers</li> <li>• Verbal response in English only</li> <li>• Word-to-word dictionary</li> </ul> <p><i>Scheduling Accommodations:</i></p> <ul style="list-style-type: none"> <li>• Frequent monitored breaks</li> <li>• Extended time</li> </ul>

**Any departure from the list of allowable/non-altering accommodations may alter the nature of the task being assessed, resulting in an invalid administration.** If you have any questions about accommodations not listed in this chart, contact your System Test Coordinator.

See page 29 of this manual for instructions to complete the “For Teacher Use Only” section of the *Student Answer Document*.

## GUIDELINES FOR ORAL READING OF TEST QUESTIONS TO STUDENTS WITH DISABILITIES

**Items may be read only if the student’s IEP, IAP, or ELL/TPC Plan specifies this accommodation for instruction and testing.**

<b>Poetry items</b>	Read the entire poem. If a question refers to a specific part of the poem, such as a stanza or line, re-read the indicated part of the poem.
<b>Items with numbered sentences</b>	Read the numbered sentences in the order in which the answer choices present them.
<b>Analogy items</b>	Read analogy questions as “[X] is to [Y].” For example: “A: [m] is to [n]”; “B: [o] is to [p]”; “C: [q] is to [r]”; “D: [s] is to [t].” (The letters in the brackets stand for the specific concepts given in the item.)
<b>Items on grammar, spelling, etc.</b>	Read the entire sentence once, then re-read the sentence with underlined words and punctuation marks spelled out as they appear in the item. Spell out the answer choices.

Use the examples below to guide oral reading of items not specifically mentioned above.

### MATHEMATICS TEST

Follow these guidelines for reading items:

Graphs and tables: Read the words and numbers in the graph or table, pointing at what you are reading; however, you may **NOT** interpret them in any way.

Formulas: Read the letters and numbers as they are printed; do not substitute the words that the letters represent for the student.

Read: “V=Bh” (Say letter names) NOT “volume equals length times width times height”

Units of Measurement: If a unit of measurement is abbreviated, read the letters instead of what they represent.

Read: “kg” (Say letter names) NOT “kilograms”

Fractions: Read mixed numbers as:

$2\frac{3}{4} + 7\frac{8}{10}$  “two and three fourths plus seven and eight tenths”

Read fractions without whole numbers as:

$\frac{3}{4}$  ,  $\frac{45}{16}$  “three over four” NOT “three quarters”  
“forty-five over sixteen” NOT “forty-five sixteenths”

Decimals: Read decimal expressions literally, element by element:

13.07	“thirteen point zero seven”
0.888	“zero point eight, eight, eight”
0.02	“zero point zero two”

Dollar Expressions: Read whole dollar amount as follows:

\$1,800	“one thousand eight hundred dollars”
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Read dollar expressions with decimals as follows:

\$ 13.50	“dollar sign, thirteen point fifty”
\$ 45.00	“dollar sign, forty five point zero, zero”
\$100.05	“dollar sign one hundred point zero five”
\$ .45	“dollar sign point forty-five”

Parentheses in expressions: Read literally and sequentially:

$(-3)^2$	“parenthesis, negative three, close parenthesis squared
$(8.3 \times 10^3)$	“parenthesis, eight point three times ten cubed, close parenthesis”
$6^4 - 2^{12}$	six to the fourth power minus two to the twelfth power

## TEST SECURITY

Test security of all materials must be maintained before, during, and after test administration. All System and School Test Coordinators, Examiners, and Proctors must follow the procedures below to ensure test security and to maintain the integrity of the EOCT.

- All school system personnel are prohibited from reviewing the contents of the EOCT.
- All EOCT must be administered by a certified educator.
- The *Student Test Booklets* must be kept secure at ALL times. When not in use, tests must be kept in a locked storage area until the actual test administration.
- During test administration, materials must remain in the testing room and should be supervised at all times. (i.e., if the fire alarm goes off during testing, the teacher should make sure that test booklets are locked in the classroom and that students do not remove booklets from the site as they exit the building.)
- **Examiners must account for all student test materials BEFORE dismissing students from the testing room.**
- Return all test materials to the School Test Coordinator at the end of the testing session.
- The testing environment should be designed to minimize the potential for cheating. Any sign of cheating must be handled immediately. Contact the School Test Coordinator if you have any questions or if cheating or security violations are suspected.

For additional security, each test booklet has a unique bar code security number printed on the front cover. Pearson maintains a record of the numbers of the test booklets sent to, and returned by, each

system. Every test booklet, used and unused, will be scanned and tracked electronically. **All** individuals who have the responsibility for handling the EOCT test booklets are accountable for all testing materials assigned to them before, during, and after the test administration. Any discrepancies should be documented and reported to the School Test Coordinator.

