



GEORGIA
HIGH
SCHOOL
WRITING
TEST

Tuesday, September 27, 2011 (Main Administration)
Wednesday, September 28, 2011 (Make-Up)

System/School Coordinator's Manual

Important Notice to All Examiners

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

- 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;
- Coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- Makes answers available to examinees;
- 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, or after testing;
- Uses the secure test booklets for any purpose other than examination;
- Participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Failure to safeguard these materials or to comply with the test administration procedures could adversely affect an individual's certification status. Such practices will be reported to the Georgia Department of Education and the Educator Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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I. INTRODUCTION

Section 20-2-281 of the Official Code of Georgia Annotated (O.C.G.A.) requires that writing assessments be administered to students in grades 3, 5, 8, and 11. The State Writing Assessment Core Development and Advisory Committees assisted the Georgia Department of Education (GaDOE) in developing the writing component of the student assessment program. The committees were composed of educators with expertise in the instruction of writing skills and writing assessments. There were eight committees – a Core Development and Advisory Committee for each grade level (3, 5, 8, and 11). The goal of the Writing Assessment Core Development and Advisory Committees and GaDOE is to create developmentally appropriate assessment procedures to enhance statewide instruction in the language arts. Statewide writing assessments serve the purpose of improving writing and writing instruction.

In the Grade 3 Writing Assessment and the Grade 5 Writing Assessment, student writings provide diagnostic feedback to students, parents, and teachers concerning individual student writing performance. The Grade 8 Writing Assessment provides predictive information to eighth graders about their future writing performance in advance of taking the Georgia High School Writing Test (GHSWT). The GHSWT is administered to eleventh grade students to measure achievement in the area of writing as a part of the Georgia High School Graduation Tests. Students must pass the GHSWT as one requirement for receiving a Georgia high school diploma. School systems are responsible for notifying students and parents of the requirements for obtaining a high school diploma. This manual provides instructions for administering the GHSWT. **Read this manual completely before proceeding with any plans.** If you have questions about the instructions, please contact your System Test Coordinator.

System Coordinators

As System Coordinator, it is your responsibility to instruct School Coordinators regarding appropriate administration procedures, to maintain security of test materials, to distribute the materials to the schools under your jurisdiction, to collect the materials after tests have been administered, and then forward the completed Answer Documents for scoring to the Georgia Center for Assessment (GCA), University of Georgia. You also should familiarize yourself with the information in the *Examiner's Manual*.

School Coordinators

This manual provides information to assist in implementing the testing program in each school. **Read this manual completely before proceeding with any plans.** If you have questions regarding the testing program or the instructions contained herein, please contact your System Test Coordinator.

II. TESTING DATES

Tuesday, September 27, 2011	Main Administration
Wednesday, September 28, 2011	Make-Up for Absentees Only
October 5, 2011	Answer Documents due at GCA
November 10-17, 2011	GHSWT results will arrive in systems

The intended purpose of the make-up day is to administer the test to students who are absent on the regularly scheduled date. The make-up day is not an alternative testing date for students whose activities conflict with the regular test administration day.

III. STUDENTS TO BE TESTED

This administration of the GHSWT is for fall 11th graders, 12th graders who have failed previous administrations of the GHSWT, and 12th graders who enrolled after the summer administration of the GHSWT. Eligible students also include those who have left school with a High School Certificate or Special Education Diploma. Students who failed the GHSWT as 11th graders in the 2006-2007 school year or earlier should be assigned the QCC prompt.

Students with disabilities and English Language Learner (ELL) students for whom English is the second language must participate in the assessment. When an Individualized Education Program (IEP) team determines that a student at any grade level is not able to participate in any local or state-mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decisions for that student. **ELL students in their first year (12 months) of enrollment in a U. S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.** Considerations for testing students with disabilities are listed in the *Examiner's Manual* and the *Student Assessment Handbook*.

Students who have **no** means of written communication sufficient to complete the GHSWT due to a severe physical disability may apply for a waiver from the GHSWT graduation requirement (Rule 160.3-1.07) through the Department of Education. All waivers must be approved by the State Board of Education. Procedures to apply for a waiver can be found in the *Student Assessment Handbook* (160-1-3.09).

