Alternate Assessment for Students with Significant Cognitive Disabilities

Supplemental Instructions for Paper Testing
Spring 2020
## Testing Support

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<th>Building Test Coordinators Should Refer To</th>
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<td>Testing resources, manuals, user guides, guidance documents and practice materials</td>
<td>Alternate Assessment Portal <a href="http://oh-alt.portal.airast.org">oh-alt.portal.airast.org</a></td>
<td>The district test coordinator</td>
</tr>
<tr>
<td>Identifying which students should participate in the AASCD</td>
<td>Spring 2020 AASCD Test Administration Manual (TAM)</td>
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<tr>
<td>Identifying which students are eligible for accommodations on Ohio State Tests</td>
<td>Ohio’s Accessibility Manual</td>
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<tr>
<td>Scheduling test administrations</td>
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<tr>
<td>Emergency school closures during the test window</td>
<td>Ohio Department of Education Office of Assessment 1-614-466-1317</td>
<td></td>
</tr>
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<td>Reimbursements for translators</td>
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<tr>
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<td>The district’s EMIS Coordinator or the student’s prior district</td>
<td></td>
</tr>
<tr>
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<td>American Institutes for Research (AIR) 1-877-231-7809 <a href="mailto:OHHelpDesk@air.org">OHHelpDesk@air.org</a></td>
<td></td>
</tr>
<tr>
<td>Ordering paper test materials in TIDE</td>
<td></td>
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</tr>
<tr>
<td>User accounts</td>
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<tr>
<td>Requesting Material Pickups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions about district shipments of paper materials, packing documents and missing materials</td>
<td>Pel Hughes 1-877-231-7809 (option 6) <a href="mailto:OhioAASCDsupport@pelhughes.com">OhioAASCDsupport@pelhughes.com</a></td>
<td></td>
</tr>
</tbody>
</table>

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1. Introduction for the AASCD 2.0

The reauthorized *Individuals with Disabilities Education Act* (IDEA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities. This legislation, along with the federal *Every Student Succeeds Act* (ESSA) and Ohio law (ORC 3301-13-03), mandates that students with disabilities be included in general state- and district-wide assessment programs. These laws provide clear expectations that states will align achievement assessment with academic content standards. In Ohio, there are three ways to assess student achievement of academic content standards:

1. Participation in the general assessment without accommodations (most students)
2. Participation in the general assessment with allowable accommodations (some students with disabilities and English language learners)
3. Participation in an alternate assessment (small number of students with the most significant cognitive disabilities)

Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) 2.0 is an online assessment designed to maximize access for students with the most significant cognitive disabilities and ensure that all students are included in Ohio’s statewide assessment and accountability programs. Although these students represent a very small portion of the overall school population, Ohio’s AASCD 2.0 was developed with the knowledge that the evaluation of their achievement on the AASCD represents an important component of our pursuit of high standards. Students with disabilities are entitled to the same rich instructional program as their nondisabled peers. Thus, all students in Ohio are included in our standards-based accountability system.

Further information about accessibility for the general assessments is available on the Ohio Department of Education website: [education.ohio.gov](http://education.ohio.gov), search key words Accessibility for Ohio’s State Tests.

1.1 About This AASCD Manual

This *Spring 2020 AASCD Supplemental Instructions for Paper Testing* covers paper-specific policies and procedures for districts and schools administering paper accommodations of the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). Throughout this manual, reference to “paper testing” refers to supplemental and/or full paper testing. This manual does not cover policies and procedures for districts and schools administering the AASCD online, nor does it cover the general policies and procedures that apply to both paper and online administrations. For this information, please refer to the *Spring 2020 AASCD Test Administration Manual (TAM)*, which is available on the portal.

District test coordinators, building test coordinators and test administrators administering paper tests must review the information in this manual and the general administration information in the *Spring 2020 AASCD TAM*, prior to testing. Understanding testing policies and procedures is essential to a successful administration.
1.2 About the Spring 2020 AASCD Operational Field Tests

The AASCD is administered by grade level (3–8 and High School [HS]). Students take the AASCD in the same grades and content areas that are administered for Ohio’s general assessments. The AASCD operational field test will consist of 50 field-test items per grade and subject. All items on the AASCD operational field test align to the Ohio’s Learning Standards—Extended.

For guidance on which students are required to participate in statewide testing, refer to the Department’s website. For information on test eligibility, see Section 5 in the Spring 2020 AASCD TAM.

1.2.1 AASCD Elementary School Tests

The following elementary school tests are available for the Spring 2020 administration:

- Grade 3 English language arts
- Grade 3 mathematics
- Grade 4 English language arts
- Grade 4 mathematics
- Grade 5 English language arts
- Grade 5 mathematics
- Grade 5 science
- Grade 6 English language arts
- Grade 6 mathematics
- Grade 7 English language arts
- Grade 7 mathematics
- Grade 8 English language arts
- Grade 8 mathematics
- Grade 8 science

1.2.2 AASCD High School Tests

The following high school tests are available for the Spring 2020 administration:

- High school English language arts
- High school mathematics
- High school science
- High school social studies
2. AASCD Schedules

2.1 Key Dates for AASCD Paper Testing

The following tables list key administration dates for paper testing. Please refer to the portal for additional administration dates.

Table 1. Key Dates for Paper Testing

<table>
<thead>
<tr>
<th>2.1.1</th>
<th>AASCD Paper Testing Activities</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Pre-ID Window for the spring administration (all students, regardless of test mode, <strong>must be</strong> preidentified in TIDE by March 27)</td>
<td>Now-March 27</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Confirm contact and shipping information in TIDE</td>
<td>November 12-27</td>
</tr>
<tr>
<td>2.1.1</td>
<td>On-time Order Window for paper accommodation materials</td>
<td>November 12-27</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Deadline to submit Pre-ID data in order to receive Learning Characteristics Inventory (LCI) Survey assignments in TIDE</td>
<td>January 16</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Paper accommodation materials due in district</td>
<td>February 3</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Additional order window for paper accommodation materials</td>
<td>February 3 - March 25</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Operational Field Test Administration Window (online and paper)</td>
<td>February 18 – March 27</td>
</tr>
</tbody>
</table>

2.1.2 Deadlines for Returning AASCD Paper Materials

**IMPORTANT:** Districts are required to return secure test materials immediately after testing and no later than one business day following the last day of the test window.