## **PREPARING FOR TEST ADMINISTRATION**

This information below will help ensure a successful test administration:

- Workspace for each student should be large enough to accommodate testing materials. Workspace should be cleared of all other materials. Posters, charts, and other classroom materials related to the content being tested should be removed or covered during testing.
- Plan something for students who may finish early during the testing session. The work should be unrelated to the content being tested. Students should not be permitted to resume work on their tests once they begin working on other tasks.
- The *Examiner's Manual* will be used to administer all EOCT.
- Become familiar with the information needed on the *Student Answer Document*. It may be helpful to have general testing information written on the board prior to testing.
- Proctors are recommended for every 20 students and are required if 30 or more students are being tested in one location.

## **TEST MATERIALS**

Make sure you have the following materials available at testing time:

- A copy of the *Examiner's Manual*
- A *Student Test Booklet* and a *Student Answer Document* for each student
- Two #2 pencils with erasers for each student
- Students may write in test booklets. Only responses recorded on the *Student Answer Document* will be scored. Clean scratch paper should be available to all students. If scratch paper is used, students should put their names on each sheet of paper and it must be collected at the end of the testing session.
- A timing device such as a clock or watch to keep time during test administration
- A "Testing – Do Not Disturb" sign to post on the classroom door
- A copy of the class roster with FTE and GTID numbers
- Testing sites other than local schools (i.e., GNETS - Georgia Network for Educational and Therapeutic Support centers, alternative schools, etc.) must specify the system and school codes for the home school for each student. This is the system and school that reports the student as a Full Time Equivalent (FTE).

## **STUDENT TEST MATERIALS**

The student test materials include the *Student Test Booklet* and the *Student Answer Document*. The test booklets and answer documents are presorted into class packets of 25 and/or 5 and must be kept secure at all times.

Each EOCT content area has a separate *Student Answer Document* to record answers. *Student Answer Documents* are machine scannable; therefore, it is important that all pages remain free of stray marks and that they are not folded, clipped, stapled, banded, taped, or torn.

In order to acquaint students with the correct procedures for recording answers, two practice items and directions for marking answers are provided on the back of the *Student Answer Document*.

Number 2 pencils and scratch paper are the only additional materials needed for the EOCT.

NOTE: Scratch paper is considered secure and must be returned to the School Test Coordinator with other testing materials. Students should put their names on each piece of scratch paper and return it with the *Student Test Booklet* and *Student Answer Document*.

Calculators may be used for Mathematics I, Mathematics II, Physical Science, and Economics only. Graphing calculators or calculators that store text may not be used.

**The Examiner is responsible for monitoring the use of appropriate calculators.**

Cell phones should not be allowed in the testing room.

## **PRE-IDENTIFICATION LABELS FOR *STUDENT ANSWER DOCUMENTS***

Each system will receive pre-identification labels for the EOCT administration. Follow the directions below carefully.

Make sure the information on the label is accurate. If there are errors, do not use the label. **Students who did not receive a pre-identification label must hand-grid all information on the answer document.**

The label must be placed in the box located in the lower left corner of the answer document. Incorrect placement of the label will prevent the scanner from reading the label and delay processing the answer documents, which will delay the return of student scores to the school. Please refer to the diagram on the *Student Answer Document* for the correct placement.

## **DIRECTIONS FOR ADMINISTRATION**

Before administering the EOCT:

- Write the name of the EOCT to be administered and the school and system names on the board.
- Make sure students have all testing materials.
- Post “Testing – Do Not Disturb” sign on testing room door.

General directions:

- Follow the exact script provided in the *Examiner’s Manual* for test administration.
- Circulate around the room to see that students are recording their information in the correct section of their *Student Answer Document*.
- You may repeat any part of the directions exactly as printed as many times as needed. Directions may not be paraphrased.

- Under no circumstances should you suggest answers or evaluate student work during the testing session.
- **All school system personnel are prohibited from examining the contents of the EOCT.**
- Read aloud **word for word** the material that is printed in **bold type** and preceded by the word “Say.” (The material in regular type is information for you and should not be read to the students.)

## **DISTRIBUTING MATERIALS AND COMPLETING THE STUDENT IDENTIFICATION INFORMATION**

1. Say:  
**Today you will be taking a test in (Name EOCT). Do your best to select an answer for each item on the test.**  
**You must mark your answers on the *Student Answer Document* with a #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand.**
2. Supply sharpened #2 pencils to students who need them.
3. Say:  
**I am now going to give you your test materials. Please do not open your test booklet until I instruct you to do so.**
4. Distribute one *Student Test Booklet* and one *Student Answer Document* to each student. Monitor students to make sure they do not open or write on the test materials.
5. Say:  
**Now look at your *Student Test Booklet*. Print your name on the line provided on the front cover. Remember, do not open your *Student Test Booklet* until you are instructed to do so.**
6. Instructions for Completing *Student Answer Document* —  
 If you are using Pre-ID Labels, students should write in their name, school information, and form number. (Examiner only reads A and F on pages 13-14 and L – M on page 15.)  
 If you are NOT using Pre-ID Labels, **students must hand-grid all information on the answer document.**  
 If you completed the identifying information for the students prior to testing, you may begin administration. Be sure that the form number is completed.  
 The section labeled *For Teacher Use Only* should be completed after the test is complete.
7. Say:  
 A) **Look at the front of your *Student Answer Document*. In the box at the very top of the page, print your last name, first name, middle initial, month and year of birth in the space provided. Then print your school name and system name. [*Circulate throughout the room and check students’ work.*]**