Accommodations

English Language Learner students and students with disabilities may need testing accommodations in order to participate in statewide assessments. For students with disabilities, the specific accommodations needed should be identified in the student's IEP or IAP, and they should be consistent with the adaptation or accommodation used in the student's current instructional program. For ELL students, the Test Participation Committee should meet prior to testing to determine specific accommodations for each student. Only state approved accommodations found in the Student Assessment Handbook may be used on the GHSWT. Should an individual require a more expansive accommodation, approval must be obtained from the GaDOE at least one month in advance of the assessment (http://www.gadoe.org/ci_testing.aspx). Please contact Melissa Fincher at 404-651-9405 or mfincher@doe.k12.ga.us regarding such requests.

Standard Accommodations for ELL Students

Setting Accommodations (S):

- ESOL classroom
- Small group
- Preferential seating
- Individual or study carrel
- Individual administration

Presentation Accommodations (P):

- Explain or paraphrase the directions for clarity (in English only)
- Color overlays or templates
- Reading the prompt in English only
- Repetition of directions in English only

Response Accommodations (R):

- Word-to-word dictionary **for students taking the GPS version of the GHSWT only**

Scheduling Accommodations (SC):

- Frequent monitored breaks
- Extended time

Standard Accommodations for Students with Disabilities

Setting Accommodations (S):

- Special education classroom
- Special or adapted lighting
- Small group
- Preferential seating
- Sound field adaptations (e.g., listening devices)
- Adaptive furniture
- Individual or study carrel
- Individual administration
- Test administered by certified educator familiar to student

Students who have a temporary physical impairment (e.g., broken arm or hand) that prevents production of a handwritten response should have testing delayed until the next regularly scheduled administration. Eligible students may be provided accommodations based on a Section 504 Plan to allow participation in the assessment.

Standard Accommodations for Students with Disabilities (continued)

Presentation Accommodations (P):

- Large print
- Sign the directions
- Sign the test questions (prompt)
- Explain or paraphrase the directions for clarity (in English only)
- Braille
- Color overlays, templates, or place markers
- Oral reading of test questions (prompt) in English only by reader or assistive technology
- Low vision aids (e.g., CCTV, magnifying equipment)
- Repetition of directions (in English only)
- Materials presented with contrast and tactile cues
- Audio amplification devices or noise buffer/listening devices

Response Accommodations (R):

- Technology applications, such as Braille, word processor, or other communication device with all grammar and spell check devices disabled
- Braille writer
- Scribe
- Adaptive writing tools (e.g., pencil grips, large diameter pencil)

Scheduling Accommodations (SC):

- Frequent monitored breaks
- Optimal time of day for testing
- Extended time

See the *Student Assessment Handbook* for information on testing students with disabilities. Call the Assessment Administration Division, Georgia Department of Education, (404) 656- 2668, if you need clarification. **(See specific instructions in the Examiner’s Manual for using barcode labels and coding students with an SRC.)**

STATE REQUIRED CODING (SRC)

It is the responsibility of the system or school to grid the codes for eligible students with disabilities, English Language Learner (ELL) students, Title I students, and migrant students in the State Required Code (SRC) section of the Answer Documents. These codes are as follows:

<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	16
Title I Mathematics	17
Migrant	18
English Language Learner – Monitored (ELL–M)	19

State-Directed Use

Please note the addition of the State-Directed Use Only Box on the Answer Document. The first two columns of the State-Directed Use Only (SDU A) section are to be used by Georgia Network for Educational and Therapeutic Support (GNETS) programs to report their facility’s assigned identification code. The GNETS codes are listed on page 9. The two-digit code should be marked for all students who are served at a GNETS facility. This information is being collected in order to provide summary reports to each program. The last columns (SDU B) of this section are reserved for reporting testing irregularities. When System Test Coordinators communicate with the program manager in the Assessment Administration Division at the Georgia Department of Education to report irregularities, instructions for coding in this section will be provided. Note: Only System Test Coordinators should complete this section for testing irregularities.

