

Prairie State Achievement Examination

Day 2—Spring 2011

Initial Standard Time Testing: April 28, 2011

Makeup Standard Time Testing: May 12, 2011

Accommodations Testing: April 28–May 12, 2011



**ISBE-Developed Science
WorkKeys Applied Mathematics
WorkKeys Reading for Information**

Supervisor's Manual of Instructions

Illinois State Board of Education

If you have questions that are not addressed in this manual, please contact the Student Assessment Division at the Illinois State Board of Education (ISBE):

217-782-4823

217-782-6097 (Fax)

ISBE telephone hours on test days are 7:30 a.m.–5:00 p.m., CST.

If you have questions regarding test administration, report forms, and security of test material, contact ACT:

ACT State Testing

301 ACT Drive

P.O. Box 4071

Iowa City, IA 52243-4071

Testing Toll Free 800-553-6244, ext. 2800

Accommodated Testing 800-553-6244, ext. 1788

Fax 319-337-1019

Illinois State Code: 14

Normal office hours are 8:30 a.m.–5:00 p.m., CST, Monday through Friday.

On test days, staff will be available 7:00 a.m.–5:30 p.m., CST.

If you have questions regarding Day 2 materials, contact Pearson:

1-888-705-9413 x 3

Pearson telephone hours on test days are 8:00 a.m.–4:30 p.m., CST.

Note

Pearson is ACT subcontractor for

- the delivery of secure PSAE Day 2 test materials and
- the retrieval of both non-secure and secure Day 2 test materials.

Contact ACT with questions about test administration policies or procedures or the contents of the Day 2 tests.

Contact Pearson with questions about the delivery or retrieval of Day 2 test materials (e.g., insufficient quantities, distribution errors, missed pickups).

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Prairie State Achievement Examination (PSAE) 2011 Test Administration Schedule

Day 1 Pre-Test Activities

Prior to Day 1 of the PSAE, students complete basic identifying information, respond to a student questionnaire, and indicate college choices, if desired, on the Day 1 answer folder. These activities should take students about one hour to complete and may not be a part of the Day 1 test day—neither before nor after the five Day 1 tests.

PSAE Standard Time Testing Schedule

Day 1 of the PSAE

Wednesday, April 27, 2011, with Makeup Standard Time Testing on Wednesday, May 11, 2011

ACT English—45 minutes (75 questions)

ACT Mathematics—60 minutes (60 questions)

[required 15-minute break]

ACT Reading—35 minutes (40 questions)

ACT Science—35 minutes (40 questions)

[required 5-minute break]

ACT Writing—30 minutes (1 prompt)

Day 2 of the PSAE

Thursday, April 28, 2011, with Makeup Standard Time Testing on Thursday, May 12, 2011

ISBE-Developed Science—40 minutes (45 questions)

WorkKeys *Applied Mathematics*—45 minutes (33 questions)

[required 15-minute break]

WorkKeys *Reading for Information*—45 minutes (33 questions)

PSAE Accommodations Testing Schedule

Accommodations Testing Window for PSAE Day 1 Tests: (as early as) April 27 until (as late as) May 11, 2011

Accommodations Testing Window for PSAE Day 2 Tests: (as early as) April 28 until (as late as) May 12, 2011

Accommodations Testing Note

Students testing with accommodations on both Day 1 and Day 2 must complete all five Day 1 tests in order before beginning and completing all three Day 2 tests, in order. There are no prescribed makeup testing dates for accommodations testing, as students may use any days within the two-week window to test when they are present at school. If a student is absent, reschedule the student within the two-week accommodations testing window to either start testing or continue testing by moving to the next test in the prescribed order. For students who require testing over multiple days, any one test (e.g., ISBE-Developed Science) must be completed within a single day.

Day 2 Checklist: Major PSAE Test Supervisor and Test Accommodations Coordinator Activities

(The critical focus is ensuring standardized test administration procedures and test security.)

Before Testing

- ___ Receive shipment of PSAE Day 2 materials.
- ___ Conduct detailed inventory of shipment.
- ___ Order additional standard time Day 2 test materials (if needed) at Pearson's *PSAE TestSites Online* Web site March 21–April 22, 2011.
- ___ Order additional accommodations Day 2 test materials (if needed) at Pearson's *PSAE TestSites Online* Web site March 21–May 6, 2011.
- ___ Instruct room supervisors and proctors about standardized test administration procedures and test security.
- ___ Remind testing staff and students that no food or drink (including water) is allowed in testing rooms at any time.
- ___ Remind students to bring an acceptable calculator for the *WorkKeys Applied Mathematics* test (must meet same requirements as those for the ACT—see page 19 of this manual or www.actstudent.org).
- ___ Determine if the school has extra calculators for students who do not have calculators.
- ___ Check each testing room to ensure bulletin boards and walls are free of materials related to the subjects being tested.
- ___ Distribute PSAE Day 2 materials to room supervisors prior to testing on the day of the test.

During Testing

- ___ Monitor overall test administration.
- ___ Ensure standardized test administration.
- ___ Call ACT immediately about group irregularities that interrupt testing.

After Testing

- ___ Receive PSAE Day 2 materials (including Testing Irregularity Reports, if any) from room supervisors.
- ___ Complete a Testing Irregularity Report for any individual or group irregularity (see page 54).
- ___ Complete the School Identification Sheet for your school.
- ___ Pack test materials per instructions in this manual.
- ___ Affix aqua PROCESS or orange NON-PROCESS label to each box (or envelope) as appropriate.
- ___ Affix FedEx return service shipping label to each box (FedEx will not accept boxes that do not have a label).
- ___ Order Day 2 standard time makeup testing materials at Pearson's *PSAE TestSites Online* Web site no later than April 29, 2011.
- ___ After the April 28 test date, retain all accommodations testing materials if some students require testing over multiple days.
- ___ After the May 12 test date, return all remaining Day 2 materials to Pearson on May 13, 2011.

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Introduction

ATTENTION: Test Supervisors, Test Accommodations Coordinators, Room Supervisors, and Proctors

All staff who participate in administering Day 2 of the Prairie State Achievement Examination (PSAE) must be thoroughly familiar with the contents of this manual.

For **Test Supervisors and Test Accommodations Coordinators**, this manual outlines

- 1) the arrangements to be made at your schools prior to the administration of Day 2 of the PSAE,
- 2) how the tests should be secured and monitored, and
- 3) how to pack and return all test materials.

For **room supervisors and proctors**, this manual contains specific instructions for administering the three Day 2 tests.

Troubleshooting

ACT subcontractor Pearson in Iowa City, Iowa, prints, distributes, and collects Day 2 test materials. If there is a problem with these materials (e.g., insufficient quantities, distribution errors, missed pickups), call Pearson at **1-888-705-9413 x 3**.

If there is a problem with test administration policies or procedures or the contents of the tests—or with testing irregularities as described on pages 24–30—call the Student Assessment Division at the Illinois State Board of Education (ISBE) at **217-782-4823**.

Eligible Students

With the exception of some with the most significant cognitive disabilities (see next page), *ALL* students who are enrolled in a high school program operated by a public school district and classified at the time of testing as being in grade 11 take the PSAE. This includes students who are transferred to alternative school programs or attend alternative schools for needed services, foreign exchange students, and students who have tested previously but are again classified as being in grade 11. Home school districts should ensure that these students are assessed. Students who are completely or partially home-schooled or who attend a private/parochial school are not eligible to take PSAE.

Grade 12 Testing Note

Grade 12 students who have not yet satisfied the PSAE diploma requirement and are not exempt are allowed to take PSAE in the spring for the purpose of satisfying this requirement. This includes only grade 12 students who did not take PSAE previously and were not previously or are not currently exempt. Please reference the PSAE diploma guidance for 2010–11 graduates online at www.isbe.net/assessment/psae.htm to determine which grade 12 students are eligible.

Who May Receive PSAE Accommodations

State assessment allows accommodations only for students with needs documented in an Individualized Education Program (IEP) or Section 504 Plan, or based on needs associated with limited-English proficiency. Accommodations on any state assessment, including PSAE, are not allowed for students based solely on Response to Intervention (RtI) Plans.

Students with Limited English Proficiency (LEP)

Grade 11 LEP students must take the PSAE this spring. This includes students who have been in a state-approved Transitional Bilingual Education (TBE) program or Transitional Program of Instruction (TPI) for *more than five academic years* and students who have been in a TBE or TPI program for *five or fewer years*. It also includes LEP students who are not being served in a state-approved bilingual education program.

LEP students who have been eligible for a TBE or TPI program for *five or fewer years* may utilize extended time, oral presentation, or the Spanish video DVD format of the tests as State-Allowed accommodations on the PSAE. School personnel decide whether and how much extended time and whether oral presentation or the Spanish format is to be provided for a student. The maximum time allowed for any one test is three hours, and oral presentation is to be provided using one of the following: reader script, audiocassettes, audio DVDs, or Spanish video DVDs. The Spanish format for mathematics and science is available as a video DVD only. More details about the Spanish format are posted on the ISBE Web site, www.isbe.net/assessment/SpDVD.htm. Students receiving accommodations must test separately from students receiving a standard administration and must use accommodations testing materials that have been shipped to the PSAE Test Accommodations Coordinator.

Please note that you may not translate any PSAE test items for students for whom English is a second language. However, you may use translated test instructions written in a student's native language. Since using translated test instructions is considered to be an LEP testing accommodation, the Test Accommodations Coordinator will receive information about how to access these translated test instructions, which will be posted on ISBE's Web site, www.isbe.net/assessment/psae.htm. The test instructions will be available in the following ten languages: Spanish, Polish, Arabic, Urdu, Korean, Filipino/Tagalog, Chinese/Cantonese, Gujarati, Vietnamese, and Russian.

Note

All students in kindergarten through grade 12 who are classified as LEP will take ACCESS tests in reading, writing, speaking, and listening. ACCESS tests are taken in addition to the PSAE, with the possible exception of PSAE Writing. More information about this exception may be found in the document, *Assessment Accommodations for English Language Learners – Guidance for 2010–2011*, available online at www.isbe.net/assessment.

Students with Disabilities

Students with Section 504 Plans. All students with Section 504 Plans must take the PSAE, with or without accommodations. Any accommodations they receive must be based on needs documented in their Section 504 Plans.

If a student suffers an injury such as a broken arm that hinders or precludes his or her ability to test with standard time, a Section 504 Plan can be written that lists accommodations the student will need in addition to testing with extended time. Such accommodations could include (but are not limited to) marking test responses in the test booklet (to be transcribed after testing in the student's presence by testing staff) or testing separately so the student can dictate responses.

Students with Individualized Education Programs (IEPs). All students with IEPs must take the PSAE, except for some students with the most significant cognitive disabilities who may take the Illinois Alternate Assessment (IAA) instead. As determined by their IEP teams, students may take the PSAE with or without accommodations. Any accommodations they receive must be based on needs documented in their IEPs.

Check with your PSAE Test Supervisor or Test Accommodations Coordinator if you are unsure whether a student should take the PSAE or whether accommodations should be provided.

Students Who Do Not Have to Test

For an enrolled student who does not have to test due to one of the following reasons, you are required to indicate the reason why the student did not test by entering this reason in ISBE's Assessment Correction file starting on May 13, 2011.

Medically Exempt. Student (a) has been admitted on an emergency basis to a hospital or residential facility (e.g., because of a motor vehicle or other type of accident, emergency surgery, psychiatric emergency) or on

an emergency basis to a drug/alcohol/psychological treatment program; and (b) is unable to be schooled during the time of testing.

Homebound Exempt. Student is on homebound status during the time of testing and is too ill (based upon a specific written statement from a physician licensed to practice medicine in all its branches) to be tested.

In Jail/Locked Facility. Student is in jail or a locked facility during the time of testing.

Out of State/Country. Student is residing in or attending a facility located out of state or out of country during the time of testing. This includes any Illinois student in a foreign exchange program.

See also “Answer Document Returned for Every Student Who Tests” on page 47.

Students Who Transfer During the Time of Testing

If a student **transfers in** during the time of testing and had either already started testing at his/her former school or transfers in too late to start testing at his/her new school, do **NOT** submit a Day 2 answer document for the student. Return the unused Day 2 answer document to Pearson with your NON-PROCESS materials. ISBE advises you to wait until **Friday, May 13, 2011**, to enroll such students in your school in the ISBE Student Information System.

If a student **transfers out** during the time of testing and had not yet started testing, do **NOT** submit a Day 2 answer document for the student. ISBE advises you to exit such students from your school in the ISBE Student Information System on or before **Thursday, May 12, 2011**.

In the tragic event that a student **dies** during the time of testing and had not yet started testing, do **NOT** submit a Day 2 answer document for the student. ISBE advises you to exit such students from your school in the ISBE Student Information System on or before **Thursday, May 12, 2011**.

If a student started testing at your school but transferred out or died after having started testing, send in the Day 1 answer folder and the Day 2 answer document (if applicable) with whatever the student had completed. If the student had not yet begun Day 2 testing, send the unused Day 2 answer document to Pearson with your NON-PROCESS materials. ISBE advises you to wait until **Friday, May 13, 2011**, to exit such students from your school in the ISBE Student Information System.

See also “Answer Document Returned for Every Student Who Tests” on page 47.

Home High Schools and Serving Schools/Programs

In some instances a student attends a public school/program that is not the student’s “home school.” This term refers to the high school that the student would attend if not placed/transferred elsewhere to receive needed services. The “serving school” is the school/program where the student is being educated away from the home high school.

In these cases, the student is allowed to take the PSAE at either the home or serving school, depending on arrangements made between the two schools. The school that will be administering the PSAE must order test materials for the student and, as appropriate, submit the student’s request for Day 1 accommodations to ACT. **Test materials may not be transported from one school to another.** Regardless of where the student tests, his or her PSAE scores will be included in results sent to the home school.

There are two ways to ensure that a student’s PSAE scores will be included with the home school’s results:

1. Affix the student’s pre-ID label to the answer document. Part of the information provided for all students in data files uploaded by home districts to ISBE’s Student Information System (SIS) is the home school Region-County-District-Type-School (RCDTS) code. The testing school name is printed on the pre-ID label to identify where the student tests. It is the responsibility of the home school to enter the testing school RCDTS code in SIS. Pre-ID labels for students present in the Assessment Pre-ID file as of February 25, 2011, are mailed only to the testing school indicated in this file, as long as the testing school has been established as a PSAE test site.

2. If there is no pre-ID label available for the student, manually enter the student's home school RCDTS code on side 1 of the Day 2 answer document. Make sure the code you enter is correct and accurately gridded. If you have questions about the home school RCDTS code, contact the student's home district or call ISBE at **217-782-4823**.