When students are ready:

- B) **If you do not have a pre-id label on your answer document, in the box labeled “Last Name,” print the letters of your last name starting in the first box on the left. Do not leave any spaces between the letters in your last name. If your last name does not fit, write as many letters as there are boxes. Complete this section by darkening the corresponding circles under the letters that you printed. Darken the blank circles of any remaining boxes.** [*Circulate throughout the room and check students’ work.*]

When students are ready:

- C) **In the box labeled “First Name,” print the letters of your first name. This should be your birth given first name, not a nickname. Do not leave any spaces between the letters in your first name. If your first name does not fit, write as many letters as there are boxes. Complete this section by darkening the corresponding circles under the letters. Darken the blank circles of any remaining boxes.** [*Circulate throughout the room and check students’ work.*]

When students are ready:

- D) **In the box labeled “MI” (Middle Initial), print the first letter of your middle name. Complete this section by darkening the corresponding circle under the letter that you printed. If you do not have a middle name, darken only the blank circle.**

When students are ready:

- E) **Go to the box labeled “Date of Birth.” Darken the circle beside the month in which you were born. Beside the month, write the numbers in the boxes for the date that you were born. If the date is a single digit, add a “0” before the digit and bubble in the corresponding numbers. Complete this section by writing the last two digits of the year in which you were born, and bubble in the corresponding numbers.** [*Circulate throughout the room and check students’ work.*]

When students are ready:

- F) **Next look at the box labeled “Form Number.” Now look at the front cover of your test booklet. Locate your test booklet Form Number. The form number is located in the upper right corner of your test booklet. Print the three digit form number in the first row of boxes on your answer document. Complete the section by completely darkening the corresponding circles under the numbers you printed. (It is critical that students grid the appropriate form number in order for the test to be scored correctly.)**

When students are ready:

- G) **Now look at the box labeled “Gender.” Darken one circle—either “Female” or “Male.”** [*Circulate throughout the room and check students’ work.*]

When students are ready:

- H) **Next, look at the box labeled “Grade.” Darken the circle next to your current grade in school.** [*Circulate throughout the room and check students’ work.*]

When students are ready:

- I) **Now look at the box labeled “Ethnicity.” Darken the circle next to the ethnicity group that best describes your ethnicity. You should darken only one circle. Now look at the section labeled Race. Darken the circle next to each race that applies to you: American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, or White. If you have any questions about which bubbles you should mark, please raise your hand.** [*Circulate throughout the room and check students’ work.*]

When students are ready:

- J) **Now go to the box labeled “GTID Number.” Print your ten-digit GTID number starting in the first box on the left. Complete this section by darkening the corresponding circles under the numbers you printed. If you are not certain of your GTID number, please leave it blank and I will complete it for you.** [*Note: It is imperative that students use the same number the school or system uses to report GTID information to the state. Locally assigned student ID numbers should not be used if they do not correspond with state-reported information. Circulate throughout the room and check students’ work.*]

When students are ready:

- K) **Now go to the box labeled “Student FTE Identification Number.” Print your nine-digit Student FTE ID number starting in the first box on the left. Complete this section by darkening the corresponding circles under the numbers you printed. If you are not certain of your Student FTE number, please leave it blank and I will complete it for you.** [*Note: It is imperative that students use the same number the school or system uses to report FTE information to the state. Locally assigned student ID numbers should not be used if they do not correspond with state-reported information. Circulate throughout the room and check students’ work.*]

When students are ready:

- L) **Do not complete any of the circles in box labeled “State Directed Use Only” or box labeled “For Teacher Use Only.”**

When students are ready:

- M) **Are there any questions before we continue?** [*Answer all questions. Walk around the room to see if students have completed the identifying information correctly.*]

## Directions for Administering the EOCT

Before testing begins, make sure students have the following materials:

- *Student Test Booklet* and *Student Answer Document* – Make certain each student has his or her own booklet and answer document.
- Sharpened #2 pencils with erasers

After all students have materials, say:

1. **You may write in your test booklet. Be sure to record all your answers on your *Student Answer Document*. If you need additional scratch paper, raise your hand and I will bring you a sheet. You must write your name in the upper right-hand corner of the scratch paper. I will collect all scratch paper at the end of testing.**
2. Say:  
**Before you begin the test, if you have not done so, print your name on the front cover of the *Student Test Booklet*. [The Examiner and the Proctor should circulate around the room to check that students write their names in the appropriate space.] I will now read some instructions to you.**