District test coordinators are responsible for calling the Ohio Help Desk to arrange for pickup of secure test materials as soon as they are ready, but the pickup must occur no later than **Friday, April 3, 2020.** See section 4.5 in this manual for instructions on returning secure materials.
3. General AASCD Paper Accommodation Test Administration Information

This section provides general test administration information for test coordinators and test administrators in districts and schools that are testing students with paper accommodation materials. This manual does not cover policies and procedures for districts and schools administering the AASCD online, nor does it cover the general policies and procedures that apply to both paper and online administrations. For this information, please refer to the Spring 2020 AASCD Test Administration Manual (TAM), which is available on the portal.

3.1 Before AASCD Testing

3.1.1 Determining Participation in AASCD Paper Accommodation Testing

If a student is unable to take the full online version of the test, the alternate test mode (supplemental or full paper) must be documented in the IEP. The decision for an alternate test mode to online testing must be informed through a data-driven process. For more information regarding determining participation in the AASCD 2.0, refer to section 5.1 of the Spring 2020 AASCD TAM. For information regarding the available test settings, accessibility features, accommodations and accommodation policies, refer to Appendix B of the Spring 2020 AASCD TAM.

3.1.2 Breakdown of AASCD Paper Accommodation Materials

For the AASCD 2.0 Operational Field Test, there are three distinct paper accommodation versions – a supplemental online version, a full paper version and braille. The below table provides a breakdown of each material type, which version the material supports and a description of what the material is.

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Material Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Booklet</td>
<td>Bound booklet containing each question, the script for each question and the corresponding responses, in sequential order, for all 50 items.</td>
</tr>
<tr>
<td>For use with full paper only</td>
<td></td>
</tr>
<tr>
<td>Stimulus Booklet</td>
<td>Bound booklet containing each stimulus and the script for each stimulus, in sequential order. <strong>Note:</strong> Not all items have a stimulus.</td>
</tr>
<tr>
<td>For use with full paper only</td>
<td></td>
</tr>
<tr>
<td>Paper Response Options:</td>
<td>Response cards consisting of picture symbols, words, or numbers for each corresponding item in the test booklet (full paper testers) and for supplemental testers that will utilize the online Student Interface.</td>
</tr>
<tr>
<td>- Response Cards</td>
<td></td>
</tr>
<tr>
<td>- Sentence Strips</td>
<td></td>
</tr>
<tr>
<td>For use with supplemental and full paper testing</td>
<td>Strips consisting of more than one word, or a sentence, for each corresponding item in the test booklet (full paper testers) and the online Student Interface (supplemental testers).</td>
</tr>
<tr>
<td>Optional Student Response Form</td>
<td>Form used by the administrator to record the selected responses for full paper testers. Available in Appendix E. Responses entered on the Student Response Form must be entered into the Data Entry Interface (DEI) by the test administrator.</td>
</tr>
<tr>
<td>For use with full paper only</td>
<td></td>
</tr>
<tr>
<td>Spring 2020 AASCD Supplemental Instructions for Paper Testing</td>
<td>Required manual used to administer the AASCD 2.0 paper accommodations to students. Test administrator must have the manual on hand during supplemental and full paper administrations.</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Supplemental Braille Materials</td>
<td>A selection of brailled and tactile graphics materials for the supplemental and paper tests; <em>not a full braille form</em>.</td>
</tr>
</tbody>
</table>

Refer to [Appendix A](#) for instructions on how to prepare for and administer each of these alternate test mode versions during the Spring 2020 AASCD Operational Field Test.

### 3.1.3 AASCD Paper Accommodation Pre-ID

Test coordinators must ensure that all supplemental and full paper testers are preidentified in TIDE in advance of the test window. Failure to preidentify students in advance of the testing window will delay students from accessing the online Student Test Site for supplemental testers or test administrators/teachers from accessing the Data Entry Interface (DEI) to enter responses for full paper testers. The deadline to preidentify AASCD students to receive LCI assignments is **January 16**.

### 3.1.4 AASCD Test Modes

The Spring 2020 administration is an online test administration. Paper tests are available for specific situations. Refer to the [Requesting Exceptions to Online Testing](#) document on the Department’s website for further information. Districts that filed board resolutions selecting paper testing for grade 3 will test using full paper accommodation materials. All orders for paper test materials are subject to Department approval.

Paper accommodation testers must have a test mode indicated in their Pre-ID record in TIDE. There are two test modes for paper accommodations; supplemental testers will have a test mode of **S** for each subject they are eligible to take and paper testers will have a test mode of **P** for each subject they are eligible to take. Test coordinators should refer to section 5.2 in the *Spring 2020 AASCD TAM* for more information on how to preidentify supplemental and paper testers for the AASCD.

See Section 5.2.6 of the *Spring 2020 TAM* for guidance on students who transfer during the test window.

### 3.1.5 Ordering AASCD Paper Accommodation Materials

There are no preloads in TIDE for any paper accommodation materials. District test coordinators order paper accommodation materials in TIDE under the Paper Orders AASCD Spring 2020 administration. District test coordinators must first confirm contact information and then enter their requests for materials in TIDE. Review the material descriptions in TIDE to assist you in placing your order and please enter the reason for your order in the comments field.

**IMPORTANT:** Board Resolution districts will order Full Paper Kits for the subject(s) in which they indicated that they will be testing their grade 3 students on paper. All orders are subject to Department approval.
Supplemental Paper Response Options and Full Paper Kits are designed for use with multiple students. **Districts should order by the number of administrators using these materials, not by count of students.** To ensure timely order approval and sufficient statewide quantities, do not order quantities in excess of the number of personnel who will be administering the AASCD using paper accommodations.