Note

Refer to page 17 of the Day 1 *Spring 2011 Supervisor's Manual State Testing*, page 17 in the Day 1 *Spring 2011 Supervisor's Manual State Special Testing*, or page 3 of *Administration Instructions—State-Allowed Accommodations* for directions on how you are to indicate the ACT high school code for a student's home school when returning Day 1 ACT answer folders.

Pre-Identification (Pre-ID) Labels

Pre-ID labels will be shipped together with answer documents and manuals to Test Supervisors in mid-March. Please note that these separate shipments of non-secure materials will come from ACT (for both Day 1 and Day 2).

Labels for Students Who Are Not Scheduled to Test

Pre-ID labels for students are printed based on information extracted from ISBE's Student Information System Pre-ID file on February 25, 2011. Therefore, if you receive a label for a student who is not scheduled to test at your school (because the student has transferred out prior to the time of testing or because your school was incorrectly identified as the student's testing school), return it to Pearson with your NON-PROCESS materials. (If the label has been affixed to a Day 2 answer document, mark through the label and return the unused answer document with your NON-PROCESS materials.)

Grade 12 Testing Note: Schools may receive Pre-ID labels for some students classified as being in grade 12, based on state assessment data recorded in ISBE's Student Information System. Each year, District Superintendents must identify all grade 12 students who are subject to and have satisfied or are exempt from the PSAE diploma requirement for the purpose of issuing a regular high school diploma. Schools should use grade 12 Pre-ID labels only for students who have not yet satisfied this requirement and were not previously or are not currently exempt. Grade 12 students who are not scheduled to receive a regular high school diploma, who were not enrolled in an Illinois public school during the spring 2010 PSAE administration, or who have an IEP that indicates the PSAE is not appropriate (i.e., would have been eligible for IAA the previous year) are exempt from the PSAE diploma requirement. Do not test these students or use Pre-ID labels for these students if you receive any. Refer to page 47 of this manual for instructions about how to code such grade 12 students after testing. Reference the PSAE diploma guidance for 2010–11 graduates online at www.isbe.net/assessment/psae.htm to determine which grade 12 students are subject to this requirement.

Students Who Do Not Have Pre-ID Labels

If you do not receive a pre-ID label for a student who is scheduled to test at your school, leave the pre-ID label area on the Day 2 answer document blank. Prior to testing, authorized school or district personnel must print the student's legal name in the small boxes at the top of the STUDENT NAME grid (grid 1) and fill in the corresponding circles. After testing is completed and the answer document has been collected from the student, the required information in grids 2 through 6 (to the left of the shaded border on side 1 of the answer document) must be entered for the student by school or district personnel who are authorized to provide that information.

Enter all required information exactly as requested. For example, grid 1 asks for legal last name, legal first name, and middle initial. If a student's legal first name is Robert, but he is called Bob, enter Robert in the grid. Verify that complete and accurate information has been entered for a student, including grid 2 (Testing School

and City), grid 3 (GENDER), grid 4 (DATE OF BIRTH), and grid 5 (HOME SCHOOL RCDTS CODE). The RCDTS (Region-County-District-Type-School) code is absolutely critical for correct inclusion of the student’s PSAE results with his or her home school. Please note that grid 6 (STATE ASSIGNED STUDENT ID NUMBER) must be completed for any student who does not have a pre-ID label. The student’s home school/district is responsible for obtaining a State Student ID number for all their students. Verify that all information provided in grids 1 through 6 matches the information the home school has provided in ISBE’s Student Information System (SIS).

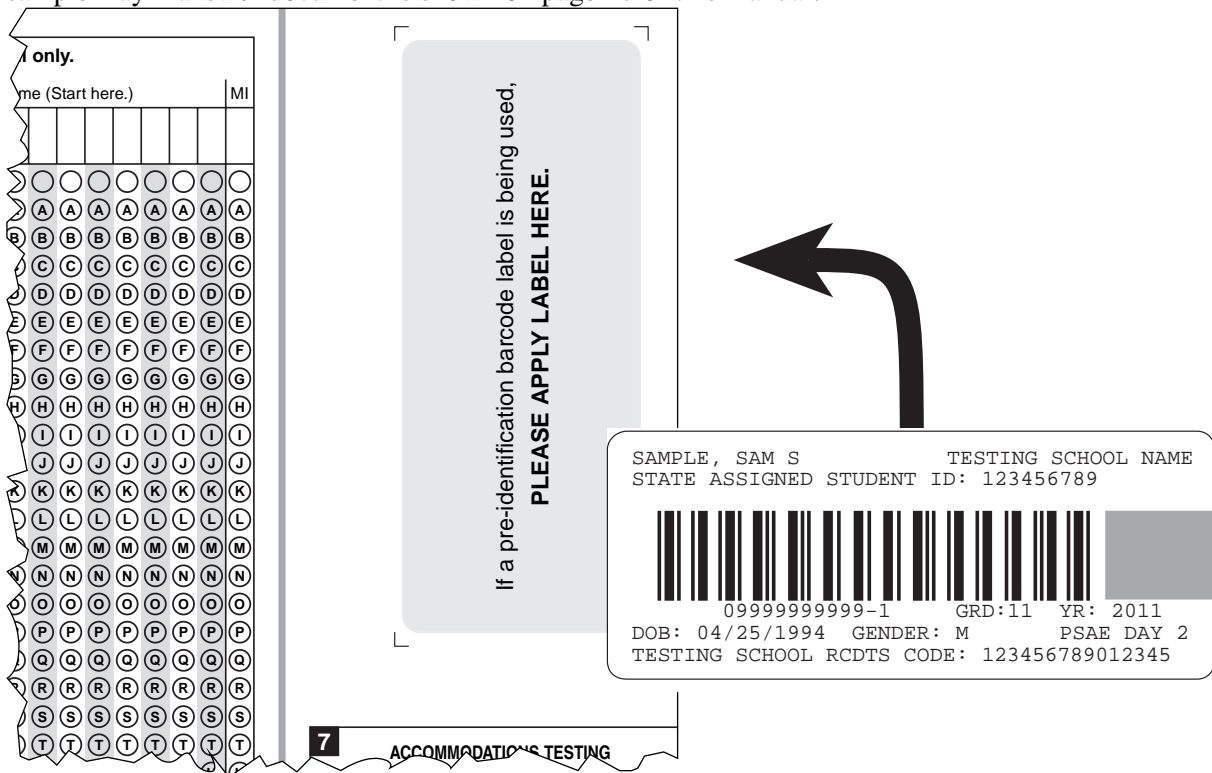
See “ACCOMMODATIONS TESTING” and “OPTIONAL SCHOOL USE” on pages 42–44 for additional information about completing grids 7 and 8.

Affixing Pre-ID Labels to Day 2 Answer Documents

Pre-ID labels should be affixed to students’ answer documents prior to Day 2 testing. Affixing the self-stick pre-ID labels to the correct location on side 1 of the answer documents is absolutely critical. **There is only one proper location for labels.**

Placement of a label anywhere else on an answer document prevents the scanner from reading the label. In this event, the answer document must be handled manually, which will delay processing.

The diagram below shows the proper placement of a pre-ID label on an answer document. The entire first side of a sample Day 2 answer document is shown on page 40 of this manual.



The pre-ID label bar code contains all necessary demographic information for a student, so there is no need to complete grids 1–6 on the Day 2 answer document when a Pre-ID label is used. However, by design, pre-ID labels do not contain OPTIONAL SCHOOL USE grid information or a test form number. If a school or district chooses to use the OPTIONAL SCHOOL USE grid, school or district personnel must manually enter the information. (See “Grid 8: OPTIONAL SCHOOL USE” on page 44.) *Students must enter the correct test form number on their Day 2 answer document so the Day 2 tests can be scored with the correct scoring key.* Verbal instructions to students for completing the TEST FORM grid are provided on page 33.

Important Note

If any of the printed information on the Pre-ID label is incorrect, you may still use the label. Correct the information in the ISBE Student Information System (SIS) on or before May 12, 2011, and the bar code on the Pre-ID label will capture the updated information in SIS when it is processed.

Check-In and Security of Test Materials

Checking In Materials

Open every box in each shipment of test materials you receive, and check the contents against the enclosed packing list. Verify that you have received all listed materials and that the materials have not been tampered with in any way. If possible, leave tests in the sealed plastic wrap until immediately before testing. Each test booklet is coded with a number, to maintain security and ensure that all materials are returned. If there is any evidence of tampering, report it to ISBE immediately by calling **217-782-4823**.

Security and Storage of Test Materials

Exercise vigilance concerning the security of all test materials before, during, and after testing. **All test booklets must be accounted for before and after testing and returned to Pearson.** Immediately report any security breach (theft, loss, or exposure) to ISBE at **217-782-4823**.

The best way to maintain security is to maintain control. Each step in your handling of the secure test materials must be carefully planned and implemented—from receipt and check-in, through administration, to packing and return shipment of Day 2 materials to Pearson. While the materials are in your custody, never leave them unattended unless they are inside a secure and locked location to which only authorized individuals have access, such as a storage closet or filing cabinet inside a locked room. By planning in advance how you will protect the materials in your custody, you will be able to avoid most security problems.

After you have verified receipt of all materials, reseal the box(es) and lock them in a secure location to which only you (or you and a few specifically authorized persons) have access. **Protect the materials from damage, from possible theft or loss, and from any conditions that could allow prior knowledge of the contents of the tests.**

Distributing Materials to Room Supervisors

If more than one testing room will be used, count out the appropriate quantities of materials before testing, and record the number of test booklets assigned to each room.

Save the box(es) in which the materials were shipped, so you can use them to return the materials after testing is completed.

Other than the examinees during the testing session, the staff responsible for administering the assessment are the only persons authorized to handle test materials. Parents may not be shown a copy of any of the Day 2 tests. Only students taking the tests and staff using a reader script or signing test items to provide these alternative presentation modes to students testing with accommodations are authorized to read the actual test questions.

All information necessary for a secure administration is provided in this manual. It is not necessary to look inside a test booklet to administer a test. If an examinee has a question about a particular item, note this on a Testing Irregularity Report and encourage the examinee to select the best response. Do not attempt to evaluate or interpret an item for an examinee. See “Examinee Questions About Test Items” on page 24.

Personally give the test booklets to room supervisors. Never leave booklets in an unattended room. Test booklets are packaged in bundles of five booklets sealed in plastic wrap. To the greatest extent possible, distribute tests in the sealed plastic wrap to each room supervisor.

Test materials may not be transferred to any other PSAE test site, and testing may not be conducted at an off-site location without prior authorization from the Student Assessment Division at ISBE.

Test Scheduling

Day and Time of Standard Time Testing

Page 3 of this manual shows the test schedule for Day 2 of the PSAE. The tests must be given in the sequence shown, and each test session must be given the exact amount of time indicated. The time limit for the one break (15 minutes) and where it occurs in the test administration schedule (between the two WorkKeys® tests) must be strictly followed.

Test administration must be the first activity of the day, with room supervisors beginning to read verbal instructions to students no later than 9:00 a.m. All three Day 2 tests must be completed in the morning.

The only time Day 2 may be given prior to Day 1 is when a student is absent for initial Day 1 standard time testing on April 27 and then scheduled for makeup testing on May 11. If the student is present on April 28, Day 2 should be given then.

Standard Time Makeup Testing

Day 2 standard time makeup testing is to be administered on May 12, 2011. You must enter Day 2 standard time makeup testing materials orders on Pearson’s *PSAE TestSites Online* Web site no later than Friday, April 29, 2011. See page 48 for detailed instructions explaining which students are eligible for makeup testing.

Scheduling Accommodations Testing

The PSAE Day 2 accommodations testing window is (as early as) April 28 until (as late as) May 12, 2011. For accommodations testing, test administration does not have to be the first activity of the day or begin by 9:00 a.m. If any student requires testing over multiple days, retain materials for all students testing with accommodations through May 12, and return the materials in one shipment to Pearson. **All accommodations testing materials must be returned to Pearson on May 13, 2011.**

Accommodations Testing Note

Students testing with accommodations on both Day 1 and Day 2 must complete all five Day 1 tests in order before beginning and completing all three Day 2 tests, in order. There are no prescribed makeup testing dates for accommodations testing, as students may use any days within the prescribed Day 1 or Day 2 two-week window to test when they are present at school. If a student is absent, reschedule the student within the two-week accommodations testing window to either start testing or continue testing by moving to the next test in the prescribed order. For students who require testing over multiple days, any one test (e.g., ISBE-Developed Science) must be completed within a single day.

Arrangements for Testing

Testing Staff

If the Day 2 tests will be administered in more than one room, you will need a room supervisor in each room to read the instructions to the examinees and monitor examinee activities. In addition, in a standard time room, you will need one proctor for every 25 examinees (or portion thereof) after the first 25 (i.e., 26–50 = 1, 51–75 = 2, 76–100 = 3). In an accommodations testing room, you will need one proctor to assist the room supervisor with an administration to a group of more than 10 examinees. A proctor to assist the room supervisor is recommended for examinees who are potentially disruptive or have special needs. **All staff assisting with testing must be familiar with the contents of this manual.**

Authorized Observers

A representative from ACT or ISBE may visit your school on test day. The visit is normally not announced in advance. The observer will arrive at the school shortly before the administration is to begin. Always ask for ACT or ISBE identification, or an authorization letter. If the observer cannot provide this, deny admission and call ACT immediately. If the observer provides appropriate authorization, you are expected to cooperate fully with that individual. If you have any concerns about the observer's visit, call ACT.

Unauthorized Observers and Media

To protect students from anxiety and distractions, unauthorized persons—including parents, guardians, children, members of the school board, school administrators, district officials, recruiters, employers, and members of the media—must **not** be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms. Media coverage must be limited to meeting with students, with their consent, after the test administration and away from the test rooms. Please inform ACT Media Relations (800-553-6244, ext. 1028) of any media requests to report on a test administration. ACT will contact members of the media to explain its policies. This will help to ensure each request or question is answered uniformly.

Testing Rooms

Select testing rooms that offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction.

Writing Surfaces

Writing surfaces must be large enough to accommodate an answer document and a test booklet side by side. Examinees must not be distracted by inadequate writing surfaces. Lapboards may not be used.