Should a testing irregularity occur during test administration, contact your System Test Coordinator to report the irregularity. The System Test Coordinator will document the situation on the System Test Coordinator Testing Irregularities Documentation Form.

Some situations may result in the invalidation of the student’s work and/or reporting to the Professional Standards Commission. GaDOE staff will provide guidance in these situations for proper documentation and reporting.

Codes for GNETS Programs

These codes should be used in the first column of the State-Directed Use (SDU A) box for any student being served in a GNETS facility.

Program Name	State-Directed Code
Alpine Program	01
Burwell Program	02
Cedarwood Program	03
Coastal Academy Program	04
Coastal Georgia Comprehensive Academy	05
Mainstay	06
DeKalb-Rockdale Program	07
Elam Alexander Academy	08
Flint Area Learning Center	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24

Once Answer Documents are submitted for scoring, coding cannot be changed. Accurate coding is critical for correct reporting of test data.

IV. DESIGNATING SCHOOL COORDINATORS

A School Test Coordinator should be designated for each school. If one has not been appointed, contact the school principal to determine who would best serve in that position.

The School Test Coordinator is responsible for implementing the program at his/her school, for verifying that prescribed administration procedures are followed, and for maintaining test security. School Test Coordinators should have a complete orientation to

all testing procedures and should, in turn, see that all Examiners and Proctors in their schools are given an orientation.

When more than 30 students are to be tested in one room, the assistance of a Proctor is required. At least one Proctor is required for each additional 30 students. If students are tested in groups of 30 or less, a Proctor is highly recommended. Proctors must be trained in appropriate test procedures before testing begins.

V. TEST SECURITY

The writing assessment materials are secure test documents. Tests should be kept under lock and key except during actual administration. During the actual test administration, test materials must remain in the testing room. **Examiners must account for all testing materials BEFORE dismissing students from the testing room each day.** The actual tests should be delivered to the Examiners as close to the testing date and time as possible. This will ensure that testing materials remain secure. REMINDER: All administered prompts are test secure materials. The prompts are not to be shared with anyone or reproduced in any fashion. The prompts are not to be used as practice writing assignments for students.

It is recommended that students in each testing room sign a roster. The roster should be checked by the examiner for accuracy. **Students caught cheating may have their scores invalidated. Contact the System Test Coordinator if cheating is suspected.**

VI. TEST MATERIALS

System Coordinator Responsibilities

Destroy any writing topics, manuals, and Answer Documents from previous years. USE ONLY MATERIALS IN YOUR CURRENT SHIPMENT. Quantities are based on enrollment figures supplied by your system during the ordering process. **The ordering process is important to ensure that schools receive the proper number of writing topics.** If additional materials are needed, order online via SchoolHouse at www.schoolhouse.ncs.com. Use the packing list to verify the following contents.

School Coordinator Responsibilities

The System Coordinator should provide an adequate supply of test materials for each school. Inventory materials upon receipt. If short of any items, contact the System Test Coordinator immediately. The following should have been received:

1. ***System/School Coordinator's Manual.*** Each School Coordinator should receive a copy of this manual which contains instructions for implementing the testing program at the school level.
2. ***Examiner's Manuals.*** Each Examiner should receive a copy of the manual. Any extra manuals should be supplied to Proctors.

3. **Writing Topic Page.** Each student will receive one Writing Topic Page. The shrink-wrapped package contains 25 or 5 Writing Topic Pages – one for each student. There are two GPS writing topics, one for the main administration and one for the make-up administration. GPS topics should be distributed to all 11th grade first time test takers, 12th graders who failed the GHSWT during the 2007-08 school year, and 12th graders who enrolled after the summer administration of the GHSWT. A QCC writing topic is provided for students who failed the QCC version of the GHSWT as 11th graders during the 2006-07 school year or earlier.