Supplemental accommodation materials are shipped into individual color-coded boxes by grade level. Full paper accommodation materials are shipped into individual color-coded boxes by grade level, except for grade 3, which is also separated by subject. This allows for Board Resolution districts that selected paper for their grade 3 students to request full paper accommodation materials for only the grade 3 subject(s) they indicated. **Only responses entered into the online Student Test Site or the DEI will be scored.**

If your student requires supplemental braille materials, ask your test coordinator to contact the Ohio Help Desk at 1-877-231-7809 or ohhelpdesk@air.org. Materials will be produced and shipped to the districts. All braille materials are secure materials and must be returned with all other testing materials at the close of the test administration window.

### 3.1.6 Maintaining Security of AASCD Paper Accommodation Materials

Districts and schools that have students testing on paper should be mindful of maintaining the security of physical test materials. Prior to receiving materials, districts and schools must identify a secure location for all secure materials to be locked while testing is not in session.

Pel Hughes, the print vendor for these materials, maintains a record of the security numbers of all secure test materials shipped to each district and school. Pel Hughes will use a barcode scanner to account for all secure test materials and will provide a record of missing secure test materials to district test coordinators and to the Department. If any secure test material shipped to the district is determined to be missing, the District test coordinator is required to account for it.

District test coordinators will be able to track the return of secure materials after testing using the Track Shipments task in TIDE.

The below table provides the type of paper accommodation materials and indicates if the material is secure and if the material needs returned to Pel Hughes.

<table>
<thead>
<tr>
<th>Paper Accommodation Materials</th>
<th>Secure</th>
<th>Return to Pel Hughes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Instructions for Paper Testing</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Test Booklets</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Stimulus Booklets</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Paper Response Options (paper response cards and sentence strips)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Checklists, packing lists, range sheets, return box labels</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Completed Optional Student Response Forms</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

For more information regarding test security, refer to section 3 of the *Spring 2020 AASCD TAM*. 
3.1.7 Submitting AASCD Learning Characteristics Inventory (LCI) Survey Information

The AASCD Learning Characteristics Inventory (LCI) Survey is a collection of evidence that will be analyzed for external validity purposes. This survey consists of 20 questions related to a student’s achievement. The survey results will be correlated with the scores of the Spring 2020 AASCD Operational Field Test and submitted by the Department for federal peer review.

The LCI Survey is assigned to a sampling of students that were preidentified in TIDE by January 16. Students can be assigned the LCI Survey, regardless of test mode (online, supplemental or full paper). On February 3, districts will be able to view/export a listing of students assigned the LCI Survey under the student information task in TIDE. Each district should expect to have at least one student who requires the LCI Survey to be submitted for the Spring 2020 AASCD Operational Field Test.

The LCI Survey information is entered into the DEI by the test administrator. The student does not need to be present for the test administrator to enter the information, but the information should be submitted before administering the Spring 2020 AASCD Operational Field Test to the student. The window to submit the information opens 2 weeks before the test window: February 3 – March 27.

3.2 During AASCD Testing

3.2.1 AASCD Paper Accommodation Scripts

For supplemental testers, test administrators must follow the script contained in the Online Testing Highlights and Script, located in Appendix K of the Spring 2020 AASCD TAM which test administrators must download from the portal. Test administrators must not deviate from the oral directions. Read the appropriate script to students, paying careful attention to the instructions directed to the test administrator, which are inserted among the oral directions.

For supplemental testers, text-to-speech must first be played from the Student Interface to speak the passages, questions and answer options, including any additional hidden text that may exist for some of the answer options. Administrators can then repeat the text-to-speech audio or read the text aloud as needed to meet student needs.

For full paper testers, the test administrator must follow the directions and script provided in Appendix A of this manual. Test administrators must not deviate from the script.

3.2.2 Accommodating Presentation of the AASCD

It is important that the test administrator present the scripts to a student in the modality that the student receives instruction. The following are all possible modes that test administrators may use:

- Orally (verbally)
- Orally (verbally), supported by sign language, cued speech or both
- Orally (verbally), supported by concrete objects
- Orally (verbally), supported by picture symbols
- Using picture symbols
- Using sign language*
• Using sign language* supported by concrete objects
• Using sign language* supported by picture symbols
• Using a student’s other preferred communication system
• Using supports, such as computer software that provides systematic visual aids

*The sign language interpreter should interpret in the system (e.g., ASL or Signed Exact English) that the student uses in daily instruction and communication.

Guidelines for presentation include the following:
• Consider the effect of accommodations on what is being assessed before the actual administration of the AASCD. Make sure that the accommodations DO NOT change the meaning or the intent of an item.
• Select signs, words and images with care so they DO NOT signal the correct response.
• Consider several factors when implementing accommodations. These factors include, but are not limited to, the following:
  o Volume
  o Timing
  o Movement/gesture or expression
  o Environment
  o Background (visual and auditory)
  o Contrast
  o Color of stimulus materials (see “Response Modes,” below)
• Use any customary encouragement and support strategy as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
  o Praise
  o Confirmation
  o Reiteration/repetition
  o Touch
  o Snack or other incentive

3.2.3 Accommodating AASCD Student Responses

For every item, response options are provided. The student may express a response choice by or through such means as the following:
• Using language (oral or signed), independently or through voice output devices
• Using other vocalization(s)
• Using language written manually or with a keyboard (traditional or voice activated) or by dictation to a scribe
• Touching, pointing, eye gazing, nodding or gesturing toward a response
• Selecting and arranging picture symbols
• Manipulating or picking up an object or picture symbol
• Exhibiting a change in breathing pattern (respiration) or body movement
• Changing facial expression(s)
• Using assistive technology devices
• Using a combination of these

Response mode guidelines include the following:
• To be acceptable, any response mode must allow persons administering the assessment to ascertain, without ambiguity, the intent of a student’s response.
• The response mode(s) must be routinely used by the student during daily instruction. A new response mode should not be introduced for this assessment.

3.2.4 **AASCD Stimulus and Response Materials: Substitutions and Adaptations**

The online version of the AASCD has various features, such as magnification and color contrast, that can be enabled for the Student Interface to make the test more accessible for some students. However, in recognition of the need to depart on occasion from the standard presentation, the chart below shows suggested substitutions and alternatives for supplemental and full paper administrations, that are based on the student’s degree of vision, hearing or physical mobility.