Seating Arrangements

Seating arrangements for Day 2 testing should be the same as those used for Day 1 testing. You may want to use a copy of the blank Day 1 seating diagram to help you in this regard. On the diagram, note where students are seated on Day 1 so you can direct them to the same seats on Day 2. Whenever possible, seat examinees at separate desks in a block so that all rows (side-to-side) and columns (front-to-back) have about the same number of examinees. This arrangement simplifies the distribution and collection of test materials and the verification of their return. Make sure that all examinees face the same direction.

Arrange seating to prevent examinees from communicating or looking at one another's answer documents. Always assign examinees to their seats; do not allow them to choose their own. There must be at least **three feet** of space between examinees. If elevated seating is used (e.g., in a tiered auditorium), provide a minimum distance of five feet from the front of one examinee to the back of another. If the desks or chairs are stationary, seat examinees in every other column and make sure that examinees are seated directly behind one another. If the seats are movable, you may use them all, provided they are three feet apart and in straight

columns and rows. Be sure the aisles between rows or columns of seats are wide enough for testing staff to circulate during the examination without disturbing examinees.

Bulletin Boards

Check each testing room to make sure that maps, posters, charts, and bulletin board materials related to the test subjects are removed or covered. However, you do not need to cover periodic tables in chemistry labs.

Materials Provided by ACT

ACT sends the following non-secure test materials to Test Supervisors in mid-March:

- Pre-ID Labels
- Day 2 Answer Documents
- *Day 2 Supervisor’s Manual of Instructions* (this manual)

Please note that Test Accommodations Coordinators obtain copies of the *Day 2 Supervisor’s Manual of Instructions* (this manual) and pre-ID labels and answer documents (or answer documents with pre-ID labels affixed) from the Test Supervisor at their school in mid-March. Secure shipments sent to Test Accommodations Coordinators will contain one manual in each Braille, large print test booklet, reader script, audiocassette, audio DVD, and Spanish video DVD packet, and one manual per every five extended-time only booklets. Day 2 manuals are also available on the ISBE Web site, www.isbe.net/assessment/psae.htm.

Materials Provided by Pearson

Pearson sends the following secure Day 2 materials to Test Supervisors the week of April 18, 2011:

- School Identification Sheet—preprinted with the testing school’s information
- Standard Time Test Booklets (Forms 11101–11120)
- Irregularity Envelope
- Aqua Return Labels—for process materials
- Orange Return Labels—for non-process materials
- FedEx Return Service Shipping Labels

If materials are ordered by April 29 for makeup testing on May 12, these will arrive before the makeup test date in a second secure shipment from Pearson. (See “Ordering Materials for Day 2 Standard Time Makeup Testing” on page 48.) The Testing Irregularity Report is included as page 54 of this manual (may be duplicated as needed), and the *Applied Mathematics* Formula Sheet is included in the test booklets and is also available online at www.act.org/workkeys/assess/math/formulas.html.

Pearson sends the following secure Day 2 materials to Test Accommodations Coordinators the week of April 18, 2011:

- School Identification Sheet—preprinted with the testing school’s information
- Alternate test formats (Braille, large print test booklet, reader script, audiocassettes, audio DVDs, or Spanish video DVDs packaged with a regular print test booklet, Form 31101, and a *Day 2 Supervisor’s Manual of Instructions*)
- Regular print test booklets for students who need extended-time only (Form 31101) and one *Day 2 Supervisor’s Manual of Instructions* for every 5 extended-time only booklets ordered
- Irregularity Envelope
- Aqua Return Labels—for process materials
- Orange Return Labels—for non-process materials
- FedEx Return Service Shipping Labels

The Testing Irregularity Report is included as page 54 of this manual (may be duplicated as needed), and the *Applied Mathematics* Formula Sheet is included in the test booklets/alternate test formats and is also available online at www.act.org/workkeys/assess/math/formulas.html.

If You Are Short Day 2 Materials

Test materials are packaged separately for each PSAE test site, and no extra materials are sent to district-level administrative offices (i.e., to district superintendents, directors of special education cooperatives, regional superintendents, or ISC executive directors). To cover small shortages, extra materials are included in the shipments sent to Test Supervisors. However, this 10% overage may not be enough to be able to administer to every student scheduled for standard time testing. Test Accommodations Coordinators are not sent any overage in their shipments.

Test Supervisors who do not receive sufficient materials to complete Day 2 testing on April 28, 2011, may order additional materials at Pearson's *PSAE TestSites Online* Web site (www.ncsschoolhouse.com) **March 21–April 22, 2011.**

Test Accommodations Coordinators who need more Day 2 alternate test formats (Braille, large print test booklet, reader script, audiocassettes, audio DVDs, or Spanish video DVDs) or test booklets for students who need extended time only may order additional materials at Pearson's *PSAE TestSites Online* Web site (www.ncsschoolhouse.com) **March 21–May 6, 2011.**

Note

You must use *PSAE TestSites Online* to order any additional Day 2 materials you may need for April 28, 2011, or accommodations testing. User IDs and Passwords to access *PSAE TestSites Online* were sent to high school principals in November 2010. If your User ID or Password is lost or misplaced, please write to psae@act.org. If you have any questions, contact Pearson at 1-888-705-9413 x 3.

To ensure that you receive your additional materials in time for standard time testing on April 28, order the materials no later than April 22, 2011, and order additional accommodations materials no later than May 6, 2011, to complete Day 2 accommodations testing by May 12, 2011. Do not call your district, special education cooperative, regional office of education, or intermediate service center—or ISBE or ACT—for additional Day 2 materials.

If You Do Not Receive Day 2 Materials

Standard time testing materials will be shipped to the Test Supervisor at each school, and accommodations testing materials will be shipped to the Test Accommodations Coordinator. If test materials that were originally ordered for your school are not received by April 22, 2011, contact Pearson immediately at **1-888-705-9413 x 3.**

Materials Supplied by the School

Testing staff is responsible for providing the following:

- Two timepieces, including a reliable stopwatch or interval timer for each testing room.
- A supply of No. 2 soft-lead pencils with erasers to lend to examinees who do not bring pencils. Prior to the test day, instruct examinees to bring two No. 2 soft-lead pencils with them on the test day.
- A pencil sharpener.
- Calculators to lend to examinees who do not bring one for the *WorkKeys Applied Mathematics* test. (This is optional, depending on whether the school has an available supply. Students are not required to use a calculator since all the problems can be solved without one.) Prior to the test day, instruct examinees to bring an approved calculator with them on the test day. Calculators with advanced functions are acceptable but not necessary. Please see the next page for more information about permitted calculators.
- An audiocassette tape player for each student receiving an alternate test format involving audiocassettes, as well as earphones for each tape player unless students are to be tested in separate rooms.
- A computer with a DVD drive for each student receiving an alternate test format involving audio DVDs or Spanish video DVDs, as well as earphones for each player unless students are to be tested in separate rooms.

Calculators

Students may use a calculator on the *WorkKeys Applied Mathematics* test but are **not required** to do so. All the problems can be solved without a calculator. Students who regularly use a calculator for mathematics work may wish to use one familiar to them as they take the *WorkKeys Applied Mathematics* test. Using a more powerful, but unfamiliar, calculator is not likely to give students an advantage over using the kind they normally use. If a student wishes to use a calculator on the *WorkKeys Applied Mathematics* Test, **the student** is responsible for bringing it to the test and making sure it works properly. The school is not required to provide calculators or batteries. **The student** is responsible for knowing if their calculator is a permitted model. Please refer to the list below for calculator requirements. For an updated list of prohibited calculators, visit www.actstudent.org/faq/answers/calculator.html or call 800-498-6481 for a recorded message. If a student uses a prohibited calculator, their answer document will not be scored.

Students may use any four-function, scientific, or graphing calculator, unless it has features described in the **Prohibited** list. For models on the **Permitted with Modification** list, students will be required to modify some of the calculator’s features.

Prohibited Calculators

ACT maintains an updated list of prohibited calculators at www.actstudent.org/faq/answers/calculator.html. Each room supervisor must have a copy of the current list to refer to during the *Applied Mathematics* test. A current list of prohibited calculators will be mailed to Test Supervisors with secure Day 1 shipments. For example, these types of calculators are prohibited:

- handheld, tablet, laptop computers, including PDAs
- electronic writing pads or pen-input devices—The Sharp EL 9600 is permitted.
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)—Letter keys not in QWERTY format are permitted.

Calculators Permitted with Modification

The following types of calculators are permitted, but **only** after they are modified as noted:

- calculators with paper tape—*Remove the tape.*
- calculators that make noise—*Turn off the sound.*
- calculators with an infrared data port—*Completely cover the infrared data port with heavy opaque material such as duct tape or electrician’s tape.*
- calculators that have power cords—*Remove all power/electrical cords.*

Accommodations Testing Arrangements

Accommodations testing arrangements are the responsibility of the Test Accommodations Coordinator at each test site. School personnel may use ACT’s approval for Day 1 accommodations as a guideline for accommodations to be provided on Day 2. However, the decision for Day 2 is ultimately a local one based on accommodation determinations documented in a student’s IEP or Section 504 Plan, or based on needs related to a student’s limited English proficiency (LEP). Day 2 accommodations are State-Allowed and do not need to be approved by ACT or ISBE. Accommodations on any state assessment, including PSAE, are not allowed for students based solely on Response to Intervention (RtI) Plans.

The Day 1 accommodations testing window is (as early as) April 27 until (as late as) May 11, 2011. The Day 2 accommodations testing window is (as early as) April 28 until (as late as) May 12, 2011. Students testing with accommodations on both Day 1 and Day 2 must complete all five Day 1 tests in order before beginning and completing all three Day 2 tests, in order (refer to the sequence shown on page 3 of this manual).

There are no prescribed makeup testing dates for accommodations testing, as students may use any days within the prescribed Day 1 or Day 2 two-week window to test when they are present at school. If a student is absent, reschedule the student within the two-week accommodations testing window to either start testing or continue testing by moving to the next test in the prescribed order.

For students who require testing over multiple days, any one test (e.g., ISBE-Developed Science) must be completed within a single day. For accommodations testing, test administration does not have to be the first activity of the day or begin by 9:00 a.m.

The Test Accommodations Coordinator should

- Make sure that students who have received test accommodations in the past are aware of the accommodations available to them for the Day 2 tests.
- Provide accommodations specified in a student's IEP or Section 504 Plan, or based on needs related to a student's limited English proficiency (LEP).

When a student tests with accommodations on Day 2, a response for each of the six pieces of required information in grid 7 on side 1 of the Day 2 answer document must be filled in after testing is completed. See directions for completing the ACCOMMODATIONS TESTING grid on pages 42 and 43 of this manual.

Students who require self-paced extended time testing administered in a single session as their only accommodation may test together in a group. Examinees should be instructed to raise their hand to receive instructions from the room supervisor in order to proceed to the next test.

Note

For students who participate in standard time testing, arrangements that do not require extended time (e.g., enhanced lighting or sound, special tables or chairs, manual signing of verbal instructions, signaling the start and end of a test by alternate means, or allowing the student to respond in the test booklet because of an injury such as a broken arm) may be made if needed. However, nothing should be coded on a student's Day 2 answer document to indicate that an accommodation was received, which means that grid 7 should be left blank.

Test Materials and Instructions

Earlier this year, ACT sent principals the information schools needed to order Day 2 accommodations testing materials (i.e., alternate test formats, as well as test booklets for students who need extended time only) for spring 2011. Day 2 materials must be ordered at Pearson's *PSAE TestSites Online* Web site. Any accommodations testing materials that are ordered for a school are shipped to the Test Accommodations Coordinator.

Note

Students receiving accommodations are to test using ONLY the materials that have been sent to the Test Accommodations Coordinator (TEST FORM 31101). Standard time test booklets that are shipped to Test Supervisors are not to be used for accommodations testing. IMPORTANT: Test scores for students receiving accommodations may be CANCELLED if they use any other test form.

As appropriate, the initial PSAE Day 2 test instructions (provided on pages 31–33 of this manual, up to the point where instructions for the science test begin) should be read to students testing with accommodations, just as they are read to students testing with standard time.

Alternate Test Formats

Day 2 tests are available in Braille, large print, reader script, audiocassette, audio DVD, and Spanish video DVD formats.

Braille and Large Print

Students who use these formats will likely need extended time. However, the amount of time will vary by student. Without exception, student responses must be submitted on a Day 2 answer document for scoring. See “Assistance in Recording Responses” on page 23. Please note that the Braille format comes packaged with a reader script, audiocassettes, and audio DVDs in the event a student needs to be tested using one of these formats in conjunction with the Braille format. See the following information about the reader script, audiocassette, and audio/Spanish video DVD formats.

Reader Script

If an examinee is tested using a reader script, the tests must be administered in a separate room (one student and one room supervisor as reader) to avoid disturbing other examinees. Extended time will be necessary but will vary by student. The reader script test materials are shipped as a complete set, with the reader script and appropriate test booklet form shipped together for a student. **Make sure you give students the appropriate test form (TEST FORM 31101).**

Examinees being read to from a reader script may have any portion of the test being worked on read to them as many times as necessary. At the start of each test, the student will need to break the seal for that test in the Day 2 test booklet that accompanies the reader script.

The room supervisor serving as a reader for a student must

- Be proficient in English.
- Be experienced in testing.
- Be employed by the school district, special education cooperative, regional office of education, or intermediate service center that operates the school where the student will be taking the tests.
- Not be a relative or guardian of the examinee.
- Not be a private consultant or individual tutor whose fees are paid by the examinee or the examinee’s family.
- Not be involved in coaching high school athletics (if the examinee participates in athletics).

Audiocassettes

If examinees are using audiocassettes—and each examinee has earphones with his or her tape player—more than one examinee may be tested in a single room. If earphones are NOT available with each tape player, each student must be tested in a separate room with a room supervisor. Extended time will be necessary but will vary by student. When testing in a group with earphones, test students together who are anticipated to need similar amounts of time.

The audiocassette test materials are shipped as a complete set, with the audiocassettes and appropriate test booklet form shipped together for a student. **Make sure you give students the appropriate test form (TEST FORM 31101).**

Before students begin listening to the first tape (the science test), tell them that they are allowed to replay any portion of the test they are working on as many times as necessary. Warn them to completely stop the tape before engaging the rewind or fast-forward tape player function. Failure to do so can snap the tape and damage it beyond repair. If a tape becomes jammed, you (not the student) should grasp it with both hands and gently bend it in the middle several times and/or lightly tap the case repeatedly on a hard surface to shuffle the folds of the tape down smoothly.

Finally, instruct students to raise their hands to signal that they have finished a test and are ready to take the next. Advise them that YOU will then rewind the tape in their machine and insert the cassette for the next test.