Writing Topics

GPS Prompts

- Main Administration: Form 128 **(on lavender paper)**
- Make-up Administration: Form 125 **(on yellow paper)**

QCC Prompt

- Form 045

4. **Planning/Prewriting Page.** This unlined page is for any type of prewriting activity. The shrink-wrapped package contains 25 or 5 sheets – one for each student.
5. **Drafting Page.** This lined page is provided for writing the initial draft. The shrink-wrapped package contains 25 or 5 sheets – one for each student.
6. **Answer Document.** These scannable Answer Documents are for recording demographic information and writing the final draft. There should be one for each student being tested. The shrink-wrapped package contains 25 or 5 Answer Documents.
7. **Barcode Labels for Answer Documents.** All systems will receive barcode labels to pre-identify student demographic information. Please read the detailed instructions in the *Examiner's Manual* for use of these labels.
8. **Unused labels.** School Test Coordinators should retain all unused labels with the school test documentation records.
9. **School Building Answer Document Transmittal Forms.** There should be a transmittal form for each school. It is pre-coded with your system and school number. Please verify that the code is correct. Each School Coordinator should be provided a form with the correct school code.

Items 3, 4, and 5 are packaged together.

Reminder: For special programs (GNETS programs, alternative programs, etc.), a separate header sheet must identify each school where students are reported as FTE. School codes of 6XXX should not be used.

Take time to review all materials, especially the *Examiner’s Manual*. Pens are not provided; have students bring a blue or black ink pen and a No. 2 pencil to testing. Pens are needed for the final draft of the GHSWT.

VII. PREPARING FOR THE TEST ADMINISTRATION

The GHSWT is to be administered at 9:00 a.m. (or as close to that hour as possible) on **Tuesday**, September 27, 2011. The make-up administration is **Wednesday**, September 28, 2011. There will be no extension of this testing window; students unable to test in the window must wait until the next scheduled test administration. The total administration time for the writing test will be between one hour fifty minutes and two hours (this includes distribution and completion of Answer Documents, Writing Topic Pages, Prewriting Pages, and Drafting Pages). Smaller groups of students will require less time for the distribution of materials. **Students are allowed a maximum of 100 minutes of writing time. Extra time is not allowed unless specified in a student’s IEP, IAP, or ELL/TPC plan.** See the test administration schedule below. If, however, ALL students finish before the time is over, the Examiner should conclude the test period.

REMEMBER: Students will manage their time better if informed of the general limits. It is equally important not to keep students sitting restlessly in the testing room if the group finishes early. Please plan for these various contingencies.

TESTING SCHEDULE

	Minutes										
Distribute Answer Documents	5-10										
Complete Answer Documents	10										
Distribute Topic, Prewriting, and Drafting Pages	5-10										
<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 80%;">Planning/Prewriting</td> <td style="text-align: right; vertical-align: bottom;">15</td> </tr> <tr> <td>Drafting</td> <td style="text-align: right; vertical-align: bottom;">35</td> </tr> <tr> <td>Revising and Editing</td> <td style="text-align: right; vertical-align: bottom;">25</td> </tr> <tr> <td>Final Draft</td> <td style="text-align: right; vertical-align: bottom;">20</td> </tr> <tr> <td>Proofreading</td> <td style="text-align: right; vertical-align: bottom;">5</td> </tr> </tbody> </table>		Planning/Prewriting	15	Drafting	35	Revising and Editing	25	Final Draft	20	Proofreading	5
Planning/Prewriting	15										
Drafting	35										
Revising and Editing	25										
Final Draft	20										
Proofreading	5										

Students unable to test on the established dates (main or make-up administrations) must wait until the next scheduled test administration. Avoid scheduling a test after an assembly or special event, and make certain testing schedules are cleared with the administration.

ANNOUNCEMENT OF TESTING

Advance announcements should be made to students about the date and the purpose of the test. **If it is not the usual procedure to furnish pens and pencils, students should be asked to bring two No. 2 pencils with erasers and a blue or black ink pen. The**

final draft must be written in pen. It is important to give all classroom teachers advance notice of the scheduled assessment date so they may adjust lesson plans and personal schedules.

DO NOT tell students to bring their own scratch paper. All extra paper students use must be provided by the Examiner. Remind students that references (of any kind), study materials, and correction fluid are not permitted.