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>You can adapt or substitute stimulus/response materials by doing the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind</td>
<td>Increase or decrease size of paper response options, their spacing or both; increase contrast in/among paper response options; add, remove or change background color; position as appropriate (e.g., right, left, midline, slanted, eye level, vertical [top to bottom]); limit spatial and figure ground problems</td>
</tr>
<tr>
<td>Low vision</td>
<td>Highlight response choices with flashlight; use backlighting; use multi-sensory materials (e.g., incorporate weight, temperature, smell and resonance/vibration); use high-contrast colors (e.g., red and yellow)</td>
</tr>
<tr>
<td>Partial sight</td>
<td>Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials</td>
</tr>
<tr>
<td></td>
<td>Use textured paper response options (when tactile discrimination is possible); add raised lines or forms; use Braille (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile and olfactory replacements for visual stimuli; eliminate distracting lights and sounds</td>
</tr>
<tr>
<td>Limited in reach or touch</td>
<td>Use paper response options or response objects, or both, in conjunction with switches or other assistive technology</td>
</tr>
<tr>
<td>Limited in visual or tactile field</td>
<td>Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired or other arrangement); position materials level with student’s eyes and then move within student’s reach</td>
</tr>
<tr>
<td>Apraxia/motor planning problems or sensory integration challenges</td>
<td>Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)</td>
</tr>
<tr>
<td></td>
<td>Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce “noise” such as environmental sound, tactile and olfactory input, light</td>
</tr>
<tr>
<td>Student Characteristic</td>
<td>You can adapt or substitute stimulus/response materials by doing the following:</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Orthopedic impairment</td>
<td>Use assistive technology, visual cues, gestures (e.g., point to screen or materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks</td>
</tr>
</tbody>
</table>

Additional guidelines for substituting or adapting response cards, sentence strips and stimuli:

- An equal exchange of symbols or pictures is allowable, such as using photographs or a different picture symbol system. It must be an equal exchange and consistent across the response options.
  - For instance, one response card cannot be replaced with a photograph while the other response cards are not replaced. This could cue the correct answer, which would be an administration violation. No other changes may be made to the response cards. All paper response options must be returned.
- Symbols should not be added to the sentence strips or word cards. Adding picture symbols above the words will affect the difficulty of the items. The intent is to assess student understanding of the text or expression.
- Touch Math and Touch Money are trademarked products. Adding dots or numbers is a strategy that is used in instruction. The administrator cannot add dots or numbers to the test materials or prompt the student to use this strategy during the assessment. The student may independently add dots or numbers or tap to solve problems, but the strategy must be student-initiated.
- You may substitute concrete objects for pictures and picture symbols as long as the substitution does not change the construct being assessed (e.g., an analog clock can be substituted for pictures representing an analog clock; a digital clock can be substituted for pictures representing digital clocks).
  - Substitutions must be made consistently across all response options. A substitution may not be made for one response option alone. Substituting only one response option could cue the correct answer, which would be an administration violation.
- All paper materials can be enlarged. However, photocopying for any other purpose is strictly prohibited. All copies (original and enlarged) should be returned along with all other secure materials after testing.
- Materials can be laminated as needed, as long as glare is not a concern and the laminating is done in a secure manner.
- Students may require response cards to be spaced farther apart on the table. In these cases, cut cards apart prior to test administration, using the guiding lines on the strips.

3.2.5 Early Stopping Rule for AASCD Paper Accommodations

There may be instances where the district has not yet determined a student’s mode of communication. For students that are unable to provide a discernible response to an item, the
The test administrator can select the “Mark as No Response” option from the context menu within the Student Interface for supplemental testers or in the Data Entry Interface for paper testers.

The Student Interface and Data Entry Interface have a built-in stopping rule, which will automatically stop the test if the “Mark as No Response” option is submitted as the response for all four of the first four items for that test subject. Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was enacted for another subject. If the student can provide a discernible response to at least one of the first four items for that test subject, the administrator should continue the assessment.

For supplemental testers for whom the early stopping rule applies, the administrator should ensure that the test is submitted in the Student Interface, so the student receives credit for taking that subject. For paper testers for whom the early stopping rule applies, the administrator should ensure that the test is submitted in the Data Entry Interface, so the student receives credit for taking that subject. For more information pertaining to students with no discernible mode of communication and/or the early stopping rule, district test coordinators should contact the Department’s Office of Assessment at 1-614-466-1317.

3.2.6 Pausing and Resuming the AASCD Online Supplemental Test

During supplemental testing, if a circumstance requires pausing the test, the student or test administrator can do so from the Student Testing Site or the test administrator may do so from the TA Interface. To pause the test from the Student Testing Site, the test must be taken out of full screen mode to access the pause button from the toolbar.

Pausing a student’s online supplemental test will sign the student out of his or her test. The student can resume testing a paused test at any point within the test window. Resuming a paused AASCD test does not require a test status request be submitted. The administrator should start a test session and log the student back into the student testing site and select the test to resume.

When resuming a paused test, neither student nor administrator should go back to previously answered items.

3.2.7 Pausing and Resuming the AASCD Full Paper Test

During full paper testing, if a circumstance requires testing to be paused, the test administrator can do so. The test administrator must make note of the last item administered to the student and collect all secure materials and securely store them. Responses for administered items can be entered into the Data Entry Interface at this time. The full paper test administration can be resumed at any point within the test window. When resuming the test, neither student nor administrator should go back to previously answered items. Upon completion of administering the test, the test administrator will enter remaining items into the Data Entry Interface and click submit.
3.3 After AASCD Paper Accommodation Testing

3.3.1 After Testing - AASCD Supplemental Accommodation

Once all supplemental testing is completed for the student, the test administrator should ensure that the student’s test has been submitted in the Student Interface. The test administrator must stop the test session and exit out of the TA Interface. The Secure Browser or app should be exited from the student’s device. The test administrator should ensure that all scratch paper with writing on it is securely shredded, any secure materials are accounted for and properly returned to the building test coordinator, and the memory of any calculators used during the administration is cleared.