As needed, students may take a break while you complete the rewinding and supply the new tape. At the start of each test, students will need to break the seal for that test in the Day 2 test booklet that accompanies the audiocassette.

Audio DVDs

Audio DVDs are an option for oral presentation of the Day 2 tests as an alternative to audiocassettes. If you can provide stand-alone computers (with DVD drives) and earphones to students, they do not need to use a computer lab. Using a computer lab is recommended provided each student has individual earphones. (As with audiocassettes, students must use earphones for you to be able to test more than one student in the same room.) The computers will need a DVD-ROM drive and software capable of playing DVDs. CD-ROM drives and CD player software will not work on DVD media. Test Accommodations Coordinators will likely need to work with technical support staff at their schools to make sure they have the necessary equipment and software.

The audio DVD test materials are shipped as a complete set, with the audio DVDs and appropriate test booklet form shipped together for a student. **Make sure you give students the appropriate test form (TEST FORM 31101).**

Before students begin listening to the first DVD (the science test), tell them that they are allowed to replay any portion of the test they are working on as many times as necessary. Instruct students to raise their hands to signal that they have finished a test and are ready to take the next. Advise them that YOU will insert the DVD for the next test. As needed, students may take a break while you supply the new DVD. At the start of each test, students will need to break the seal for that test in the Day 2 test booklet that accompanies the DVD.

Spanish Video DVDs

Spanish video DVDs of the Day 2 tests for science and mathematics are an accommodation option for LEP students. Students for whom the Day 2 Spanish video DVDs are ordered will receive an accommodations test booklet printed in English (TEST FORM 31101) and a Spanish video DVD for the ISBE-Developed Science test and the WorkKeys *Applied Mathematics* test. As the student hears the test items read in Spanish, the video automatically displays the appropriate section of the English text from the accommodations test booklet on the computer screen. The Spanish video DVD set will also include an English DVD for the WorkKeys *Reading for Information* test in case the student needs an English audio presentation of this test.

If you can provide stand-alone DVD players and earphones to students, they do not need to use a computer lab. Using a computer lab is recommended provided each student has individual earphones. Students must use earphones for you to be able to test more than one student in the same room. The computers will need a DVD-ROM drive and software capable of playing DVDs. CD-ROM drives and CD player software will not work on DVD media. Test Accommodations Coordinators will likely need to work with technical support staff at their schools to make sure they have the necessary equipment and software.

The video DVD test materials are shipped as a complete set, with the video DVDs and appropriate test booklet form shipped together for a student. **Make sure you give students the appropriate test form (TEST FORM 31101).**

Before students begin listening to the first DVD (the science test), tell them that they are allowed to replay any portion of the test they are working on as many times as necessary. Instruct students to raise their hands to signal that they have finished a test and are ready to take the next. Advise them that YOU will insert the DVD for the next test. As needed, students may take a break while you supply the new DVD. At the start of each test, students will need to break the seal for that test in the Day 2 test booklet that accompanies the DVD.

Equipment

Staff access to materials must be limited to only those activities necessary to prepare for test day, the test administration itself, and counting and packing materials for return to Pearson. Access to test materials prior to test day is limited to the Test Supervisor, Backup Test Supervisor, or Test Accommodations Coordinator. A designated staff member may assist with materials if the Test Supervisor, Backup Test Supervisor, or Test

Accommodations Coordinator is present and if that designated staff member does not have a relative or ward testing on test day. Do not permit unauthorized personnel to access test materials. If you are using audiocassettes or audio/Spanish video DVDs, ISBE recommends that you consult with a technical support person from your school well before the first scheduled test day to ensure that technology is working properly.

For accommodations testing with audiocassettes, audio DVDs, or Spanish video DVDs, you must provide an audiocassette tape player or DVD player for each student. The room supervisor in charge should set up players (and earphones, if used) before the testing session begins, checking to make sure the equipment is working properly. (A technical support staff or proctor may assist with this process.) Before students enter the room, place a set of Day 2 audiocassettes or DVDs on or near each student’s desk. Insert the first cassette or DVD (the science test) in the player, ready for testing to begin. Leave cassettes or DVDs not in use in the closed plastic case.

Do NOT mix or interchange audiocassettes and DVDs during a test administration for an individual student.

Assistance in Recording Responses

When an examinee is unable to mark responses on a Day 2 answer document, testing staff may offer one of the following accommodations:

- A staff member marks the answer document as the examinee indicates the responses.
- The examinee records the responses in a test booklet.
- The examinee responds using a typewriter or computer.

In the latter two cases, a staff member must—in the examinee’s presence—transfer responses to a Day 2 answer document. Failure to transfer all student responses to a Day 2 answer document will result in no PSAE scores being available for that student. If an examinee gives verbal responses for a staff member to record, the tests must be administered in a room separate from other examinees.

Test Administration Guidelines

Assistance on Test Day

If you have questions concerning the administration of the Day 2 tests, call ACT at **800-553-6244, ext. 2800 (ext. 1788 for accommodations)**.

Unauthorized Testing Aids

The use of scratch paper or notes is **not** permitted. Examinees must do any scratch work in their test booklets.

Electronic Devices

Examinees may not use timers, cell phones, pagers, or any other electronic devices at any time, including during the break. Calculators may be used during the *Applied Mathematics* test, but they must be turned off and put away when the examinee is not working on the test.

Do not admit examinees with ANY electronic devices (other than permitted calculators) to the test room. If an examinee brings an electronic device, it must be shut off and securely stored outside the test room.

Test Monitoring Responsibilities

All room supervisors and proctors must **remain attentive** to their testing responsibilities throughout the entire administration. It is important for examinees to feel that the testing staff is doing all it can to provide an administration free of irregularities. To protect the validity of individual test scores and maintain the security of test materials, the following guidelines for conduct must be observed:

- Walk around the room during testing to be sure examinees are working on the correct test and to prevent prohibited behaviors.
- During testing, do not read, correct papers, or engage in any tasks not related to the administration of the test.
- Do not engage in conversation during testing or allow unauthorized personnel in the testing room.
- Do not leave a testing room unattended at any time.
- Thoroughly document any irregularities of which you are aware.

Timing

The testing and break times for Day 2 are given on page 3 of this manual. **Two** timepieces must be used in each room. If possible, one timepiece should be an interval timer or a stopwatch. To verify the time given for each of the three Day 2 tests, the start and stop times and the five-minutes-remaining times must be written in the appropriate places in this manual and computations checked carefully before time is called. If a proctor is assigned to a room, that person should also keep time with the room supervisor.

Mistiming a test is a serious irregularity. See page 25 for instructions about how to handle mistimings.

Announcement of Time Remaining

Read a verbal announcement of five minutes remaining before the end of each test. If an easily visible wall clock and chalkboard are available, write the start and stop times on the chalkboard at the start of each test. **Do not write start and stop times on a chalkboard if no wall clock is available.**

Guessing

Directions about guessing are printed in the test booklets. If examinees ask about guessing, refer them to these directions. **Do not comment on or add in any way to the printed directions.**

Examinee Questions About Test Items

If an examinee has a question or concern about a particular test item, instruct the examinee to, “just do the best you can.” Do not comment on or add in any way to the test. **No item or part of an item may be read aloud to a student except as a test accommodation.** Avoid discussing examinee concerns during the test because this takes up testing time and may distract other examinees. Note the item number and test name and the examinee’s test form number and question about the item on a Testing Irregularity Report (page 54), and return the report to Pearson in the Irregularity Envelope that was provided in your original shipment of secure test materials. If the examinee wants a written response, be sure to include the name and address of the person to whom the response should be directed.

Testing Irregularities

This section details the types of testing irregularities that may occur, how to handle them during test administration, and how to report them. All testing staff should become thoroughly familiar with these possible irregularities as part of their understanding of test administration procedures.

Testing Irregularity Report(s) and Irregularity Envelope

Complete a Testing Irregularity Report (page 54) for each room in which an individual or group irregularity is observed, and return these reports in the Irregularity Envelope provided by Pearson. Place the Irregularity Envelope in the box of PROCESS materials containing answer documents that are being returned to Pearson for processing. Do NOT place answer documents that are being returned for processing in the Irregularity Envelope. (See “Packing Sequence for Day 2 Process Materials” on page 53 of this manual.) Report and

describe in detail any irregularity that could affect test scores. Include the names of examinees who did not take testing seriously but were not disturbing others (i.e., they did nothing or were doodling). Do NOT void answer documents for these students. Return them for scoring. Duplicate the blank Testing Irregularity Report form as needed. If there are no irregularities in any rooms at your test site, do not return a Testing Irregularity Report. Return the empty Irregularity Envelope in the box of NON-PROCESS materials.

Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or an entire test site). If this occurs, comply with the following instructions and call ACT immediately at **800-553-6244, ext. 2800 (ext. 1788 for accommodations)**. Carefully note the amount of testing time that has passed, and remember to safeguard the security of test materials at all times.

Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees' concentration and it cannot be stopped or the examinees cannot be moved to a quieter location, call ACT immediately. Do not dismiss examinees until you have received instructions. If you do not have a proctor to assist you, stop the test and collect the answer documents and test booklets before leaving the room to call ACT.

Report all disturbances and distractions, however minor (including examinee illness), on a Testing Irregularity Report.

Emergency Evacuation

In the event of an emergency evacuation, your first concern must be the safety of your examinees and your testing staff. If an emergency occurs, note the testing time that has passed and—if time permits—have examinees close their test booklets and place their answer documents inside them.

Collect the test booklets if time permits. If it is safe to do so, lock the testing room. Call ACT as soon as you can safely reach a telephone (**800-553-6244, ext. 2800, or for accommodations, ext. 1788**).

Inclement Weather

If testing has not started, call ISBE for instructions about rescheduling.

Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test site, excluding those affecting the health or safety of your examinees or staff.

If—at any time—you cannot account for a test booklet, immediately call ACT at (**800-553-6244, ext. 2800, or for accommodations, ext. 1788**). ACT staff will advise you on how to proceed.

Mistiming

Tests that are mistimed constitute a serious irregularity that is difficult to resolve, and scores cannot be adjusted to compensate for a mistiming. If a retest on the standard time makeup test date is necessary, a retest of **all three Day 2 tests** is required, not just the test that was mistimed. **Mistimings can be prevented by careful supervision.**

Extreme care must be taken to ensure that the exact time is allowed. ISBE requires that **two** timepieces be used in each room and recommends that one of these be an interval timer or a stopwatch.

If a mistiming occurs, allow examinees to make up the shortage before dismissal. If a shortage on a previous test is discovered after examinees have begun work on their next test, do not interrupt them. Wait until they complete that test, then make up the additional time on the previous test. Document the problem and its resolution on a Testing Irregularity Report.

If a mistiming is discovered after examinees have been dismissed from testing, call ACT immediately on the test day (**800-553-6244, ext. 2800, or for accommodations, ext. 1788**). This irregularity must be resolved

before answer documents are processed, so early notification is important. Keep the affected answer documents separate so the situation can be resolved as expeditiously as possible.

Power Failure

If a power failure occurs during testing and examinees cannot be moved to another location with adequate heat, ventilation, and light and acceptable seating arrangements, collect the answer documents and test booklets and call ACT for further instructions (**800-553-6244, ext. 2800, or for accommodations, ext. 1788**).

Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the instructions for each type of individual irregularity as described in this section.

Note

Any time you observe behavior that requires dismissing a student and voiding an answer document, you must inform the examinee that the answer document will NOT be scored and give the reasons for your action. Each instance must be documented on a Testing Irregularity Report, and the voided answer document must be attached to the report.

Defective Answer Document, Test Booklet, or Alternate Test Format

Replace a defective answer document or standard time test booklet as quickly as possible with another from your supply so the examinee does not lose time.

Instructions for replacing defective test materials:

1. Be sure the replacement booklet is the **same test form** as the defective booklet.
2. Print “Defective Material—VOID” on the cover of the test booklet or in the white space at the very top of side 1 of the answer document.
3. Explain the circumstances on a Testing Irregularity Report, and attach the defective material(s) to the report.
4. If an answer document is defective, the examinee must transfer all information, under your supervision, to a new answer document **after** all Day 2 testing is completed.
5. Call ISBE immediately for further instructions if you do not have sufficient quantities of answer documents or test booklets to replace those that are defective.
6. No overage of alternate test formats (Braille and large print test booklets, audiocassettes, audio DVDs, Spanish video DVDs, and reader scripts) or test booklets for students who need extended time only is included in the shipments sent to Test Accommodations Coordinators. If any of these materials are defective, call ISBE immediately for further instructions (**217-782-4823**).

Audiocassette or DVD Interruption

If an audiocassette tape or DVD player malfunctions or stops because of an electrical or other interruption, note how much testing time has already passed. After you have noted the time, make every attempt to restore functioning. Once the player is working properly, allow the student the exact amount of testing time that remains. If testing cannot be resumed in a reasonable period of time, reschedule the student to complete testing using the original answer document when the player is functional. The student should be given the exact amount of time that remains from the original testing. However, if testing cannot be resumed on the same day, the student cannot be allowed to finish the test they were working on when the malfunction occurred. The student should continue testing by moving to the next test in the prescribed order.

Document all audiocassette or DVD interruption situations on a Testing Irregularity Report.

Duplicating Test Materials

Testing staff and examinees are NOT permitted to duplicate or record any part of the Day 2 tests by copying, taking notes, photographing, scanning, or using any other means. **No part of the answer document may be photocopied.** Examinees must return all answer documents and test booklets to testing staff. They may not retain any portion of these materials.

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages **other than the mathematics formula sheet** from a test booklet, follow the procedures in “Dismissal for Prohibited Behavior” or “Refusal to Turn In Test Materials” on pages 29 and 30. In all cases, examinees observed using photographic, scanning, or recording devices or observed removing pages from a test booklet must be dismissed, the device confiscated or cleared, and the answer document marked VOID. Inform the examinee that the answer document will not be scored. Include all necessary information on a Testing Irregularity Report, and attach the voided answer document to the report. Call ACT (during the test, if possible) to determine if any additional action is required (**800-553-6244, ext. 2800, for standard time testing; ext. 1788 for accommodations**).

Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored.

- **Unauthorized Marking of Responses in Test Booklet Instead of on Answer Document**

Unless an examinee has permission to mark in a test booklet because this accommodation is specified in the student’s IEP or Section 504 Plan, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee who is not entitled to an accommodation has mistakenly marked responses in the test booklet instead of on the answer document **and there is time remaining on the current test**, instruct the examinee to

1. Immediately transfer responses for the current test from the test booklet to the answer document.
2. Continue testing by marking answers only on the answer document.