ENVIRONMENT

To prevent confusion, arrangements for rooms and seating should be completed prior to the time of test administration. Each school determines whether large or small group (classroom) administration will better meet its needs. Either method is satisfactory, provided sufficient staff is assigned to conduct a smooth administration and maintain the integrity of the testing situation.

Students should be seated so that each person has enough room to take the test. Writing surfaces should be large enough to accommodate a Writing Topic Page and an Answer Document. Seating should be arranged so that students will not be tempted to copy other students' responses. It is desirable to maintain as normal a classroom situation as possible, but special provisions should be made to ensure a quiet environment. Hanging a "Do Not Disturb—Testing" sign on the door is recommended.

EXAMINERS AND PROCTORS

Prepare a list of Examiners and record the amount of materials each will require. Certified staff must be designated as Examiners. It is recommended that professional staff serve as Proctors. Examiners and Proctors should receive training in proper assessment procedures.

When more than 30 students are to be tested in one room, the assistance of a Proctor is required. At least one Proctor is required for each additional 30 students. If students are tested in groups of 30 or less, a Proctor is highly recommended. Duties that may be assigned to Proctors are given in the *Examiner's Manual*.

Meet with the Examiners and Proctors to acquaint them with the testing program and the materials. Examiners should receive a copy of the *Examiner's Manual* and have an opportunity to review it prior to the day of testing. A simulated administration would help familiarize Examiners with procedures and reveal possible problems.

Remind Examiners and Proctors about the need to use the correct packages of materials for each testing session and that dictionaries and other study aids are not allowed for the GHSWT. **EXCEPTION: ELL students taking the GPS version of the GHSWT may use a word-to-word translation dictionary if indicated in their ELL/TPC Plan.** Any electronic devices that could allow students access to information (e.g., cell phone, PDA, calculator, etc.) are not permitted in the testing area.

Emphasize with the Examiners the importance of using only current materials. **Examiners must NOT use old Answer Documents even in emergency situations. Any**

old Answer Documents in their possession should be returned to the System Test Coordinator.

VIII. DISTRIBUTION OF TEST MATERIALS

System Coordinators

Remember that the Georgia Writing Assessments are secure materials. Writing topics should not be distributed to anyone for viewing prior to the time of testing. Test materials should be prepared for distribution to School Test Coordinators well in advance of the administration dates. This can lessen the possibility of errors and shortages. A systematic way for each School Test Coordinator to receive the materials should be developed. Basic distribution procedures should include the following:

1. Assemble the materials for each school as early as possible in order to verify needed quantities for each form of the test. **You should break open shrink-wrapped materials in order to inventory items and to provide accurate quantities to schools.**
2. When all test materials for a school have been assembled, make certain to include the appropriate School Building Answer Document Transmittal Form.
3. Keep a record of all materials sent to each school. The Inventory Control Form can be used for this purpose. Materials should be verified and signed for by the School Test Coordinator.
4. Take time to review all instructions, including those in the *Examiner's Manual*.

School Coordinators

Test materials should be prepared for distribution to the Examiners well in advance of the administration date. This can lessen the possibility of errors and shortages. **A systematic way for each Examiner to receive materials should be developed.** The materials should be distributed to Examiners on the day of testing, and a check should be made at this time to assure the supply is adequate.

Keep track of the number of *Examiner's Manuals*, Writing Topic Pages, and Answer Documents each Examiner receives so that amounts can be reconciled after testing is completed. Examiners should account for any discrepancies.

Each Examiner should receive an *Examiner's Manual* prior to the day of testing. On the day of testing, classpacks should be distributed, along with extra pens and pencils. Examiners also should have a timing device and a "Testing—Do Not Disturb" sign.