**All End-of-Course Tests will be administered in two sections.**

If completing both sections in one day,

SAY:

**After completing Section I, you will have a 5-minute break.**

If completing both sections over a two day period,

SAY:

**After completing Section I, I will collect the *Student Test Booklets*, the *Student Answer Documents*, and all scratch paper. Tomorrow you will complete your test by answering questions in Section II only. You will not be allowed to return to Section I. Doing so may result in the invalidation of your test and a grade of “zero” for your final exam grade.**

**If you finish Section I early, you may review the answers in Section I only. You may not go on to the next section until you are instructed to do so. Doing so may result in the invalidation of your test and a grade of “zero” for your final exam grade.**

If you are administering Biology, Economics/Business/Free Enterprise, US History, Ninth Grade Literature and Composition, or American Literature and Composition, SAY:

**Now open your Student Test Booklet to page 3. Read the Directions silently as I read them aloud.**

If you are administering Mathematics I, Mathematics II, or Physical Science, SAY:

**Now open your Student Test Booklet to page 5. Read the Directions silently as I read them aloud.**

If you are administering Mathematics I, Mathematics II, Physical Science, Biology, Economics/Business/Free Enterprise, US History, SAY:

**Today you will be taking the insert name of the EOCT being administered End-of-Course Test. Read each question carefully and then choose the *best* answer.**

If you are administering Ninth Grade Literature and Composition or American Literature and Composition, SAY:

**Today you will be taking the insert name of the EOCT being administered End-of-Course Test. To answer some of the questions on this test, you will be asked to read a passage first. Other questions will not be based on a passage.**

**As you take the test, read each passage carefully. You may look back at the reading passage as often as necessary but only in the section in which you are currently working.**

If you are administering Mathematics I or Mathematics II, SAY:

**There is a Formula Sheet provided for you on page 4 of this test booklet. You may refer to this sheet for Section I of the test. The Formula Sheet is also provided on the inside back cover for use in Section II of the test. Graphing calculators are NOT permitted on this test. If you use one, your score could be invalidated and result in a grade of “zero” for your final exam grade.**

If you are administering Physical Science, SAY:

**There is a Reference Sheet located on pages 3 and 4 of this test booklet. It consists of a formula page and the periodic table. You may refer to this sheet for Section I of the test. Both sides of the reference sheet will be found at the end of the test for Section II.**

**Be sure that the question number on the answer document matches the number on the test. Then mark your answer by filling in the circle on your answer document. Do not write your answers in the test booklet. If you do not know the answer to a question, skip it and go on. If time permits, you may return to questions in that section only. Do your best to answer every question.**

**If you need to change an answer on your answer document, be sure to erase your first mark completely. Do not make any stray marks on the answer document.**

**If you finish the section of the test you are currently working on, you may review your answers in that section ONLY. Do not go on to the next section of the test or return to a previous section. Doing so may result in the invalidation of your test and a grade of “zero” for your final exam grade.**

**Are there any questions?**

3. Answer any questions students may have.

Say:

**Now, we will review the practice test questions. The two practice test questions below are provided to show you what the questions in the test are like. Look at the back of your answer document. You will see the practice question bubbles at the top of the page. For each multiple-choice question, choose the one *best* answer and fill in the circle in the space provided on your *Student Answer Document* for the answer you have chosen.**

**Read and answer practice questions one and two now.**

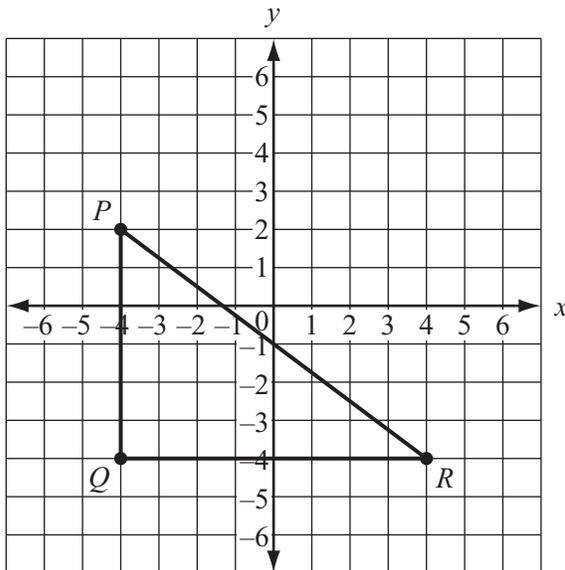
4. Allow time for students to read and answer practice questions P1 and P2. Review the practice items orally with students, using pages 19–26 for the appropriate subject.