Only responses marked on the answer document during the allowed time will be scored. Therefore, do **NOT** allow the examinee to transfer responses from prior tests for which time has already been called, and do **NOT** allow the examinee to transfer responses during the break or after the test. Document the situation on a Testing Irregularity Report.

Pearson will not transfer responses from a test booklet to an answer document. The answer document will be processed as received.

- **Marking Responses in Future Section of Answer Document** (e.g., marking responses in section for Test 3 during administration of Test 2)

As soon as this error in marking is detected, give the examinee a new, blank answer document and

1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next question.
2. If time has been called on the test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next test.
3. After testing is completed, supervise the examinee as he or she transfers the information from the incorrect section of the original answer document to the correct section of the new answer document. **This transfer must occur under close supervision and without access to the test booklet.**
4. Complete the required demographic information on side 1 of the new answer document.
5. Mark the first answer document VOID (in the white space at the very top of side 1 of the answer document), document the situation in detail on a Testing Irregularity Report, and

attach the voided answer document to the report. Return the new answer document for processing.

- **Starting Test While Instructions Are Being Given, Working on Wrong Test** (e.g., working on Test 3 during time allowed for Test 2), or **Marking Responses in Previous Section of Answer Document** (e.g., marking responses in section for Test 2 during administration of Test 3)

All of these situations are considered prohibited behavior (working ahead or behind). Follow the procedures in “Dismissal for Prohibited Behavior” on page 29.

Examinees Who Become Sick

Collect the answer document and test booklet from an examinee who becomes sick and leaves the testing room. If the examinee returns and continues testing, lost time may not be made up. Record the situation and amount of time lost on a Testing Irregularity Report.

If an examinee indicates he or she will not finish the test because of illness, ask the examinee whether the answer document should be scored or whether he or she should be scheduled for makeup testing. Indicate the decision on a Testing Irregularity Report. **Only one Day 2 answer document (for standard time testers, from either April 28 or May 12 testing) should be processed for each examinee.** If the student wants the answer document to be scored, all tests attempted will be scored. If the answer document is not to be scored, mark the answer document VOID (in the white space at the very top of side 1 of the answer document), attach it to the Testing Irregularity Report, and schedule the student for makeup testing. The student must take **all three Day 2 tests** during makeup testing. If the illness occurs on April 28 before testing begins, schedule the student for makeup testing on May 12, and retain the student’s unused Day 2 answer document to use on May 12.

If an examinee testing with accommodations indicates he or she will not finish any Day 2 test because of illness that day, collect the answer document and all test materials. Reschedule the student within the two-week accommodations testing window to complete testing no later than May 12, 2011. If the student does not return prior to May 12, return the answer document for scoring so all attempted tests may be scored.

Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee’s test materials without using physical force.
- Dismiss the examinee from the testing room as quietly as possible, without physical force or contact.
- If the examinee threatens or reacts with physical force, call security or police to protect the safety of staff and other examinees.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on a Testing Irregularity Report, and mark the examinee’s answer document VOID and attach it to the report.

Prohibited Behavior

If an examinee is engaging in prohibited behavior, proceed in a way that does not cause any unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in “Dismissal for Prohibited Behavior” (page 29) exactly and continue testing.

Prohibited behaviors include

- Creating a disturbance or allowing an alarm, pager, or phone to sound in the testing room,
- Looking in the test booklet at (or working on) a previous or future test,
- Looking at another examinee’s test booklet or answer document,
- Giving or receiving assistance,
- Using a prohibited calculator (see “Calculators” section on page 19 of this manual),

- Having or using any electronic device during testing or during breaks (all electronic devices, including cellular phones and pagers, are prohibited from the testing room),
- Sharing a calculator with another examinee,
- Using a calculator on any test other than the WorkKeys *Applied Mathematics* test,
- Attempting to remove test materials, including test questions or answers, from the testing room by any means,
- Using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids,
- Filling in or altering response circles on the answer document after time has been called, and
- Exhibiting confrontational, threatening, or unruly behavior.

Have a colleague verify your observation if possible. However, if you are certain an examinee is engaging in prohibited behavior and are supervising a room without assistance, dismiss the examinee based upon your own observation. The Test Supervisor/Accommodations Coordinator does not have to be called to the room to verify the activity.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn him or her that these activities are not allowed and continue close observation. To discourage looking at someone else's answer document or giving or receiving assistance, move the examinee to another seat. If you suspect an examinee filled in response circles after time was called, warn the individual immediately. Document your suspicions and actions on a Testing Irregularity Report.

*Remember, you do not need to observe prohibited behavior if you are **certain** it occurred.* For example, if you are certain that five response circles left unfilled at the end of a test section were filled in after time was called, you should dismiss the examinee. Be sure you have identified the correct examinee before taking this action, and inform the examinee that the answer document will not be scored.

Dismissal for Prohibited Behavior

If you dismiss an examinee for prohibited behavior, follow these procedures exactly:

1. Take action immediately without creating a disturbance. If this is not possible, wait until the end of the test currently being timed.
2. Collect the answer document and test booklet.
3. Tell the examinee privately that
 - a. You observed or are certain of the prohibited behavior.
 - b. He or she is being dismissed because of the behavior.
 - c. The answer document will be marked VOID and will not be scored.
4. Write VOID on side 1 of the answer document (in the white space at the very top), in the examinee's presence if possible.
5. Complete a detailed Testing Irregularity Report that includes
 - a. The time of the incident and the name(s) of the examinee(s).
 - b. The number of response circles the examinee(s) had filled in at the time of the incident, if relevant.
 - c. The testing room and seating location(s) of the examinee(s).
 - d. The details of what you observed.
 - e. The statements you and the examinee(s) made.
 - f. The name(s) of the staff member(s) who observed or are certain of the irregularity.
6. Attach the voided answer document to a Testing Irregularity Report and return in the Irregularity Envelope provided by Pearson, with PROCESS materials as instructed on page 52. (Return the test booklet with other used test booklets, with your NON-PROCESS materials.)

Examinees dismissed for prohibited behavior on Day 2 must **NOT** be scheduled for Day 2 makeup testing on May 12, 2011. However, students who were dismissed for prohibited behavior on Day 1 should still participate in Day 2 testing.

Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the testing room. If an examinee refuses to turn in a test booklet, warn the examinee that the police will be contacted and that this action may result in fines and imprisonment. Call ACT immediately at **800-553-6244, ext. 2800 (ext. 1788 for accommodations)** and describe the situation in detail, including the examinee's name. Do not place yourself in physical danger, and do not leave test materials or other examinees unattended.

Voiding Answer Documents

To void an answer document, write VOID on side 1 (in the white space at the very top of the answer document). Do not write VOID across any of the grids on side 1 or across the pre-ID label if one is used.

Mark an answer document VOID, and attach it to a Testing Irregularity Report only for the following reasons:

- An answer document is defective or an examinee accidentally marked in a future section, and the answer document has been replaced.
- A student becomes ill on the initial test day (April 28) and asks to be scheduled for makeup testing.
- An examinee has been dismissed for prohibited behavior and **has been told the answer document will not be scored.**

Do NOT mark an answer document VOID for any other reason (e.g., a student finishes early, does not return after the break, or does not take testing seriously but is not disturbing others or engaging in prohibited behavior).

For answer documents that are voided, you must complete a Testing Irregularity Report to document the reason. Place the report and attached voided answer document(s) in the Irregularity Envelope and return to Pearson with PROCESS materials.

Test Administration Procedures

Instructions to Students Prior to Test Day

A few days prior to the test day, announce to examinees that they must bring the following:

- Two No. 2 soft-lead pencils with erasers,
- A watch if they wish to pace themselves (they may not set the alarm on the watch to go off during the assessment), and
- An acceptable calculator for the WorkKeys *Applied Mathematics* test for students who choose to use one (see "Calculators" section on page 19 of this manual).

Instructions for Testing Staff

Examinees must use Day 2 answer documents, and schools are expected to use pre-ID labels provided by ACT. Prior to testing, either a label must be affixed to side 1 of each student's answer document or, if no label is received for a student, authorized school or district personnel must print the student's legal name in the small boxes at the top of the STUDENT NAME grid (grid 1) and fill in the corresponding circles. This is the only information that should appear on answer documents when they are distributed to students. Any additional information that needs to be entered for a student (per directions on pages 12–13 and 42–44) must be completed by authorized school or district personnel after all testing is finished and answer documents have been collected from students.

Students must complete grid 9 (TEST FORM) on side 2 of their answer document. It is **very important** for

testing staff to be familiar with the instructions that will be read by the room supervisor to students for entering the TEST FORM number on their answer documents (see page 33). **If the test form number is not entered correctly, the answer document cannot be scored correctly.**

Note

Students who do not arrive in time to take the first test (science) may not be admitted for the remaining tests on Day 2. Once Day 2 testing has begun, do not admit examinees who arrive after test booklets have been distributed to students. However, examinees who arrive on time for the start of Day 2 testing but return late from the break may be admitted but are not allowed to make up any lost testing time.

Testing staff should be alert for errors examinees commonly make when filling in responses on their answer documents. When reading the required Day 2 test instructions to students, room supervisors should emphasize correct procedures so these errors can be avoided.

Testing staff should be aware that

- Examinees must mark their responses on their answer documents, not in their test booklets. No additional time is allowed for transferring responses marked in test booklets. If an examinee records his or her responses in a test booklet as an accommodation, a staff member must transfer the responses to a Day 2 answer document after testing is completed. See “Assistance in Recording Responses” on page 23.
- Each multiple-choice question has only one correct answer. Items left blank or items with more than one response filled in are counted as wrong.

Testing staff should walk around the testing room to observe and monitor examinees to be sure they are following correct procedures.

PSAE Day 2 Test Instructions

Study these instructions before the test day. Read aloud all shaded instructions. Do not depart from these instructions unless instructed to do so for extended time administrations. Where a [PAUSE] appears, pause to let examinees follow the instructions(s) you have given. Text in brackets and unshaded boxes is intended for testing staff only and should not be read aloud.

Check all calculators as students are being admitted to the testing room to make sure they are acceptable (see page 19 for requirements). Direct students to their seats as they enter the testing room. Distribute answer documents and pencils to individual examinees after everyone is seated. **IMPORTANT: Make sure each student receives the answer document with his or her name or pre-ID label on it.**

Do not distribute Day 2 test booklets until you are told to do so in these instructions (see page 33).

Accommodations Testing Note

If you will use translated test instructions to accommodate a student with limited English proficiency, you may refer to them at this point or place them in front of the student to read on their own.

When you have everyone's attention, say:

Make sure your desk is cleared of everything except your number two pencils, erasers, and answer document. If you have a wristwatch alarm, check now to make sure it will not go off during testing. If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. You may not have a cell phone, media player, or electronic device of any kind in the test room other than a permitted calculator, and you may not use them during break(s). If we find that you have brought a cell phone, media player, or any other electronic device into the test room or you use one during break(s), you will be dismissed and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the *Applied Mathematics* test. The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are found:

- Looking in the test booklet at (or working on) a previous or future test,
- Looking at another examinee's test booklet or answer document,
- Giving or receiving assistance,
- Using a prohibited calculator,
- Using any device to share or exchange information at any time during the tests or during breaks,
- Sharing a calculator with another examinee,
- Using a calculator on any test other than the *WorkKeys Applied Mathematics* test,
- Attempting to remove test materials, including test questions or answers, from the testing room by any means,
- Filling in or altering response circles on the answer document after time has been called, and
- Exhibiting confrontational, threatening, or unruly behavior.

Do not mark on the answer document until you are told to do so. [PAUSE]

Look at your answer document to make sure you have the one with your name on it. Your name should be printed on the label in the upper right corner of your answer document. If your answer document does not have a label, your name should be printed in the small boxes at the top of the STUDENT NAME grid in the upper left corner of your answer document. If you have the wrong answer document, raise your hand. [PAUSE]

You must resolve any discrepancies in answer document identification before continuing. Then say:

Today you will take the second day of the Prairie State Achievement Examination. Science and mathematics are the first two tests. After a short break, you will take the reading test.

The science, *Applied Mathematics*, and *Reading for Information* tests are all multiple choice and will be scored by a machine. Make all marks heavy and dark. Fill in each circle completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully erased can affect the scoring of your answer document. Do not use a mechanical pencil or pen.

For each test, mark only one response to each question. You will receive credit only for responses properly marked **on your answer document** during the time allowed for a specific test. I [or "we" if you have a proctor] will walk around the room during testing to be sure you are working on the right test and marking your answers in the correct place on the answer document.

You may **not** return to a test for which time has been called to make additions or changes to your responses.

Note that all three tests in your test booklet are secure and copyrighted. Copying, photographing, memorizing, or using any other means to convey, publish, or make known the content of this test booklet is a violation of test security and the copyright. These violations can result in legal action.

Are there any questions before I distribute the test booklets? [PAUSE]

Distribute the Day 2 test booklets. Hand booklets directly to individual students. Then say:

Write your name on the bottom of your test booklet cover on the “Student Name” line. [PAUSE]

Next, on the front cover of each test booklet is a form number. Turn to side 2 of your answer document. At the top there is a grid where you will record the form number of your test. Write the TEST FORM number in the boxes at the top of grid 9, and fill in the appropriate circles. Be sure to enter the correct form number in grid 9 so your answer document can be scored correctly.

[PAUSE]

Read the examinee agreement in grid 11 at the bottom of side 2 of your answer document; then sign—do not print—your name. Failure to sign your name could invalidate your answer document. Enter today’s date (give the date), then put your pencil down and look up. [PAUSE]

Test Administrator Note

PSAE scores will not be invalidated solely on a student’s refusal to sign this agreement.

SCIENCE

Are there any questions before we begin the science test? [PAUSE]

Find the section on side 2 of your answer document labeled science. DO NOT make any marks on the answer document until you are instructed to do so.

The use of scratch paper or dictionaries is not permitted on this test. Any scratch work may be done in your test booklet.

Break the first seal of your test booklet and turn to page 5. [PAUSE] Follow along as I read the directions:

Accommodations Testing Note

If you will use a reader script to test the student, you may refer to it at this point. If the student will be tested with audiocassettes, audio DVDs, or Spanish video DVDs, you may direct the student to begin using these formats at this point if they have no questions.

This test contains 45 science questions. Each question has only one correct answer. Some of the questions are easy, and some are hard. Don’t worry if you do not know some of the answers. If you do not know an answer to a question, choose the answer that you think is best. There is no penalty for guessing.