IX. MONITOR TESTING

The **System Test Coordinator** should visit in the schools during testing to ensure that appropriate procedures are followed. In particular, observe if test security is being maintained, if good testing conditions have been established, and if Examiners are adhering to guidelines and directions in the *Examiner's Manual*. Encourage School Test Coordinators, Principals, and other designated persons to monitor testing sites in their buildings. Remind School Test Coordinators of the following:

- The deadline for return of Answer Documents must be observed.
- To avoid delays in processing the system's Answer Documents, remind School Test Coordinators to verify counts recorded on Transmittal Forms and to double-check Answer Documents for stray marks, double grids, use of correction fluid, and incomplete names or other identifying information.
- **There is a Form Number on the front of each Writing Topic Page. IT IS ESSENTIAL THAT STUDENTS ENTER AND GRID THIS NUMBER ON THEIR ANSWER DOCUMENTS. See the *Examiner's Manual* for detailed instructions.**

School Coordinators should arrange to monitor the testing sessions if other staff are conducting the testing. If there are multiple testing rooms, the Coordinator and some other responsible person(s) (such as the Principal and/or Assistant Principal) should visit the testing sites to make certain testing is proceeding smoothly and in accordance with directions outlined in the *Examiner's Manual*. Be certain visits include any special sites where students with disabilities and/or ELL students are being tested.

X. PREPARATION OF ANSWER DOCUMENTS

Examiners should pay close attention to the directions in the *Examiner's Manual* regarding preparation of Answer Documents. Lack of information or improper coding of Answer Documents results in time lost at the scoring facility and/or inaccuracies in score reporting. Each item requested is necessary for analysis and reporting of accurate information.

ANSWER DOCUMENT DATA

Information requested on page 1 of the Answer Document must be accurately completed. Some of the requested information also needs to be gridded.

BARCODE LABELS (Student Demographic Information)

All systems will receive barcode labels to pre-identify demographic information on student Answer Documents. Please follow these instructions carefully:

- Verify that the information printed is accurate (System name, System ID, School name, School ID, Teacher name, Student name, GTID number, Student FTE number, and SRC Code). If any errors are found, document both the incorrect and correct information, and notify the School Test Coordinator. **If information on the**

barcode label is incorrect or missing, labels should not be used. Unused labels should be returned to the School Test Coordinator.

- All information included in the barcode label is not visible. Only specified fields may be seen on the label, as indicated above. Demographics including Ethnic Group, Gender, and Date of Birth are included in the barcode label and should NOT be bubbled on the Answer Document. Student demographic information on the barcode label will override any hand-bubbled information. **EXCEPTION: The State Required Code (SRC) is also included in the barcode label but the SRC code SHOULD be bubbled on the Answer Document.**
- Place ALL correct labels on page 1 of the student Answer Documents (see sample on page 22 of this manual). **If a printed label is received for a student enrolled at the time of testing, it MUST be used for the test administration unless information on the label is missing or incorrect.**
- Retain any unused labels with the School Test Coordinator's test documentation files. It is recommended that barcode labels be retained until the results are received. At that time, the labels may be destroyed.
- If the student is new to the system/school, or for any other reason does not have a barcode label, the examiner should complete a new Answer Document, following the instructions in the *Examiner's Manual* to fill in the student demographic information. All fields should be completed accurately (Student FTE, GTID, Ethnic Group, Gender, First Name, Middle Initial, Last Name, Date of Birth). Examiners should have a list of student FTE and GTID numbers available prior to testing.
- For students without barcodes, all information must be hand-entered.
- The "For Teacher Use Only" area will be used for students identified by state required codes. This area should be completed by the Examiner after testing is completed for ANY student who has an SRC code. The SRC code is embedded in the barcode label; however, the information in the "For Teacher Use Only" area should be bubbled for ANY student with an IEP, IAP, or an ELL/TPC Plan. Be certain to complete the Accommodations section if accommodations were provided for the assessment. In addition, if applicable, indicate that the accommodations resulted in a conditional administration (see sample on page 22). Also, indicate the nature of the accommodations by bubbling in the circles labeled (S) indicating setting; (P) indicating presentation, (R) indicating response, and (SC) indicating scheduling (see page 7).
- **If a student received an ELL deferment, mark the ELL Deferred bubble.** ELL students in their first year (12 months) of enrollment in a U. S. school may receive a one-time deferment if their proficiency in English indicates that testing is not in the best educational interest of the student.