## Mathematics I: Algebra/Geometry/Statistics

Practice Question 1

SAY:

**P1 Triangle PQR is shown on this coordinate grid.**



**What is the perimeter of  $\triangle PQR$ ?**

- A 21 units
- B 24 units
- C 26 units
- D 28 units

SAY:

**For practice question one, you should have marked choice B for the correct answer.**

Answer questions about P1.

Read practice question P2 aloud.

SAY:

**P2 Who is using a procedure that is MOST likely to result in a representative sample?**

- A Ben is choosing students who responded to a survey mailed to every student at his school.
- B Greg is phoning every voter in the community.
- C Mary is choosing names from a box that contains slips of paper with the names of every student at her school.
- D Janice is asking for people to call a radio station and give their opinion.

SAY:

**For practice question two, you should have marked choice C for the correct answer.**

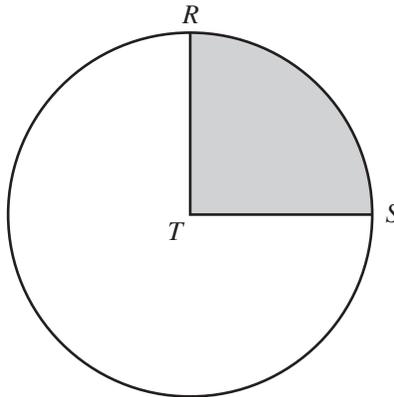
Answer questions about P2.

Mathematics II: Geometry/Algebra II/Statistics

Practice Question 1

SAY:

**P1** In this circle, the measure of  $\angle RTS$  is  $90^\circ$ . The radius,  $TS$ , is 10 inches.



What is the area, in square inches, of the shaded sector?

- A  $2.5\pi$
- B  $5\pi$
- C  $25\pi$
- D  $40\pi$

SAY:

**For practice question one, you should have marked choice C for the correct answer.**

Answer questions about P1.

Read practice question P2 aloud.

SAY:

**P2** The length of the diagonal of one face of a cube is 10 centimeters. What is the volume, in cubic centimeters, of the cube?

- A  $50\text{ cm}^3$
- B  $250\sqrt{2}\text{ cm}^3$
- C  $1000\text{ cm}^3$
- D  $2000\sqrt{2}\text{ cm}^3$

SAY:

**For practice question two, you should have marked choice B for the correct answer.**

Answer questions about P2.

## Physical Science

Practice Question 1

SAY:

**P1 How many atoms of carbon are in a single molecule of sugar ( $C_{12}H_{22}O_{11}$ )?**

- A 12**
- B 22**
- C 11**
- D 45**

SAY:

**For practice question one, you should have marked choice A for the correct answer.**

Answer questions about P1.

---

Read practice question P2 aloud.

SAY:

**P2 What force keeps the Moon in orbit around the Earth?**

- A nuclear**
- B electric**
- C gravitational**
- D magnetic**

SAY:

**For practice question two, you should have marked choice C for the correct answer.**

Answer questions about P2.

## Biology

Practice Question 1

SAY:

**P1 The control center for an animal cell is the**

- A brain**
- B nucleus**
- C chloroplast**
- D mitochondrion**

SAY:

**For practice question one, you should have marked choice B for the correct answer.**

Answer questions about P1.

---

Read practice question P2 aloud.

SAY:

**P2 Which of the following converts solar energy to chemical energy?**

- A plants**
- B rocks**
- C clouds**
- D animals**

SAY:

**For practice question two, you should have marked choice A for the correct answer.**

Answer questions about P2.

## Economics/Business/Free Enterprise

Practice Question 1

SAY:

**P1** An individual decides to pay \$8 to see a movie instead of buying an \$8 meal. What is the opportunity cost of the movie?

- A the \$8 paid to see the movie
- B the time spent watching the movie
- C the satisfaction received by going to the movie
- D the satisfaction missed by not eating the meal

SAY:

**For practice question one, you should have marked choice D for the correct answer.**

Answer questions about P1.

---

Read practice question P2 aloud.

SAY:

**P2** When the Federal Reserve buys government securities on the open market, what effect does this action have on the nation's money supply and aggregate demand?

- |   | <u>Money Supply</u> | <u>Aggregate Demand</u> |
|---|---------------------|-------------------------|
| A | increases           | increases               |
| B | increases           | decreases               |
| C | decreases           | increases               |
| D | decreases           | decreases               |

SAY:

**For practice question two, you should have marked choice A for the correct answer.**

Answer questions about P2.

## US History

Practice Question 1

SAY:

**P1** “...governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive to these ends, it is the right of the people to alter or abolish it, and to institute a new government...”

**This excerpt expresses the basic concept of which document?**

- A the Bill of Rights**
- B the Monroe Doctrine**
- C the Emancipation Proclamation**
- D the Declaration of Independence**

SAY:

**For practice question one, you should have marked choice D for the correct answer.**

Answer questions about P1.

---

Read practice question P2 aloud.