After you have selected an answer, fill in the circle on your answer document. Make sure that you mark your answer next to the right number on your answer document. If you want to change your

answer, make sure you erase the old mark completely. If you have time left when you finish, you may check your work.

Set your stopwatch or interval timer to **exactly 40 minutes**, or note the time on your timepiece (adjust accordingly for extended time testing), and say:

You will have 40 minutes to work on the science test. [Students testing with the extended time accommodation will have more time.] I will tell you when there are five minutes left. Are there any questions? [PAUSE] Turn to page 6 and begin the science test.

40 minutes
Start _____ Stop _____
5 minutes remaining _____

As you begin the test, write down the start time, stop time, and 5-minutes-remaining time for this test in the box above. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with a proctor if one is in the room.

Reminder: You may post the start and stop times on the board if a wall clock is available; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on this test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 35 minutes** have passed (adjust accordingly for extended time testing), and you have double-checked the time, say, but do not write on the board:

There are five minutes left.

When your watch or timer indicates **exactly 40 minutes** have passed (adjust accordingly for extended time testing), and you have double-checked the time, say:

Stop, please. Put your pencil down, close your test booklet, and look up. [PAUSE]

WORKKEYS APPLIED MATHEMATICS

When all students have stopped and completed the last instruction, say:

If you brought a calculator, you may get it now to use on the *WorkKeys Applied Mathematics* test. [PAUSE] Make sure there is nothing on your desk except your number two pencils, erasers, test booklet, answer document, and a calculator.

If you have a supply of extra calculators, you may offer them to students who do not have calculators.

Note

Students may tear the formula sheet out of their test booklets for use during this test. Be sure to collect any torn-out sheets at the end of the *Applied Mathematics* test and return them with your NON-PROCESS materials. Do NOT place the sheets back in the test booklets or return them with the answer documents.

Then say:

We will now begin the instructions for the WorkKeys *Applied Mathematics* test.

On side 2 of your answer document, find the section labeled *WorkKeys Applied Mathematics*. DO NOT make any marks on the answer document until you are instructed to do so.

As was true for the science test, the use of scratch paper or dictionaries is not permitted. Any scratch work may be done in your test booklet.

Break the second seal of your test booklet and turn to the *Applied Mathematics* Formula Sheet on page 28 (page 28 in makeup FORM 21101; page 22 in accommodations FORM 31101). You may use this sheet during the mathematics test. If a problem requires a formula or conversion, the formula or conversion has been provided on this sheet. Refer to this sheet as often as you wish.

Look at the next page and follow along as I read the directions:

Accommodations Testing Note

If you will use a reader script to test the student, you may refer to it at this point. If the student will be tested with audiocassettes, audio DVDs, or Spanish video DVDs, you may direct the student to begin using these formats at this point if they have no questions.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures mathematics skills related to success in the workplace.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals or circles on the answer document numbered the same as the question. Then, find the oval or circle in that row lettered the same as your chosen answer. Finally, fill in the oval or circle completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval or circle thoroughly before filling in the new oval or circle. For each question, make sure that you mark your answer in the row of ovals or circles with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best. Go back and check any *Applied Mathematics* questions you had difficulty with if you have time.

You should have a calculator and a WorkKeys formula sheet to use for this test. You may use them for any problems you choose. The formula sheet is at the beginning of this test and may be torn out for easier use.

Note: Unless the problem indicates otherwise, you should assume all of the following.

1. Diagrams are not necessarily drawn to scale.
2. The word line indicates a straight line.
3. If a problem calls for pi (π), use the number three point one four for that value. If you have a pi (π) key on your calculator and you use that key, your answers may not match any of the options given for the problem.

4. The word average indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows: add two and six and seven, then divide the total by three.

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

nine times fifty-three equals [PAUSE] You should get four hundred seventy-seven.

four hundred seventy-seven divided by fifteen equals [PAUSE] You should get thirty-one point eight.

If you did not get the answers shown in parentheses, please tell the person who is administering the test. [PAUSE]

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Ask students who did not get the correct answers to try the calculation again. If you have a supply of extra calculators, offer them to students who have malfunctioning calculators.

Set your stopwatch or interval timer to **exactly 45 minutes**, or note the time on your timepiece (adjust accordingly for extended time testing), and say:

You will have 45 minutes to work on this test. [Students testing with the extended time accommodation will have more time.] I will tell you when there are five minutes left. Are there any questions? [PAUSE] Turn to page 31 (page 31 in makeup FORM 21101; page 25 in accommodations FORM 31101) and begin the mathematics test.

45 minutes
Start _____ Stop _____
5 minutes remaining _____

As you begin the test, write down the start time, stop time, and the 5-minutes-remaining time for this test in the box above. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with a proctor if one is in the room.

Reminder: You may post the start and stop times on the board if a wall clock is available; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on this test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

You must check for prohibited calculators **during the *Applied Mathematics* test**. Check periodically to make sure students did not switch calculators after the first check when students were admitted to the testing room. If a student is using a prohibited calculator, the student is to be dismissed for engaging in prohibited behavior. Follow the instructions on pages 29 and 30 to mark the answer document VOID and dismiss the student. Document this dismissal on a Testing Irregularity Report.

When your watch or timer indicates **exactly 40 minutes** have passed (adjust accordingly for extended time testing), and you have double-checked the time, say, but do not write on the board:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed (adjust accordingly for extended time testing), and you have double-checked the time, say:

Stop, please. Put your pencil down, put your answer document inside your test booklet, close your test booklet, and look up. [PAUSE] If you have a calculator, put it away now. [PAUSE] I [or “we” if you have a proctor] will now collect any torn-out mathematics formula sheets.

Note for Administration to “First Year in U.S.” Students

If you are testing “First Year in the U.S.” students who will not be participating in the reading assessment, please skip to the text near the top of page 39 after you collect all torn-out formula sheets.

When all torn-out formula sheets have been collected, say:

We will now take a 15-minute break. The next test will begin in exactly 15 minutes. If you come back late, you will not be able to make up any lost time. You may use the restrooms, but you must be back in 15 minutes. You may begin your break now.

A room supervisor or proctor should stand by the door to watch students as they leave the room to ensure that all test materials stay in the room. No food or drink (including water) is allowed in the testing room, either during testing or during the break.

While students are on break, at least one room supervisor or proctor must stay in the testing room to ensure the security of the answer documents and test booklets. If more than 50 students are tested in a room, at least two testing staff members should be present in the room at all times.

As students reassemble in the testing room, direct them to take the same seats as before.

WORKKEYS READING FOR INFORMATION

After exactly 15 minutes have passed since the end of the previous test, say:

The break is over. Please take the same seat as before if you have not already done so. Check to make sure that you have the answer document and test booklet with your name on them. If you have the wrong answer document or test booklet, raise your hand. [PAUSE]

We will now begin the instructions for the WorkKeys *Reading for Information* test.

Turn to side 2 of your answer document, and find the section labeled *WorkKeys Reading for Information*. DO NOT make any marks on the answer document until you are told to do so.

The use of scratch paper or dictionaries is not permitted. Any scratch work may be done in your test booklet.

Break the third seal of your test booklet. Turn to page 49 (page 51 in makeup FORM 21101; page 43 in accommodations FORM 31101) and follow along as I read the directions:

Accommodations Testing Note

If you will use a reader script to test the student, you may refer to it at this point. If the student will be tested with audiocassettes, audio DVDs, or Spanish video DVDs, you may direct the student to begin using these formats at this point if they have no questions.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. Next, find the row of ovals or circles on the answer document numbered the same as the question. Then, find the oval or circle in that row lettered the same as your chosen answer. Finally, fill in the oval or circle completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval or circle thoroughly before filling in the new oval or circle. For each question, make sure that you mark your answer in the row of ovals or circles with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. Do not use too much time on any one question. If you do not know the correct answer, pick the one you think is best. Go back and check any *Reading for Information* questions you had difficulty with if you have time.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Set your stopwatch or interval timer to **exactly 45 minutes**, or note the time on your timepiece (adjust accordingly for extended time testing), and say:

You will have 45 minutes to work on this test. [Students testing with the extended time accommodation will have more time.] I will tell you when there are five minutes left. Are there any questions? [PAUSE] Go to page 51 (page 53 in makeup FORM 21101; page 45 in accommodations FORM 31101) and begin the reading test.

45 minutes	
Start _____	Stop _____
5 minutes remaining _____	

As you begin the test, write down the start time, stop time, and 5-minutes-remaining time for this test in the box above. Before you announce 5 minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with a proctor if one is in the room.

Reminder: You may post the start and stop times on the board if a wall clock is available; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on this test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 40 minutes** have passed (adjust accordingly for extended time testing), and you have double-checked the time, say, but do not write on the board:

There are five minutes left.

When your watch or timer indicates **exactly 45 minutes** have passed (adjust accordingly for extended time testing), and you have double-checked the time, say:

Stop, please. Put your pencil down, close your test booklet, and look up.

Administration to “First Year in U.S.” students and all others continue reading here:

You have completed Day 2 of the Prairie State Achievement Examination. Your answer document and test booklet will be collected separately from each of you. **DO NOT** pass any test materials forward. Please remain seated until all test materials have been collected and accounted for.

First, collect the answer documents individually and turn them all one way. Then collect the test booklets individually. Do not allow the answer documents or test booklets to be passed to the front, side, or back of a row. **Do not dismiss examinees until you have counted the answer documents and test booklets to verify that the number distributed equals the number collected.** If you are short an answer document or test booklet, match the answer documents with the test booklets using the students’ names to determine whose answer document or test booklet was not collected.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the answer documents or test booklets after they have been returned to the room supervisor or a proctor. After the answer documents and test booklets have been counted and you have verified that all have been returned, say:

Thank you for your cooperation. Your score reports for the WorkKeys mathematics and reading tests and your Individual Student Report with Prairie State Achievement Examination scores will be mailed to your high school this fall.

At the conclusion of testing, direct examinees to the next activity of the day as determined by your school administration. Room supervisors must personally return all standard time test materials to the Test Supervisor and all accommodations testing materials to the Test Accommodations Coordinator. Examinees may not assist with the transportation of any test materials.

Test Supervisors will verify the return of test booklets and prepare the Day 2 standard time test materials for return to Pearson, per instructions that follow in this manual. Test Accommodations Coordinators will verify the return of accommodations testing materials and prepare them for return to Pearson in a separate shipment.

Marking Directions

- Use only a No. 2 soft-lead pencil.
- Do NOT use a fountain pen, ballpoint pen, or colored pencil.
- Make heavy black marks that completely fill the circles.
- Erase completely any marks you wish to change.
- Make NO stray marks on this sheet.

MARKING EXAMPLES

Correct Mark:



Incorrect Marks:



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TEST FORM

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

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**SCHOOL USE ONLY
(STATE QUESTIONS)**

See instructions in Day 2 manual.

1	2	3	4	5
(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)
(E)	(E)	(E)	(E)	(E)
(F)	(F)	(F)	(F)	(F)
(G)	(G)	(G)	(G)	(G)
(H)	(H)	(H)	(H)	(H)
(I)	(I)	(I)	(I)	(I)
(J)	(J)	(J)	(J)	(J)
(K)	(K)	(K)	(K)	(K)
(L)	(L)	(L)	(L)	(L)

Science

1 (A) (B) (C) (D)	10 (A) (B) (C) (D)	19 (A) (B) (C) (D)	28 (A) (B) (C) (D)	37 (A) (B) (C) (D)
2 (A) (B) (C) (D)	11 (A) (B) (C) (D)	20 (A) (B) (C) (D)	29 (A) (B) (C) (D)	38 (A) (B) (C) (D)
3 (A) (B) (C) (D)	12 (A) (B) (C) (D)	21 (A) (B) (C) (D)	30 (A) (B) (C) (D)	39 (A) (B) (C) (D)
4 (A) (B) (C) (D)	13 (A) (B) (C) (D)	22 (A) (B) (C) (D)	31 (A) (B) (C) (D)	40 (A) (B) (C) (D)
5 (A) (B) (C) (D)	14 (A) (B) (C) (D)	23 (A) (B) (C) (D)	32 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	15 (A) (B) (C) (D)	24 (A) (B) (C) (D)	33 (A) (B) (C) (D)	42 (A) (B) (C) (D)
7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)	43 (A) (B) (C) (D)
8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)	44 (A) (B) (C) (D)
9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)	45 (A) (B) (C) (D)

Do NOT mark in this shaded area.



WorkKeys Applied Mathematics

1 (A) (B) (C) (D) (E)	8 (F) (G) (H) (J) (K)	15 (A) (B) (C) (D) (E)	22 (F) (G) (H) (J) (K)	29 (A) (B) (C) (D) (E)
2 (F) (G) (H) (J) (K)	9 (A) (B) (C) (D) (E)	16 (F) (G) (H) (J) (K)	23 (A) (B) (C) (D) (E)	30 (F) (G) (H) (J) (K)
3 (A) (B) (C) (D) (E)	10 (F) (G) (H) (J) (K)	17 (A) (B) (C) (D) (E)	24 (F) (G) (H) (J) (K)	31 (A) (B) (C) (D) (E)
4 (F) (G) (H) (J) (K)	11 (A) (B) (C) (D) (E)	18 (F) (G) (H) (J) (K)	25 (A) (B) (C) (D) (E)	32 (F) (G) (H) (J) (K)
5 (A) (B) (C) (D) (E)	12 (F) (G) (H) (J) (K)	19 (A) (B) (C) (D) (E)	26 (F) (G) (H) (J) (K)	33 (A) (B) (C) (D) (E)
6 (F) (G) (H) (J) (K)	13 (A) (B) (C) (D) (E)	20 (F) (G) (H) (J) (K)	27 (A) (B) (C) (D) (E)	
7 (A) (B) (C) (D) (E)	14 (F) (G) (H) (J) (K)	21 (A) (B) (C) (D) (E)	28 (F) (G) (H) (J) (K)	

WorkKeys Reading for Information

1 (A) (B) (C) (D) (E)	8 (F) (G) (H) (J) (K)	15 (A) (B) (C) (D) (E)	22 (F) (G) (H) (J) (K)	29 (A) (B) (C) (D) (E)
2 (F) (G) (H) (J) (K)	9 (A) (B) (C) (D) (E)	16 (F) (G) (H) (J) (K)	23 (A) (B) (C) (D) (E)	30 (F) (G) (H) (J) (K)
3 (A) (B) (C) (D) (E)	10 (F) (G) (H) (J) (K)	17 (A) (B) (C) (D) (E)	24 (F) (G) (H) (J) (K)	31 (A) (B) (C) (D) (E)
4 (F) (G) (H) (J) (K)	11 (A) (B) (C) (D) (E)	18 (F) (G) (H) (J) (K)	25 (A) (B) (C) (D) (E)	32 (F) (G) (H) (J) (K)
5 (A) (B) (C) (D) (E)	12 (F) (G) (H) (J) (K)	19 (A) (B) (C) (D) (E)	26 (F) (G) (H) (J) (K)	33 (A) (B) (C) (D) (E)
6 (F) (G) (H) (J) (K)	13 (A) (B) (C) (D) (E)	20 (F) (G) (H) (J) (K)	27 (A) (B) (C) (D) (E)	
7 (A) (B) (C) (D) (E)	14 (F) (G) (H) (J) (K)	21 (A) (B) (C) (D) (E)	28 (F) (G) (H) (J) (K)	

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EXAMINEE AGREEMENT

By submitting this answer document, I agree to the ACT terms and conditions set forth in the Overview and Preparation Guide for PSAE Day 2 booklet for this exam, including the arbitration and dispute remedy provisions with ACT. I certify that I am the person whose name appears on this form. I understand that I cannot share any test questions or responses with anyone by any form of communication.