3.3.2 After Testing - AASCD Full Paper Accommodation

Once all full paper testing is completed for the student, the test administrator should ensure that the student’s responses have been entered into the Data Entry Interface and the test has been submitted. The test administrator must also ensure that all scratch paper with writing on it is securely shredded, any secure materials, including the optional student response form, are accounted for and properly returned to the building test coordinator, and the memory of any calculators used during the administration is cleared.
4. Test Coordinator Responsibilities For AASCD Paper Accommodations

This section provides information to the test coordinators in districts and schools that are testing the AASCD on paper (supplemental and full paper).

4.1 District Test Coordinator Responsibilities for AASCD

The district test coordinator is the primary point of contact between the district and the Department. In districts with students to be administered the AASCD using paper accommodations, the district test coordinator:

- Has primary responsibility for the test administration and oversight of all online systems used during the administration;
- Is familiar with this manual (AASCD Supplemental Instructions for Paper Testing), the Test Administration Manual (TAM), the Test Administrator User Guide, 2019-2020 TIDE User Guide, the AASCD DEI User Guide and the Online Reporting System User Guide. All of these are available for download from the Ohio Alternate Assessment Portal;
- Coordinates with the district of service (if you have students who are receiving service outside your district), EMIS coordinators and the Ohio Department of Education Office of Accountability to answer questions related to district and school IRNs, where the students’ scores will be reported and where they are counted;
- Ensures that all personnel are aware of state and district test security procedures and follow these procedures at all times;
- Creates user accounts for all personnel who need access to online testing systems or must delegate this responsibility;
- Reports all alleged test security violations to the Department (building coordinators and test administrators must report to the district test coordinator);
- Prepares and trains building test coordinators for the test administration prior to testing;
- Ensures that all participating paper accommodation students are preidentified as supplemental (S) or full paper (P) testers for the proper subjects;
- Makes sure test administrators are familiar with the accessibility features available for students;
- Orders paper accommodation materials in TIDE;
- Receives paper accommodation materials from Pel Hughes and distributes them to schools;
- Ensures that building test coordinators maintain test security of and account for all secure test materials before, during and after test administration;
- Ensures that all boxes of secure materials are returned to Pel Hughes no later than one business day after the close of the test window; and
- Receives and distributes test results, when available.
4.2 Building Test Coordinator Responsibilities for AASCD

The building test coordinator is responsible for coordinating paper accommodation test administrations in a school building. In schools where students are testing on paper, the building test coordinator:

- Is familiar with this manual (AASCD Supplemental Instructions for Paper Testing), the Test Administration Manual (TAM), the Test Administrator User Guide, 2019-2020 TIDE User Guide, the AASCD DEI User Guide and the Online Reporting System User Guide. All of these are available for download from the Ohio Alternate Assessment Portal;
- Ensures that state and district test security procedures are followed in the building;
- Reports all alleged test security violations to the district test coordinator;
- Ensures that the test administrators act in accordance with all test security requirements;
- Verifies that test administrators are trained on required paper accommodation administration procedures before testing;
- Can preidentify students in TIDE using the Add Student task and can update a student’s demographics in TIDE;
- Receives paper accommodation materials from the district test coordinator; ensures that all materials have been received for testers; provides for locked, secure storage when materials are not in use; and distributes materials each day as needed;
- Collects and accounts for paper accommodation materials immediately following the test administration each day;
- Distributes and stores calculators (when applicable);
- Ensures that test administrators understand their responsibilities when the paper accommodation administration ends;
- Ensures that responses have been entered and submitted in the Student Interface for supplemental testers and the Data Entry Interface (DEI) for full paper testers; and
- Promptly packages and returns secure materials to the district test coordinator for return to Pel Hughes.

4.3 Before AASCD Paper Accommodation Testing

Districts that placed on-time orders for paper accommodation materials should expect to receive materials February 3, two weeks before the Spring 2020 AASCD Operational Field Test administration window. Pel Hughes will ship on-time paper accommodation materials orders for all schools in a district to the shipping address listed under the Paper Order for AASCD Spring 2020 administration in TIDE. All AASCD materials will be delivered by UPS and must be signed for by the district.

IMPORTANT: Districts should expect to receive paper accommodation materials in two shipments: one for the District Test Coordinator (DTC) Kit and one for any accommodation materials ordered during the on-time order window.
4.3.1 Receipt of AASCD Paper Accommodation District Materials

All AASCD materials will be delivered and returned via UPS. Upon receipt of the shipment from UPS, district test coordinators should locate the DTC Kit bubble envelope, which will contain the following:

- **AASCD District Security Checklist:**
  - AASCD District Packing List
  - AASCD School Box Range Sheet
  - AASCD School Packing List
- **AASCD Return Kit**
  - UPS Return Labels
  - Secure Materials Resolution Form
- **AASCD Supplemental Instructions for Paper Testing**

The **District Security Checklist** contains the **District Packing List**, **School Box Range Sheet** and copies of the **School Packing Lists**. Use these forms to confirm receipt of all materials. Retain the **District Security Checklist** with district records; do not return it to Pel Hughes.

The **District Packing List** shows the number of boxes packaged for the district. District test coordinators will use this sheet to verify that they have received all boxes. District test coordinators who do not receive all of their boxes should immediately call the Ohio Help Desk at 1-877-231-7809 and select option 6.

The **School Box Range Sheet** shows the number of boxes packaged for each school, as well as the number of boxes packaged for the district. District test coordinators will use this sheet to sort the boxes by building and verify that they have received all boxes. District test coordinators that do not receive all their boxes should immediately call the Ohio Help Desk at 1-877-231-7809 and select option 6 for assistance with shipments.

The **School Packing List** shows the number of boxes for each school. Building test coordinators will use this sheet to verify that they have received all boxes for each school. Building test coordinators who do not receive all of their boxes should notify the district test coordinator, the district test coordinator should immediately call the Ohio Help Desk at 1-877-231-7809 and select option 6.