- If a student was present for the test administration but did not attempt to write, mark the PTNA bubble. **NOTE: If students attempt to write, the PTNA bubble should not be marked.**
- Examiners must be certain that students receive the correct Answer Document and writing prompt for testing.

State Required Codes (SRC)

The SRC code is to be used for special coding of Answer Documents for students with disabilities or ELL students. All students identified as special education, Section 504, or ELL, or students who are eligible for Title I Reading, Title I Math, or Migrant services must be coded in the SRC box (see page 8 for SRC codes). The SRC is embedded in the barcode label; however, the information should also be bubbled for ANY student with an SRC code. If students receive accommodations during test administration, mark the appropriate bubble (IEP, Section 504 IAP, or ELL/TPC) on the Answer Document. Also, mark the bubble indicating the nature of the accommodation. If the student received no accommodations during test administration, leave this area blank, but mark the appropriate SRC. Mark the bubble indicating that the administration resulted in a conditional administration if applicable. **All students who are identified with an SRC should be marked appropriately in the SRC box and in the Accommodations box.**

Accommodations

There is an accommodations section on page 1 of the Answer Document. If a student received accommodations, mark the bubble for IEP, Section 504 IAP, or ELL/TPC. If appropriate, indicate that the accommodations resulted in a conditional administration of the test. A list of approved accommodations appears in the Student Assessment Handbook (SAH). Accommodations not listed must be pre-approved by GaDOE.

Form Number

There is a Form Number on the front of each Writing Topic Page. IT IS ESSENTIAL THAT STUDENTS ENTER AND GRID THIS NUMBER ON THEIR ANSWER DOCUMENTS.

Student GTID/FTE Numbers

The state will make every effort to aid systems in keeping track of student scores, but use of ID numbers is essential. A list of GTID and FTE numbers should be available to use for verification of barcode labels and to hand-bubble Answer Documents with no label.

XI. TEST ADMINISTRATION INSTRUCTIONS

School Coordinators, Principals, or others who may be designated should monitor all sites in the school where testing is conducted. Any irregularities in procedures should be documented and reported to the System Test Coordinator immediately. Any test administration problems should be documented and reported.

Examiners should be observed to make certain they are following all directions in the *Examiner's Manual*, using appropriate materials, and observing guidelines for tasks such as test security, timing of test sections, and answering student questions. If Examiners are working in test rooms without Proctors, arrangements should be made to give short breaks to Examiners.

Make certain that the GHSWT is administered in one sitting. Students should not be allowed to work on their compositions outside the testing room or outside the regular testing schedule.

COMPLETED ANSWER DOCUMENTS MAY NOT BE COPIED IN PART OR IN WHOLE EITHER MANUALLY OR BY MACHINE. Examiners or others should not make marks or notations on the Answer Documents other than to write "VOID" on any documents that are not to be scored.

XII. PROCEDURES AFTER ADMINISTRATION OF THE TESTS

Upon completion of the administration of the GHSWT, all materials – used and unused – must be returned to the School Test Coordinator.

1. Examiners must account for all test materials. School Test Coordinators should resolve any discrepancies with Examiners.
2. All used and unused test materials should be packaged and returned to the location designated by the System Test Coordinator.

XIII. ASSEMBLING AND RETURNING COMPLETED ANSWER DOCUMENTS

The following are procedures for the **School Test Coordinator** for assembling and returning the completed Answer Documents to the System Test Coordinator.

1. **Check Student Identification Information.** Examiners should check each Answer Document to make certain students completed and gridded information requested on page 1 of the Answer Document correctly. Check Answer Documents to make certain student identification information has been properly recorded.
2. **Preparation of School Building Answer Document Transmittal Forms.** All of the information requested on the form must be filled in and/or gridded as appropriate. This form will be used during the processing of Answer Documents to identify the school. Verify that the school code (precoded) is correct. The "Number of Students Tested" should include all students tested. Place the completed Transmittal Form on top of the assembled Answer Documents. **NOTE:** For special programs (GNETS programs, alternative programs, etc.), a separate header sheet must identify each school where students are reported as FTE. **School codes of 6XXX should not be used.**