Signature (Do Not Print)

Date

Post-Test Entry of Information on Day 2 Answer Documents

Grids 1 through 6: STUDENT INFORMATION

Do NOT enter anything in these grids if a student has a pre-ID label affixed to his or her answer document. If you did not receive a pre-ID label for a student, authorized school or district personnel must complete grids 1 through 6 (STUDENT NAME, TESTING SCHOOL/CITY, GENDER, DATE OF BIRTH, HOME SCHOOL RCDTS CODE and STATE ASSIGNED STUDENT ID NUMBER) on side 1 of the student's Day 2 answer document. (See directions on pages 12–13.)

Grid 7: ACCOMMODATIONS TESTING (Required only for students testing with accommodations)

After testing is completed, authorized school or district personnel must enter for students who tested with accommodations a response for each of the six pieces of required information in the ACCOMMODATIONS TESTING grid on side 1 of the Day 2 answer document. **Failure to enter this information for a student who tested with accommodations using TEST FORM 31101 may result in incorrect or no scoring of the student's Day 2 answer document.**

7	ACCOMMODATIONS TESTING (Required <u>only</u> for students testing with accommodations)
	<input type="radio"/> IEP Accom <input type="radio"/> 504 Accom <input type="radio"/> LEP Accom
	(If any of the above are marked, a response must be provided for each of the 5 items listed below.)

Test Booklet Format	(A) (B) (C)
Testing Time	(A) (B) (C) (D) (E)
Presentation Mode	(A) (B) (C) (D) (E) (F)
Response Mode	(A) (B) (C) (D) (E)
Other	(A) (B) (C)

For only those students who tested with accommodations, the appropriate responses must be filled in by authorized school or district personnel after testing is completed and answer documents have been collected. Responses should be filled in regardless of whether a pre-ID label is affixed to a student's answer document. Inform room supervisors whether they should fill in the appropriate responses in the ACCOMMODATIONS TESTING grid or whether the appropriate responses will be filled in after answer documents are returned to the Test Accommodations Coordinator.

In the top portion of the ACCOMMODATIONS TESTING grid, there are three selections.

IEP Accommodation—Fill in the **IEP Accom** circle if a student received an accommodation on any part of the PSAE Day 2 tests based on needs documented in an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA).

504 Accommodation—Fill in the **504 Accom** circle if a student received an accommodation on any part of the PSAE Day 2 tests based on needs documented in a Section 504 Plan. This is a plan developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

LEP Accommodation—Fill in the **LEP Accom** circle if a student received an accommodation on any part of the PSAE Day 2 tests based on needs related to the student's limited English proficiency (LEP).

In the bottom portion of the ACCOMMODATIONS TESTING grid, there are five pieces of information that must be provided. Fill in the appropriate response for each of the five items below.

ACCOMMODATIONS TEST BOOKLET FORMAT USED BY STUDENT

- A. Regular print (form 31101)
- B. Large print (form 31101)
- C. Braille (form 31101)

TESTING TIME (*ACT-Approved Timing Codes are referenced as examples*)

- A. Extended time—50% extended time in self-paced single session (*Timing Code 6*)
- B. Extended time—50% extended time over multiple days (*Timing Code 7*)
- C. Extended time—more than 50% extended time (*Timing Codes 2 and 3*)
- D. Standard time with stop-the-clock breaks or testing over multiple days (*Timing Code 5*)
- E. None of the above (no testing time accommodation provided or *Timing Code 8*)

PRESENTATION MODE

- A. Reader script
- B. Audiocassettes/Audio DVDs
- C. Exact English Signing (EES) of test items
- D. Signing of test items in sign language other than EES
- E. Spanish Video DVD (LEP only)
- F. None of the above (no presentation mode accommodation provided)

RESPONSE MODE

- A. Mark answers in test booklet (instead of in answer document)
- B. Oral response/point to answers in test booklet
- C. Alternative response mode (via computer)
- D. Braille writer
- E. None of the above (no response mode accommodation provided)

OTHER

- A. Yes—accommodation provided that does not fit into one of the categories above
- B. No
- C. Translated Verbal Instructions in Native Language (LEP only)

Grid 8: OPTIONAL SCHOOL USE

The OPTIONAL SCHOOL USE grid is included on side 1 of the Day 2 answer document. This optional grid is provided for school and/or district use. This grid allows you to code the participation of students in various school or district programs. For example, students in vocational programs could be coded as A1. Because the scanner will read only one digit per column, do not fill in more than one circle in each column. The code you give each program is determined by your school or district. If you use this grid, the information will be included as part of a student's PSAE record on the student data CD that is sent to the student's home school. The information will allow electronic sorting of students.

Information in the OPTIONAL SCHOOL USE grid must be entered manually. It is not included on pre-ID label data files.

8 OPTIONAL SCHOOL USE		
A	B	C
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Grid 10: SCHOOL USE ONLY—STATE QUESTIONS

NEW for 2011: School Staff will NOT use Grid 10 to capture the reason why a student did not test, as was done previously. Grid 10 will not be used by school staff. Leave grid 10 blank.

Return PSAE Day 2 answer documents only for those students who were present for at least one of the three PSAE Day 2 tests. ISBE will now capture the reason why a student did not test for any PSAE subject area only in the Assessment Correction file in the Student Information System (SIS) and not on the PSAE Day 1 answer folder or the PSAE Day 2 answer document. It will be necessary for school staff to communicate the reason why a student did not test to staff responsible for verifying information in the Assessment Correction file in SIS. Assessment Score records that contain numeric scale scores, NAs, or a combination of the two for each subject-area scale score will not require a reason for not testing to be entered. Only score records showing all blanks or at least one NR (indicating no responses were made) in place of a subject-area scale score will need to be identified with a reason for not testing. Please contact ISBE at 217-782-4823 if you have any questions regarding coding a reason for not testing.

Reason for Not Testing Codes must be entered in SIS by districts prior to the close of the Assessment Correction Window, which ends on July 19, 2011. Scores are scheduled to be posted no later than July 12, 2011.

Reason for Not Testing Codes

Codes 01 through 10 and 15 may be applied to any grade 11 and 12 records. Codes 11, 12, 13, and 14 may be applied only to grade 12 PSAE records. Please note that reason codes 05 through 09 exist so that students who are erroneously appearing in the Assessment Correction file may be identified appropriately since students may not be removed from the Assessment Correction file once it is created on May 13, 2011.

Reason for Not Testing Code		Definition
01	Medically Exempt	Student (a) was admitted on an emergency basis to a hospital or residential facility (e.g., because of a motor vehicle or other type of accident, emergency surgery, psychiatric emergency), or on an emergency basis to a drug/alcohol/psychological treatment program; and (b) was unable to be schooled during the time of testing.
02	Homebound Exempt	Student was on homebound status during the time of testing and was too ill (based upon a specific written statement from a physician licensed to practice medicine in all its branches), to be tested.
03	In Jail/Locked Facility	Student was in jail or a locked facility during the time of testing.
04	Out of State/Country	Student was residing in or attending a facility located out-of-state or out-of-country at the time of testing. This includes any Illinois student in a foreign exchange program.
05	Not Enrolled	Student was not enrolled during the time of testing (exited prior to the start of the time of testing) or was not required to participate in the subject area test for other reasons (e.g., home-schooled/private school student partially-enrolled in public school for math only).
06	Not in Valid Grade	Student was not classified during the time of testing as being in a grade at which a state assessment is given (grade 3, 4, 5, 6, 7, 8, or 11).
07	Transferred Out During Testing	Student transferred out (exited) during the time of testing and had not started testing.
08	Transferred In During Testing	Student transferred in (enrolled) during the time of testing and had either already started testing at his/her former school or transferred in too late to start testing at his/her new school.
09	Deceased	Student was deceased prior to the start of the time of testing or died during the time of testing and had not started testing.
10	Absent	Student should have tested and codes 01 to 09 and 15 do not apply.
11	Non-Regular Diploma Recipient	Grade 12 PSAE records only: Student is listed in the file as grade 12 but is not subject to the PSAE Diploma Requirement because the student will not receive a regular high school diploma.
12	New to IL Public School in Grade 12	Grade 12 PSAE records only: Student is listed in the file as grade 12 but is not subject to the PSAE Diploma Requirement because the student was not enrolled in an Illinois public school the previous school year during the PSAE test administration.
13	IAA Eligible	Grade 12 PSAE records only: Student is listed in the file as grade 12 but is not subject to the PSAE Diploma Requirement because the student is currently ineligible to participate in PSAE (e.g., student was eligible for IAA previous year). Note: Students do not participate in IAA while in grade 12.
14	Local Evidence of PSAE Diploma Requirement	Grade 12 PSAE records only: Student is listed in the file as grade 12 but did not take PSAE because the district has local evidence that the student has satisfied or is exempt from the PSAE diploma requirement.
15	Refusal	Student present but refused to participate in testing.

Determining Which Answer Documents to Return for Processing

Initial Standard Time Test Day (April 28)

If a student started to test but became ill and did not complete all three Day 2 tests on the initial test day, do NOT return the answer document for scoring until you determine whether the student is scheduled for makeup testing. See “Examinees Who Become Sick” on page 28.

- a. If the student is scheduled for makeup testing, mark the initial answer document VOID (in the white space at the very top of side 1 of the answer document) and attach it to a Testing Irregularity Report to be returned with other reports (if any) on April 29 in the initial return shipment to Pearson. On May 12, the student will have to take **all three Day 2 tests**. Before testing begins, authorized school or district personnel must print the student’s legal name on a NEW answer document in the small boxes at the top of the STUDENT NAME grid (grid 1) and fill in the corresponding circles. After the student has finished makeup testing and the answer document has been collected, the required information in grids 2 through 6 must be entered by school or district personnel who are authorized to provide that information.
- b. If the student is **not** scheduled for makeup testing, return the partially completed answer document for scoring. All tests attempted will be scored.

Makeup testing is for students who were absent on April 28 or did not finish testing because they became ill or had to leave for a family emergency. Students who did not return after the break (and did not leave due to illness) or did not take testing seriously (e.g., doodled, rushed and finished early) should not be scheduled for makeup testing. Their answer documents should be returned on April 29 for scoring.

Keep UNUSED answer documents for students who were absent on April 28. **These answer documents should be used when students participate in makeup testing on May 12.**

Makeup Standard Time Test Day (May 12)

Return all used answer documents for scoring, except voided answer documents for students who were dismissed for prohibited behavior. Attach these voided answer documents to a completed Testing Irregularity Report and return in the Irregularity Envelope provided by Pearson. Place the Irregularity Envelope in the PROCESS materials box to be shipped to Pearson on May 13. See “Voiding Answer Documents” on page 30.

April/May Accommodations Test Window (April 28–May 12)

If a student testing with accommodations started to test but became ill, do NOT return the answer document for scoring until the student completes the Day 2 tests, as allowed within the accommodations test window. See “Examinees Who Become Sick” on page 28.

Return all used answer documents for scoring, except voided answer documents for students who were dismissed for prohibited behavior. Attach these voided answer documents to a completed Testing Irregularity Report and return in the Irregularity Envelope provided by Pearson. Place the Irregularity Envelope in the PROCESS materials box to be shipped to Pearson on May 13. See “Voiding Answer Documents” on page 30. If all students testing with accommodations finish earlier than May 12, you may call Pearson to arrange an earlier pickup date.

Answer Document Returned for Every Student Who Tests

You are required to return an answer document for processing for every student who tested at your school. If a student does not test on both the initial and makeup standard time test date (or during the accommodations testing window), districts are required to indicate the reason why the student did not test by entering this reason in ISBE's Assessment Correction file starting on May 13, 2011.

Contact your School Principal or District Superintendent to determine who is responsible for entering data in ISBE's Student Information System.

Important Note for Grade 12 Students Who Do Not Test: If the reason a grade 12 student did not test is because he or she is exempt from the PSAE diploma requirement (#1, 2, or 3 below or Reason for Not Testing codes 01 through 04 on page 45), he or she participated in PSAE testing previously (#4 below), or there is local evidence of a previous exemption (#4 below), do not submit an answer document for the student, even if a pre-ID label was produced. Instead, identify the appropriate Reason for Not Testing code in SIS during the Assessment Correction window, which ends on July 19, 2011.

Do NOT submit a PSAE answer document for any grade 12 student who:

1. will not be receiving a regular high school diploma
[Use "Reason for Not Testing" code 11 (Non-Regular Diploma Recipient) in the Assessment Correction file];
2. was not enrolled in an Illinois public school during the spring 2010 administration of the PSAE
[Use "Reason for Not Testing" code 12 (New to IL Public School in Grade 12) in the Assessment Correction file];
3. has an IEP that indicates the PSAE is not appropriate (would have been eligible to take the IAA the previous year)
[Use "Reason for Not Testing" code 13 (IAA Eligible Previous Year) in the Assessment Correction file]; or
4. has taken PSAE Day 1 or PSAE Day 2 previously or the student was previously exempt, and the district can provide evidence of this participation or exemption locally.
[Use "Reason for Not Testing" code 14 (Local Evidence of PSAE Diploma Requirement) in the Assessment Correction file].

Contact the Student Assessment Division of the Illinois State Board of Education at 217-782-4823 if you have any questions about submitting answer documents for grade 12 students.