District test coordinators should also locate the AASCD return kit. It is in a white Tyvek envelope that can be found in the DTC Kit bubble envelope. The kit contains a secure material resolution form, additional return shipment labels and a list of all tracking numbers assigned to your district. You can use this list to track which boxes have been returned from individual schools. The district test coordinator should retain the AASCD Return Kit consisting of the UPS return shipping labels and secure materials resolution form. These materials will be used to return the materials after the paper accommodation test(s) have been administered. District test coordinators must record secure material discrepancies on the **Secure Material Resolution Form**; if there are no discrepancies, it is not necessary to complete this form.

It is not necessary for the district test coordinator to open the school boxes of supplemental accommodation materials or full paper accommodation materials; building test coordinators
are responsible for inventorying these boxes. The district test coordinator must securely store school boxes until they can be distributed to school buildings.

4.3.2 Receipt of AASCD Paper Accommodation School Materials

Building test coordinators will receive their boxes of AASCD paper accommodation materials from the district test coordinator. The school boxes will contain the following:

- School Packing List
- School Security Checklists
- AASCD Supplemental Instructions for Paper Testing

Building test coordinators must keep all of the boxes they receive. Building test coordinators will return all paper accommodation materials to the district test coordinator in the same box(es) in which the materials were received. The building test coordinator must keep all materials in locked storage until it is time to distribute them to the test administrators on test days. Test materials must be returned to secure storage immediately after testing each day.

Building test coordinators must use the School Packing List to verify the school’s order. Building test coordinators must verify that the number of materials listed on the packing list is sufficient for the number of administrators administering paper accommodations. If the school needs additional materials, the building test coordinator must notify the district test coordinator.

The School Security Checklist lists all of the security numbers for all secure material sent with the original order. Building test coordinators must maintain test security by using the security numbers to account for all secure test materials before, during and after test administration until they are returned to the district test coordinator. If there are discrepancies or missing test materials, the building test coordinator must notify the district test coordinator immediately. Building test coordinators should retain the School Security Checklists with school records; they should not return them to the district test coordinator or Pel Hughes.

4.3.3 Requesting Additional AASCD Paper Accommodation Materials

It is the district test coordinator’s responsibility to ensure that all schools have enough test materials for test administrators to administer the paper accommodations. Test administrators must notify their building test coordinators if they need additional paper accommodation materials. Building test coordinators must notify their district test coordinators if additional paper accommodations materials are needed. District test coordinators may place orders for additional paper accommodation materials during the Additional Order Window in TIDE between February 3 and March 25. All orders are subject to Department approval.
4.4 **During AASCD Paper Accommodation Testing**

Test coordinators must understand the rules and procedures that govern paper accommodation testing; the rules and procedures specific to test coordinators for paper accommodation testing are addressed below. For the general rules and procedures for paper accommodation testing that apply to test coordinators and test administrators, please refer to **Section 3** of this manual. For detailed information on staff responsibilities during paper accommodation testing, refer to **Section 5** of this manual.

4.4.1 **Distributing AASCD Paper Accommodation Materials to Test Administrators**

Building test coordinators must ensure all secure materials are kept in a secure location at all times. The morning that a school begins administering paper accommodation tests, the building test coordinator may deliver testing materials to rooms as needed.

4.5 **After AASCD Paper Accommodation Testing**

4.5.1 **Returning AASCD Paper Accommodation Materials to Pel Hughes**

The following contents of the TA Kits must be returned immediately after testing is complete and no later than **Friday, April 3, 2020**: test booklets, stimulus booklets, paper response options (including the plastic bags that they were packaged in) and optional student response forms (if used). Keep or discard the following materials: the AASCD Test Administration Manual and the AASCD Supplemental Instructions for Paper Testing.

In order to facilitate the process of returning materials, Pel Hughes will send email notifications regarding the status of returning test materials assigned to each district. This email notification will include information on what test materials have been returned to Pel Hughes and what test materials remain outstanding.

Building test coordinators and test administrators should keep all boxes and plastic bags in which the test materials are delivered. Use these boxes and plastic bags to return the materials to the district test coordinator when testing is complete. If the boxes are damaged in the original shipment, use sturdy boxes or ask the district test coordinator to call Pel Hughes for more boxes. All optional student response forms with student information and/or responses on them must be returned to the district test coordinator for return to Pel Hughes. Districts and schools may not keep a copy of student response forms with student information and/or responses on them.

Building test coordinators should direct all questions about returning materials to their district test coordinators. District test coordinators who have any questions or encounter difficulties with these shipping procedures should call the Ohio Help Desk at 1-877-231-7809 and select Option 6 for assistance from Pel Hughes.
4.5.2 Preparing to Return AASCD Paper Accommodation District Materials to Pel Hughes

District test coordinators should use the checklist below to complete the necessary steps for returning secure paper accommodation materials to Pel Hughes.

- Work with all building test coordinators immediately after all testing is concluded; collect all the school boxes containing the secure testing materials (test booklets, stimulus booklets, paper response options and optional student response forms).
- Confirm all paper response options are organized by content area and returned in their original bags. They do not need to be re-rubber banded. Do not return test booklets or stimulus booklets in these bags.
- Confirm that you have received each of the materials that were sent to the school(s). If the contents of the kits were sent to multiple schools, you may combine the materials into one return box.
- Pack the materials in the box(es) in which they were delivered.
- Confirm that each box is sealed securely with packaging tape.
- Locate the White UPS-RS labels that were in your shipment.
- If you need additional labels, call Pel Hughes at 1-877-231-7809 and select option 6.
- Follow the below return instructions for scheduling a pickup for your district’s materials.

4.5.3 AASCD Paper Materials Return Instructions for the District Test Coordinator

District test coordinators must affix a WHITE UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. These labels will contain a checklist to confirm all materials are boxed, as well as information on scheduling your UPS pickup. A sample can be found in Appendix C of this manual. Do NOT send any boxes via UPS without a UPS-RS label. Please keep records of your shipments to UPS by keeping the tracking number(s). The UPS-RS number is located directly above the bar code in the middle of the shipping label.