3. Arrange GHSWT materials in the following order (bottom to top).

- BOTTOM**
- Voided Answer Documents, Writing Topic Pages
 - Unused Planning/Prewriting Pages
 - Unused Drafting Sheets
 - Unused Answer Documents
 - Unused Writing Topic Pages
 - Used Writing Topic Pages
 - Used Planning/Prewriting Pages
 - Used Drafting Sheets
 - *Examiner's Manuals*
 - Completed Answer Documents
- TOP**
- Transmittal Form

4. Return GHSWT materials to the System Test Coordinator according to local instructions given to you.

DO NOT USE STAPLES, PAPER CLIPS, RUBBER BANDS, OR ANY FASTENERS THAT MIGHT DAMAGE THE EDGES OF THE ANSWER DOCUMENTS.

XIV. COLLECTION OF TEST MATERIALS

The following are procedures for the **System Test Coordinator** for collecting test materials from School Test Coordinators.

1. Observe timelines. If necessary, send reminders to School Test Coordinators about the return of materials to the System Test Coordinator.
2. As Answer Documents are received, check to verify that barcode labels have been adhered correctly and hand-gridded documents have been completed correctly. Make certain that form numbers and any other required information have been completed.
3. **REMINDER: For special programs (GNETS programs, alternative programs, etc.), a separate header sheet must identify each school where students are reported as FTE. School codes of 6XXX should not be used.**
4. A School Building Answer Document Transmittal Form must be completed for each school by the School Test Coordinator. The number of completed Answer Documents should equal the number on the Transmittal Form. If there are any discrepancies, resolve them with the School Test Coordinator. Be sure to show the corrected counts on the Transmittal Form. Also, check Transmittal Forms to ensure that School Test Coordinators have entered and gridded all information and have the correct school code. NOTE: School name and code are pre-identified on the Transmittal Forms.

5. Place the appropriate School Building Answer Document Transmittal Form on top of Answer Documents for that school. Loosely bind the Answer Documents (with Transmittal Form on top) with paper bands. Do not use paper clips, rubber bands, or any other fasteners that might damage the edges of the Answer Documents. This is extremely important since any damage will interfere with proper machine scanning of the Answer Documents.

XV. RETURN OF ANSWER DOCUMENTS

The following are procedures for the **System Test Coordinator** for returning answer documents to the Georgia Center for Assessment.

1. Place the Answer Documents in the shipping cartons or envelopes. All Answer Documents from a single school should be grouped and placed in the same carton. **Answer documents from more than one school should be grouped and placed in the same carton in order to fill it rather than shipping a separate box for each school. To help us track documents, please ship as few boxes as possible.**
2. After all cartons are filled, tape cartons securely. Fill in the return information requested on the cartons with the system's name, code, and address. Be sure to mark the carton to show that the box contains Georgia High School Writing Test Answer Documents.
3. When all Answer Documents have been returned to you, record the total number on the bottom of the packing list and place it along with a completed Inventory Control Form on top of the contents in the carton to be numbered 1.
4. All cartons must be numbered in the spaces provided on the carton: Box (beginning with 1) of (total number of cartons). If you are sending only one carton or envelope, it should be numbered 1 of 1. If you are sending more than one carton or envelope, they should be numbered accordingly (e.g., 1 of 4, 2 of 4, etc.).
5. Only used Answer Documents are to be shipped to GCA. Follow procedures sent to you by Georgia Center for Assessment for pick-up and delivery of test materials. Call GCA if you have any problems with shipping (1-888-392-8977).

XVI. DISPOSITION OF REMAINING MATERIALS

The remaining test materials should be dealt with by **System Test Coordinators** as follows:

1. All test materials should be removed from the schools. Resolve any discrepancies with the School Test Coordinator between the number of materials sent to the school and the number returned.
2. All Writing Topic Pages and *Examiner's Manuals* must be destroyed after testing. It is the responsibility of the System Test Coordinator to ensure that these materials are removed from the school and destroyed.

The correct disposition of test materials is extremely important. If there are any questions, contact the Assessment Administration Division, Georgia Department of Education, (404) 656 - 2668.