Day 2 Standard Time Makeup Testing on May 12

Students to be Included in Day 2 Standard Time Makeup Testing

The following students should be included in makeup testing:

- Students who were absent for Day 2 initial standard time testing on April 28.
- Students who were unable to complete all three Day 2 tests on April 28 because they became ill or had to leave for a family emergency and indicated they did **not** want their partially completed answer document scored.

Ordering Materials for Day 2 Standard Time Makeup Testing

On **April 29** (but no later than **May 6**), order the materials you will need for May 12 standard time Day 2 makeup testing at Pearson's *PSAE TestSites Online* Web site (<http://ncsschoolhouse.com>). If you have any questions, contact Pearson at **1-888-705-9413 x 3**. The Test Supervisor will receive the quantity of Day 2 PSAE Standard Time Makeup Test Booklets ordered plus a small overage (TEST FORM 21101), a supply of answer documents (in case these are needed), one Day 2 Supervisor's Manual for every twenty test booklets, a May Makeup School Identification Sheet, and required shipping labels.

With two exceptions, all Day 2 test materials from April 28 must be returned to Pearson on April 29. The two exceptions are

- Test Supervisors should keep unused Day 2 answer documents for students who have pre-ID labels and are scheduled for Day 2 standard time makeup testing on May 12. (Although a limited number of Day 2 manuals are shipped with makeup materials, Test Supervisors should retain manuals needed for the May 12 administration.)
- Test Accommodations Coordinators should keep all accommodations testing materials for students who require testing over multiple days. If all students finished testing on April 28, Test Accommodations Coordinators should return all accommodations testing materials on April 29. If any students require testing over multiple days, all accommodations testing materials should be retained and returned in one shipment on May 13. If all students testing with accommodations finish earlier than May 12, you may call Pearson to arrange an earlier pickup date.

Test Supervisors should **NOT** keep any used answer documents from initial standard time testing on April 28 or any used or unused test booklets from that administration. The Day 2 standard time makeup tests Pearson ships to schools will be different from the tests given on April 28. Each shipment of makeup test booklets (TEST FORM 21101) will include a new School Identification Sheet that is pregridded for the MAY (Makeup Standard Time Testing) test administration date and a small supply of Day 2 answer documents in case the unused answer document for a student was returned inadvertently on April 29.

Post-Test Forms and Instructions

Completing the School Identification Sheet

The School Identification Sheet. A completed School Identification Sheet must be placed on top of each set of answer documents that is returned to Pearson for processing. A sample School Identification Sheet for APRIL (Initial Standard Time Testing) is shown on page 50 of this manual. One School Identification Sheet will be included in the original shipment of secure test materials sent to the Test Supervisor and in the original shipment of secure accommodations testing materials sent to the Test Accommodations Coordinator. Each of the two sheets will be pregridded, respectively, for the APRIL and the APRIL/MAY test administration date. One School Identification Sheet will be also included in the shipment of secure makeup test materials sent to the Test Supervisor. This sheet will be pregridded for the MAY test administration date.

Please check the accuracy of preprinted information on the School Identification Sheet you receive. If the school name is incorrect but the state-assigned Region-County-District-Type-School (RCDTS) code is correct, your District Superintendent (or, depending on the type of school/program, your Director of Special Education, Regional Superintendent, ISC Executive Director, or special education private facility administrator) should contact the Technology Support Call Center at ISBE at 217-558-3600 for specific information about how to update information contained in ISBE’s RCDTS system.

If all (or most) of the information on your preprinted School Identification Sheet is incorrect and it appears that Pearson sent you the wrong preprinted sheet (i.e., the sheet for another school), or if you cannot locate your School Identification Sheet, call Pearson at **1-888-705-9413 x 3**, to receive instructions for returning the answer document(s) for processing.

Directions for Completing the Sheet. If you use the School Identification Sheet that has been preprinted for your school, you need to complete only grid 5, TOTAL NUMBER OF ANSWER DOCUMENTS UNDER THIS SCHOOL ID SHEET. If your preprinted School Identification Sheet is lost or destroyed, contact Pearson at **1-888-705-9413 x 3**, to receive instructions for returning the answer documents.

Sorting, Packing, and Returning Test Materials

All used and unused Day 2 test materials from April 28 standard time testing must be returned on April 29 to Pearson. Do not keep any test materials except as explained on pages 46–48.

No test materials may be photocopied. If scores are questioned, schools may request rescoring of results for individual students no later than July 19, 2011. PSAE scores for reading, mathematics, science, and writing are scheduled to be posted in ISBE's Student Information System no later than July 12, 2011.

After PSAE testing is finished, sort and pack the Day 2 test materials for return to Pearson. A FedEx pickup has been arranged for Friday, April 29, 2011, for Day 1 and Day 2 test materials. If applicable, a second pickup will be arranged for Friday, May 13, 2011, for Day 1 and Day 2 materials used for makeup and/or accommodations testing.

Failure to return Day 2 test materials to Pearson no later than May 13, 2011, may result in answer documents for your students not being processed.

Important Note

Return Day 1 test materials to ACT in Iowa City, Iowa.

Return Day 2 **process** test materials to Pearson at 2510 North Dodge St., Iowa City, Iowa. This includes the irregularity envelope, school identification sheet, and answer documents as shown on page 53.

Return Day 2 **non-process** test materials to Pearson at 7405 Irish Dr. SW, Cedar Rapids, Iowa. This includes all items shown on page 53.

Please make sure the correct shipping labels are on each set of boxes.

Return all test materials in the boxes in which they arrived. However, because of the way materials are packed for return to Pearson and because Day 2 non-secure materials are shipped to you by ACT, you may need more boxes than were originally sent by Pearson.

Use the following procedures to prepare Day 2 test materials for return to Pearson. (Discard the cellophane wrap in which any testing materials were packaged, and pack the materials for return shipment as directed below and on the following pages.)

How to Sort Materials

Separate process and non-process materials.

- **Process materials** include a completed School Identification Sheet (see pages 49–50), used answer documents being returned for processing under the completed School Identification Sheet, and the Irregularity Envelope. Place only Testing Irregularity Reports (with any voided answer documents attached) in the Irregularity Envelope (do NOT place used answer documents being returned for processing in the Irregularity Envelope).
- **Non-process materials** include test booklets (and any alternate test formats, i.e., Braille and large print booklets, audiocassettes, audio DVDs, Spanish video DVDs, and reader scripts), *Applied Mathematics* Formula Sheets that were torn out of test booklets, unused pre-ID labels and answer documents, empty irregularity envelopes, copies of this manual (the *Day 2 Supervisor's Manual of Instructions*), and unused aqua, orange, and FedEx return service shipping labels.

How to Box and Label Materials

Process Materials. Put answer documents being returned for processing under the completed School Identification Sheet for this test administration date. Collect all process materials and pack according to the sequence shown on page 53. Use as many boxes as required, but try to pack all answer documents in the same box. If answer documents have to be split across boxes, there is no need to put a School Identification Sheet on top of answer documents in the additional box(es).

Affix the **aqua labels** to each box (one per box). These labels were included in the original shipment of secure test materials from Pearson to the Test Supervisor and Test Accommodations Coordinator. Write the box numbers on the aqua labels in sequential order (e.g., “1 of 3,” “2 of 3,” “3 of 3”).

Non-Process Materials. Collect all non-process materials and pack according to the sequence shown on page 53.

Affix the **orange labels** to each box (one per box). These labels were included in the original shipment of secure test materials from Pearson to the Test Supervisor and Test Accommodations Coordinator. Write the box numbers on the orange labels in sequential order (e.g., “1 of 3,” “2 of 3,” “3 of 3”).

You should have at least one box with an aqua (process) label on it and at least one box with an orange (non-process) label on it.

All Materials. Affix a FedEx return service shipping label to each box. The *process* materials must have 2510 North Dodge St., Iowa City, Iowa, as the FedEx return service shipping address. The *non-process* materials must have 7405 Irish Dr. SW, Cedar Rapids, Iowa, as the FedEx return service shipping address. These labels were included in the original shipment of secure test materials from Pearson to the Test Supervisor and Test Accommodations Coordinator. Put one label on each process and non-process box. FedEx will not accept any box that does not have a return service shipping label on it.

Day 1 and Day 2 PSAE materials will be picked up by FedEx on Friday, April 29, 2011. This pickup has been arranged, so you do not need to contact FedEx about it. At the start of the school day (i.e., by 9:00 a.m.) on April 29, place your PSAE materials where FedEx normally picks up and delivers. However, do not leave boxes unattended in a location such as a hallway or common area. Make sure someone on staff at the school monitors the boxes until FedEx arrives.

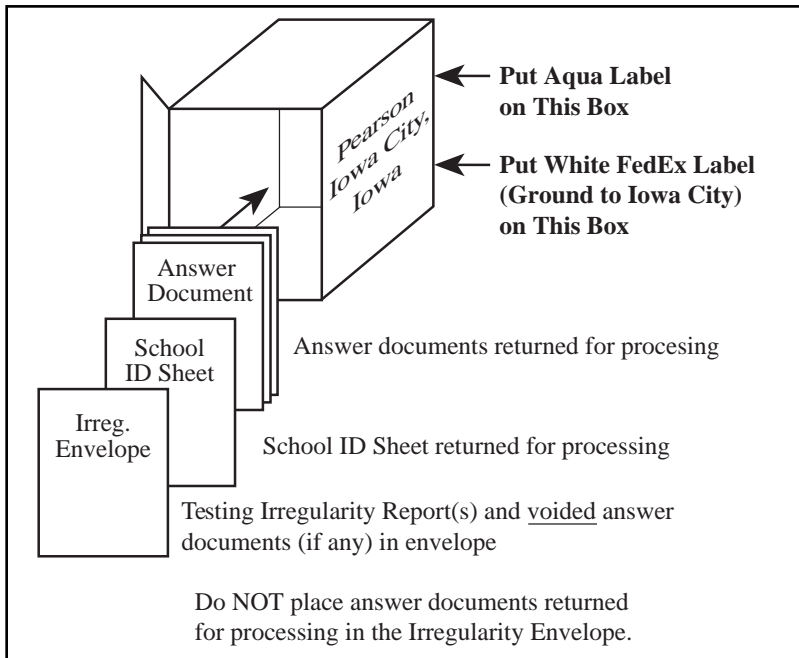
If you have any questions or problems concerning the packing or return of materials (or if FedEx does not show up), call Pearson at **1-888-705-9413 x 3**.

Return of Test Materials After May 12 Day 2 Makeup Testing

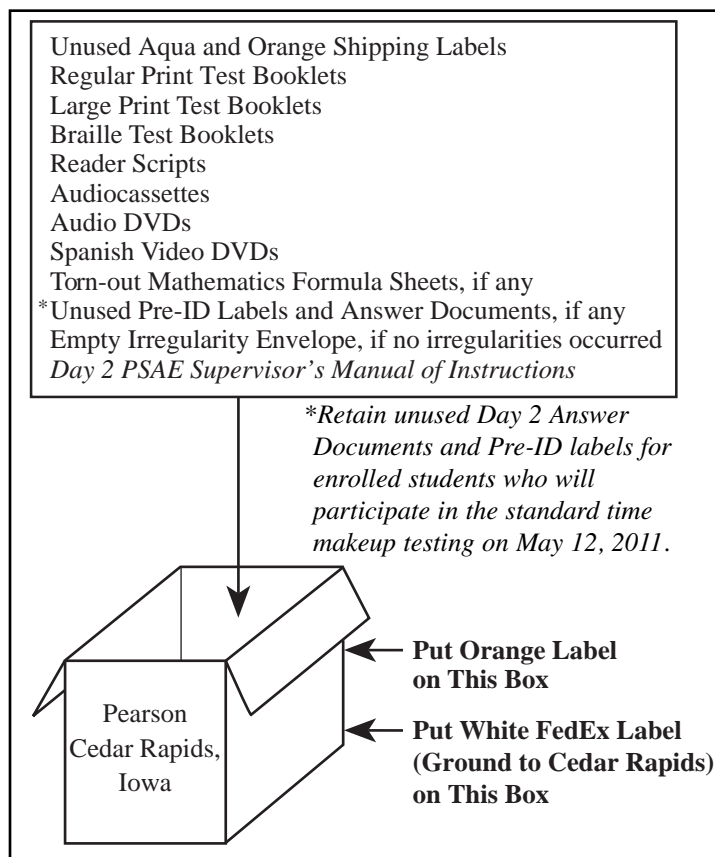
You must return all test materials from both the initial and makeup standard time test dates and all accommodations testing materials.

- Pack PROCESS and NON-PROCESS materials following the procedures outlined in this manual.
- All accommodations testing materials should be returned on Friday, April 29, 2011, if and only if ALL students testing with accommodations finished testing on April 28. However, if some students require testing over multiple days, all accommodations testing materials should be retained and returned in one shipment on May 13, 2011.
- A FedEx pickup has been arranged for Friday, May 13, 2011, for all remaining materials (i.e., materials used for makeup testing and/or accommodations testing).

Packing Sequence for Day 2 Process Materials (Aqua Label)



Packing Sequence for Day 2 Non-Process Materials (Orange Label)



PSAE Day 2 Testing Irregularity Report

Complete and return **ONLY** if irregularities have occurred. Duplicate as needed.

School Name _____ RCDTS Code _____

City _____ Test Administration Date _____

Note all irregularities (individual and group) on this form. Enter the appropriate information or an "X" in each column and provide additional explanation. **ATTACH VOID ANSWER DOCUMENTS and defective test materials to this form. Place completed reports and any attached answer documents/materials in the Irregularity Envelope and return to Pearson with PROCESS materials.**

PLEASE PRINT OR TYPE.

INDIVIDUAL IRREGULARITIES

Examinee's Name	Examinee's State Assigned Student ID Number	Examinee's Date of Birth	Time That Test Irregularity Occurred	Test Subject(s) Affected by Irregularity	Type of Irregularity								Answer Document Marked Void?		If voided by testing staff, was examinee informed?					
					Illness	Working Behind/Ahead	Unauthorized Calculator Use	Making or Altering Answer Circles After Time	Item Challenged	Timing Questioned	Other (Specify Below)	Defective Materials (Specify Below)	Yes	No	Yes	No				
1.																				
Explanation:																				
2.																				
Explanation:																				
3.																				
Explanation:																				

GROUP IRREGULARITIES

Room Number	Number of Examinees in Room	Time and Duration of Irregularity	Description of irregularity. (Attach separate sheet if more space is required.) Be prepared to provide a list of examinees affected by this irregularity. Call ACT immediately if a mistiming occurs.

Room Supervisor's Signature _____ Test Supervisor's Signature _____

Contact phone number if more information is needed (area code + number) _____