If you have a daily scheduled UPS pickup, you may send the return shipment with the rest of your packages.

If you do not have a daily scheduled UPS pickup, follow the procedures below to schedule a UPS pickup.

4.5.3.1 Scheduling a UPS Pickup for AASCD Materials

- District test coordinators are responsible for calling the Ohio Help Desk to arrange for pickup of secure test materials as soon as they are ready, but the pickup must occur no later than Friday, April 3, 2020.
- Do NOT call the UPS general pickup number found on the UPS website.
- Contact the Ohio Help Desk at 1-877-231-7809 and select option 7, or email the Ohio Help Desk at ohhelpdesk@air.org.
- Provide the Ohio Help Desk with the following information:
  - Date and time range for the pickup (note that same-day pickup is not available in all areas)—please provide the earliest available pickup time and the latest available pickup time
  - Tracking number for at least one of the AASCD boxes
  - Pickup location
- Pickup confirmation information will be provided once the pickup is scheduled.
4.5.4 Returning the AASCD Secure Material Resolution Form

If there were any discrepancies to report, complete the secure material resolution form. This form can be found in the return kit. An example can be found in Appendix C. Email (OhioAASCDsupport@pelhughes.com) or fax (504-910-8711) this form to Pel Hughes following the shipment of materials. This form does not need to be returned with your shipment. You do not need to complete this form or return it if there are no discrepancies.

If you have any questions or encounter difficulties with these return procedures, please call the Ohio Help Desk at 1-877-231-7809 and select the menu option 6.

4.5.5 AASCD Missing Materials Documentation

If there are still missing materials after all return shipments have been received, Pel Hughes will send an email and a Missing Material Report listing secure materials missing from the administration of the AASCD. Test Coordinators should first check again with their TEs/TAs to ensure the missing materials are no longer physically located in district/school buildings. If these materials are not recovered, there must be an investigation and a report that includes the following:

- Items that are missing and the reason you are unable to return the items;
- Security procedures you implemented during and after the test administration to locate the missing item;
- Name of the person you believe is involved in the incident. Do not include student names or the names of any other individuals. If you name others, please identify the individuals by position title. Identify students as Student A or Student 1;
- Detailed description of the incident. Your district should determine what to include in this description, which may be testimony from individuals who have knowledge of the incident;
- District’s conclusion—for example, the incident happened, the incident did not happen or we did not find enough evidence; and
- Plan of action if the incident did happen.

This documentation must be provided on district or school letterhead. It can be submitted in one of two ways:

- Fax documentation to (504) 910-8711, Attn: OHIO AASCD Support Team
- Email documentation to OhioAASCDsupport@pelhughes.com

The Office of Assessment at the Ohio Department of Education will review your investigation report. If the report confirms there is a test security violation, it will be shared with the Office of Professional Conduct. The Office of Assessment has authority regarding the tests. The Office of Professional Conduct has authority for school staff conduct. The Office of Professional Conduct will determine if it will take further action, which may include an additional investigation.

4.5.6 Preparing to Return AASCD Paper Accommodation School Materials to the District Test Coordinator

Building test coordinators should use the checklist below to complete the necessary steps for returning secure paper accommodation materials to the district test coordinator.
Work with all test administrators immediately after all testing is concluded; collect all the school boxes containing the secure testing materials (test booklets, stimulus booklets, paper response options and optional student response forms).

Use the School Security Checklist to ensure that all test materials are accounted for.

Confirm all paper response options are organized by content area and returned in their original bags. They do not need to be re-rubber banded. Do not return test booklets or stimulus booklets in these bags.

Confirm that you have received each of the materials that were sent to the school(s). If the contents of the kits were sent to multiple schools, you may combine the materials into one return box.

Keep all boxes and plastic bags in which the test materials are delivered to return the materials to the district test coordinator when testing is complete.

If the boxes are damaged in the original shipment, use sturdy boxes or ask the district test coordinator to call Pel Hughes for more boxes.

All optional student response forms with student information and/or responses on them must be returned to the district test coordinator for return to Pel Hughes. Districts and schools may not keep a copy of these forms.
5. Test Administrator Responsibilities for AASCD

This section provides information to the test administrators in districts and schools that are conducting paper accommodation testing for AASCD. Please note, test administrators must be employees of the district and have a license, certificate or permit issued by the Ohio Department of Education.

5.1 Test Administrator Responsibilities for AASCD

The test administrator is the person who administers the test. In districts where students are testing on paper, the test administrator:

- Is aware of state and district test security procedures and follows them at all times;
- Is trained on how to administer the AASCD. Search STARS or contact your local State Support Team (SST) for information regarding training opportunities;
- Receives secure test materials from the building test coordinator, maintains the security of materials at all times and returns secure materials to the building test coordinator immediately after testing;
- Ensures all materials needed on test day are available;
- Confirms if students are using handheld calculators, that the memory on all calculators has been cleared before and after each testing session;
- Has a Teacher or Test Administrator user account which is associated with the same school(s) as the students testing in his or her sessions;
- Has access to the student information needed for signing supplemental testers into the Student Interface and signing into the Data Entry Interface for full paper testers on test day and knows which test(s) students are eligible to take;
- Is familiar with the accessibility features and assistive technology available for each student;
- Knows how to establish a test session, adjust test settings, approve a student to test and monitor and stop the test administration for supplemental testers;
- Reviews and understands the Test Administrator User Guide and Data Entry Interface User Guide; and
- Enters Learning Characteristics Inventory (LCI) information into the Data Entry Interface (DEI) for their students that have been assigned the LCI.
5.2 Test Administrators: Before AASCD Paper Accommodation Testing

5.2.1 AASCD 2.0 Paper Accommodation Test Design

The paper accommodation versions (supplemental and full paper) are fixed-form tests with the same 50 items presented in the same order. The supplemental and paper versions are designed to reflect the test design of the online tests; stimulus on the left, question on the right and response options below the question. The difference between the two paper accommodation versions is that the supplemental is administered online with a paper component and the full paper version is administered on paper with an online component.