SAY:

**P2** **What was one effect of the Wagner Act (1935)?**

- A The number of factory workers declined dramatically between 1935 and 1945.**
- B Employers were prohibited from interfering in workers’ efforts to unionize.**
- C Laborers shifted their support from the Democratic Party to the Republican Party.**
- D Laborers in companies with more than 50 employees were prohibited from striking.**

SAY:

**For practice question two, you should have marked choice B for the correct answer.**

Answer questions about P2.

## Ninth Grade Literature and Composition

Practice Question 1

SAY:

**P1 William Shakespeare was born in Stratford, England, in 1564. It is generally believed that his birth date was April 23. Young William was the third of eight children. He probably went to the local school in Stratford starting at the age of seven. There he would have studied Latin and probably read the works of many outstanding ancient Romans.**

**The main purpose of this paragraph is to**

- A give some details about Shakespeare’s early life**
- B encourage people to learn more about Shakespeare’s works**
- C describe conditions in the town where Shakespeare was born**
- D explain how Roman authors influenced the works of Shakespeare**

SAY:

**For practice question one, you should have marked choice A for the correct answer.**

Answer questions about P1.

---

Read practice question P2 aloud.

SAY:

**P2 Which word in the sentence below is NOT correctly spelled?**

**Every early society developed its own myths, which were an important part of the culture.**

- A society**
- B developed**
- C important**
- D culture**

SAY:

**For practice question two, you should have marked choice C for the correct answer.**

Answer questions about P2.

## American Literature and Composition

Practice Question 1

SAY:

**P1** Sinclair Lewis, who lived from 1885 to 1951, wrote several well-known novels. In them, he attacked the weaknesses he saw in American society. *Main Street* is probably his most famous novel. In this work, Lewis described the dullness and lack of culture in a typical American small town. In another novel, called *Babbitt*, Lewis told the story of a small-city businessman. Babbitt could not break free from his role of a solid American citizen, no matter what he tried.

The main purpose of this paragraph is to

- A give information about the works of Sinclair Lewis
- B describe what is wrong with American society
- C encourage people to read more American literature
- D tell when Sinclair Lewis lived and wrote

SAY:

For practice question one, you should have marked choice A for the correct answer.

Answer questions about P1.

---

Read practice question P2 aloud.

SAY:

**P2** What is the BEST way to punctuate the sentence?

Emily Dickinson wrote her poetry while living in Amherst Massachusetts.

- A add a comma after *Dickinson*
- B add a semicolon after *poetry*
- C add a comma after *Amherst*
- D add a dash after *living*

SAY:

For practice question two, you should have marked choice C for the correct answer.

Answer questions about P2.

5. Ask students if they have questions about the practice items and answer procedural questions.

6. Say:

**When you begin the test, read each test question carefully and mark your answer in the space provided on your *Student Answer Document*. You will have 60 minutes to answer the test questions in section one of the insert name of the EOCT being administered End-of-Course Test. Stop when you reach the stop sign at the end of Section I. If you finish the section of the test early, you may review your answers in that section only. Do not go on to the next section of the test or return to a previous section. Doing so may result in the invalidation of your test and a grade of “zero” for your final exam grade. Do you have any questions about what to do or where to mark your answers? [Answer any procedural questions that the students ask.]**

**You may begin.**

7. Examiners and Proctors need to walk around the room during the test to make sure students are marking answers in the correct section.

8. When a minimum of 45 minutes have passed, if all students have stopped working on the test, say: **Please raise your hand if you need additional time to complete the test.** If no hands are raised, go to #10. If any student needs additional time, say: **Continue working**, and go to #9.

9. When 55 minutes have passed, say: **You have five minutes remaining to complete Section I.**

10. When all students have completed this section, or after 60 minutes have passed, say: **Please stop working. Close your *Student Test Booklet*.**

If completing test in one day,

SAY:

**Place your Student Answer Document inside your Student Test Booklet. You may now take a 5-minute break. You may stand and stretch. Your *Student Test Booklet* should remain closed on your desk. Please do not talk.**

At this time allow the students to stand and stretch for five minutes. Make sure that *Student Answer Documents* are inserted into the *Student Test Booklets* and that the test booklets are closed. After no more than five minutes, say:

**Please sit down, keep your *Student Test Booklet* closed, and wait quietly as we get ready to move on to Section II.**

If completing test in two days,

Collect the *Student Test Booklets*, checking that the student’s full name is written on the front cover of the test booklet **before** taking it. Then collect the *Student Answer Document* from each student followed by all scratch paper. Do not have students place *Student Answer Documents* inside the *Student Test Booklets*. Count the test materials **before** the students are allowed to leave the testing site.

## Section II

Estimated time: 45-60 minutes

*If completing test in two days,*

Make sure that all desks are cleared and distribute the *Student Test Booklets* and *Student Answer Documents*. Make sure each student receives his or her own *Student Test Booklet* and his or her own *Student Answer Document*. After all students have their materials, say to the students:

1. Say:

**Now you will take Section II of the insert name of the EOCT being administered End-of-Course Test. You will have 60 minutes to answer the test questions in Section II. If you finish before time is called, you may check your work in Section II ONLY.**

For Mathematics I, Mathematics II, and Physical Science Tests Only:

Say:

**If you need to reference the Formula Sheet (Mathematics I, Mathematics II) or Reference Sheet and Periodic Table (Physical Science) during Section II of the test, turn to the inside back cover of your test booklet. You may not return to Section I of the test booklet. Doing so may result in the invalidation of your test and a grade of “zero” for your final exam grade.**

**When you are finished, close your *Student Test Booklet*, place your *Student Answer Document* on your *Student Test Booklet*, and sit quietly or read a book. Now, take out your *Student Answer Document* and make sure you begin with the first question in Section II. Open your test booklet to the beginning of Section II.**

**You may begin.**

Walk around the room to make sure students are beginning at the correct page in the test booklet and correct place on the answer sheet.

2. During testing, Examiners and Proctors need to walk around the room to make sure students are marking their answers in the correct section.
3. When a minimum of 45 minutes have passed, if all students have stopped working on the test, say: **Please raise your hand if you need additional time to complete the test.** If no hands are raised, go to #5. If any student needs additional time, say: **Continue working**, and go to #4.
4. When 55 minutes have passed, say: **You have five minutes remaining to complete Section II.**
5. When all students have completed this section, or after 60 minutes have passed, say: **Please stop working. Close your *Student Test Booklet*.**

## POST-TEST ACTIVITIES

### CODING STUDENT INFORMATION

Federal and State regulations require accurate coding of student demographic information. Each Test Examiner is responsible for the accurate coding of student information on the front of the answer document.

On the front of each *Student Answer Document*:

1. Verify that the student has written the student name and date of birth as well as the school and system names in the section at the top of the answer document. Also verify that the form number has been completed and gridded correctly.
2. For answer documents without labels, verify that the student has correctly completed the following sections and has darkened the appropriate circles for each section: Date of Birth, Ethnicity and Race, Student FTE and GTID Numbers, Grade, Gender, Student's Last Name, First Name, and Middle Initial.
3. Complete the *For Teacher Use Only* section of each *Student Answer Document*.

Check each *Student Answer Document* to make sure that it is free of stray marks. Return ALL test materials to the School Test Coordinator as described on page 32.

### COMPLETING THE “FOR TEACHER USE ONLY” SECTION

Use the State Required Code (SRC) section on the *Student Answer Document* to code students with disabilities and ELL students. Students with disabilities must have a current IEP or IAP on file.

Complete the “For Teacher Use Only” area of the answer document as follows:

- If the student has a State Required Code (SRC), it must be indicated on the answer document under SRC.
- Under “Accommodations” mark the appropriate bubble ONLY if the student was provided accommodations for the assessment. Also indicate the type of accommodation and if the accommodations are based on an IEP, IAP, or ELL/TPC plan and the type of accommodation (Scheduling, Setting, Response, Presentation). If no accommodations were provided, leave this section blank.
- If the accommodations provided resulted in a conditional administration based on an IEP, IAP, or ELL/TPC, darken the bubble next to “The accommodation resulted in a conditional administration.” (See accommodations chart on page 8 of this manual.)
- If the student took a Braille or Large Print version of the test, indicate in the appropriate bubble.
- Bubble “PTNA” (Present – Test Not Attempted) if the student was present for the test but did not attempt to answer any questions.
- **Do not** mark in the area designated State Directed Use (SDU A and SDU B).

## SRC Codes

<u>Category</u>	<u>Code</u>
Visual Impairments .....	.01
Deaf/Hard of Hearing .....	.02
Deaf/Blind.....	.03
Specific Learning Disabilities.....	.04
Mild Intellectual Disabilities.....	.05
Traumatic Brain Injury .....	.06
Moderate/Severe/Profound Intellectual Disabilities .....	.07
Autism.....	.08
Orthopedic Impairments .....	.09
Speech/Language Impairments.....	.10
Emotional and Behavioral Disorders .....	.11
Other Health Impairments.....	.12
English Language Learner (ELL) .....	.13
Section 504 Plan .....	.14
Title I Reading (Targeted Assistance Only) .....	.16
Title I Mathematics (Targeted Assistance Only).....	.17
Migrant .....	.18
English Language Learner – Monitored .....	.19

The accommodations recommended **should be consistent with the adaptations or accommodations used in the student’s current instructional program.**

Multiple SRCs may be coded:

- One primary code (01–12, 14)
- Any of the codes 13, 16, 17, 18, or 19 that apply

If you have questions regarding coding students with disabilities, please contact your School Test Coordinator.

## COMPLETING THE *CLASSROOM IDENTIFICATION SHEET*

It is critical to the reporting process that this sheet is coded properly and that it is submitted with the *Student Answer Documents* for that group. Use a #2 pencil to complete the form as follows:

- Complete the box at the top of the form with the Teacher, School, and System Name.
- In the “Subject Area” section, darken the circle next to the subject area you are testing. Grid only one subject area per *Classroom Identification Sheet*.
- In the section for “Teacher’s Name,” print the Teacher’s or Examiner’s last name or whichever title you use for this group, starting in the first box on the left. Darken the corresponding circles under the letters. The name printed and gridded here will be the name at the top of the report for each group of students.
- NOTE: If a teacher teaches more than one class of a course requiring an EOCT and the school wishes to have separate reports for each class, a *Classroom Identification Sheet* may be completed for each class. To identify the classes, the teacher will need to add a letter at the end of the Teacher Last Name. For example: JonesA and JonesB would separate the two classes taught by Anna Jones.
- The System and School Number has been pre-printed on the form. If you find an error in the school/system code, please complete a new form with the correct information. Darken the corresponding circles under the numbers you printed. It is important that this information be accurate. (See note below.)
- Print the number of completed answer documents to be included with the *Classroom Identification Sheet*. The number should be right justified. For example, if the count contains 25 answer documents, starting in the box on the left, fill in 0-0-2-5. Complete this section by darkening the corresponding circles under their numbers printed in the boxes.

Note: For testing sites reporting multiple system/school codes (i.e., Georgia Network for Educational and Therapeutic Support (GNETS) programs, alternative schools), multiple header sheets will be needed. Blank header sheets have been provided for this purpose. Only one system/school code can be used per header sheet. If there are questions, please see the School Test Coordinator.

## RETURNING MATERIALS TO THE SCHOOL TEST COORDINATOR

Examiners must return all testing materials to the School Test Coordinator, including:

- Used and unused *Student Answer Documents*
- Used and unused *Student Test Booklets*
- Scratch paper
- Completed *Classroom Identification Sheet*
- *Examiner's Manuals*

Return materials as designated in the box below.

<b>Top of stack</b>
Any <i>Student Answer Documents</i> that cannot be scanned or any damaged <i>Student Answer Documents</i> . Mark the item VOID and include a letter of explanation with each document.
Completed <i>Classroom Identification Sheet</i>
Completed <i>Student Answer Documents</i>
<i>Examiner's Manuals</i>
All used <i>Student Test Booklets</i>
All unused <i>Student Test Booklets</i>
All unused <i>Student Answer Documents</i>
Scratch paper
<b>Bottom of stack</b>

**IMPORTANT NOTE:** The *Classroom Identification Sheet* must be filled out in its entirety. It is critical that it is placed on top of each group of completed *Student Answer Documents*.

### REMINDER

**All EOCT *Student Test Booklets* and *Student Answer Documents* are secure materials and may not be copied or duplicated in any way or retained in the school after testing is completed.**

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE WITH THE  
ADMINISTRATION OF THE EOCT.**

## CHECKLIST FOR TEST EXAMINERS

### Before testing:

- \_\_\_\_\_ Read all directions for test administration in this *Examiner's Manual*.
- \_\_\_\_\_ Attend training session with the School Test Coordinator to review the testing schedule and procedures.
- \_\_\_\_\_ Secure No. 2 pencils and scratch paper.
- \_\_\_\_\_ Secure needed information from the School Test Coordinator in order to correctly complete State Required Coding (SRC) for each student.
- \_\_\_\_\_ Inventory/count/document test materials received from the School Test Coordinator.

### During testing:

- \_\_\_\_\_ Post a "Testing—Do Not Disturb" sign on your classroom door.
- \_\_\_\_\_ Write the school and system names, and EOCT to be tested on the chalkboard.
- \_\_\_\_\_ Be sure that all students have a comfortable and adequate workspace.
- \_\_\_\_\_ Monitor students' handling of *Student Test Booklets* and *Student Answer Documents* to keep the documents in good condition.
- \_\_\_\_\_ Examiners should not be reviewing test questions while the test booklets are in their possession.

### After testing:

- \_\_\_\_\_ Verify that you have collected a *Student Test Booklet* and *Student Answer Document*, for every student in your classroom.
- \_\_\_\_\_ Collect any scratch paper used. Ensure student names are on the scratch paper.
- \_\_\_\_\_ Check to see that the *Student Answer Documents* are properly marked and are in good condition.
- \_\_\_\_\_ Complete the section labeled *SRC/For Teacher Use Only* on the *Student Answer Document*. Verify that the student demographics and school identifying information have been completed accurately.
- \_\_\_\_\_ Sort any test materials that need special handling. Include an explanatory note with each damaged *Student Answer Document*.
- \_\_\_\_\_ Return all test materials to the School Test Coordinator at the conclusion of every test administration.
- \_\_\_\_\_ At the end of each testing session, return materials to the School Test Coordinator as instructed.







Manual, EOCT 2010–2011,  
Examiners



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