For supplemental testers, the student takes the test online via the Student Interface and the administrator provides paper response options to the student for each item. The paper response options in the supplemental materials match up with the 50 items in the Student Interface for students with the supplemental (S) test mode in TIDE.

For full paper testers, the test administrator uses paper test booklets, stimulus booklets and paper response options to administer the full paper test to the student. The administrator then records the student’s responses and enters them online via the Data Entry Interface. The tests in the Data Entry Interface are setup like the tests in the Student Interface, with the stimulus on the left and the item and response options on the right.

5.2.2 Receiving AASCD Materials from the Building Test Coordinator

On the morning that a school begins administering the paper tests, building test coordinators will deliver the supplemental accommodation materials or full paper accommodation kits to rooms as needed. Please make sure you receive enough materials to administer the test. TEs/TAs must keep testing materials in a secure location when the kits are in their possession. Test materials must be returned to secure, locked storage after testing.

5.2.3 Materials Used for AASCD Paper Accommodation Testing

The materials needed to administer supplemental and full paper tests are detailed below. You should familiarize yourself with these materials before administering paper accommodations.

5.2.3.1 AASCD Test Booklets (for full paper accommodation only)

Test booklets are bound booklets that contain the questions and response options for each of the 50 items, in sequential order, for the grade and subject indicated on the front cover. These booklets are for use by the test administrator and student. Below is a breakdown of the design of the test booklets:

- The page immediately after the front cover is a blank page that denotes it is intentionally left blank.
- Flipping the blank page over, the question and response option for item 1 will be presented to the student. The blue bar at the top of the page indicates the item and item description. This is referred to as the “item page” and should face the student.
- The opposite page is referred to as the “item script page” and also has a blue bar indicating the item and item description.
  - If the item has an associated stimulus, there will be a note directly below the blue bar on the “item script page”, that indicates if the item has an associated
stimulus in the stimulus booklet. The stimulus script must be read before the test booklet script for these items.
- The script should be read aloud to the student, verbatim.

5.2.3.2  AASCD Stimulus Booklets (for full paper accommodation only)

Stimulus booklets are bound booklets that contain the stimuli for the grade and subject indicated on the front cover. These booklets are for use by the test administrator and student. Below is a breakdown of the design of the stimulus booklets:
- Not all items have a stimulus and some stimuli are associated with multiple items. The test booklet indicates which items have an associated stimulus.
- The stimulus script must be read, and the stimulus presented to the student, before the test booklet script is read, and the question and response options are presented to the student.
- The page immediately after the front cover of the stimulus booklet is a blank page that denotes it is intentionally left blank.
- Flipping the blank page over, the stimulus for the associated item will be presented to the student. The blue bar at the top of the page indicates the associated item(s). This is referred to as the “stimulus page” and should face the student.
- The opposite page is referred to as the “stimulus script page” and also has a blue bar indicating the associated item(s). The script must be read to the student, verbatim.

5.2.3.3 AASCD Paper Response Options (for supplemental and full paper accommodation)

Paper response options consist of response cards and sentence strips. There will be paper response options for each of the 50 items. Paper response options are for use by the student. Below is a breakdown of the design of the paper response options:
- Response cards are packaged within a plastic bag and rubber banded together, in sequential order, separate from the sentence strips.
- Sentence strips are packaged within a plastic bag and rubber banded together, in sequential order, separate from the response cards.
- All response options indicate on the back which item it corresponds to and that the material is secure.

5.2.3.4  AASCD Optional Student Response Form (for full paper accommodation only)

The optional student response form is available in Appendix C of this manual and is used by the test administrator to record the student’s responses. The district can make as many copies of the optional student response form as needed. Below is a breakdown of the design of the optional student response form:
- Is generic by design. If used, the administrator must indicate the following before administering the test:
  - Student’s Name
  - SSID
  - Grade
  - Content Area
  - Date
  - TE/TA name
- A separate form should be used for each student, grade and content area.
• The administrator should record the corresponding response option letter only (A, B, C, D) and not any of the response option text (i.e., “fruit in the basket”, “the fruit”, etc.).
• If the student does not respond to an item, you can record “No Response” or “NR” in the optional student response form.
• If No Response is indicated for all four of the first four items on the full paper test, the administrator should follow the instructions on the form and stop the administration.
• If any of the optional student response form is filled out, it is considered secure and must be returned to Pel Hughes with the rest of the secure materials.
• Is not a scorable document. All responses recorded in the optional student response form must be entered into the Data Entry Interface by the test administrator for the student to receive a score.

5.2.3.5 AASCD Supplemental Braille Materials (for supplemental and full paper accommodation)

Note that braille testers can take the online administration, with the Access Limited-Blind test setting turned on to prevent the student from receiving items on the online test that are flagged as access limited for blind or visually impaired students. A blind and visually impaired student should only receive the supplemental or paper test if the student also has a paper accommodation noted in their IEPs. For these students, a selection of brailled and tactile graphics materials for the supplemental and paper tests will be made available. Please note that this is not a full braille form; only a selection of materials are available. The majority of the supplemental and paper materials will need to be brailled locally for students who require it.

If your student requires these materials, ask your test coordinator to call or write to the Ohio Help Desk at 1-877-231-7809 or ohhelpdesk@air.org. All braille materials are secure materials and must be returned with all other testing materials at the close of the test administration window.

5.3 Test Administrators: Preparation for the AASCD Paper Accommodations

5.3.1 Steps to Prepare for AASCD Paper Accommodations

The list below outlines the steps that teachers and test administrators should take to prepare for the AASCD Operational Field Test paper accommodations.

   • Personnel who are administering the AASCD must be trained.
   • SSTs will offer sessions for staff who wish to be trained on key administration policies and procedures. Search STARS or contact your local State Support Team (SST) for information regarding training opportunities.
2. **Reserve Testing Space**
   - Reserve a room or plan for a testing space that will be out of the hearing and viewing of other students and teachers. Consider what space will be most conducive for your student to be engaged and comfortable.
   - Most students perform better in a quiet location. If your student does not adjust well to new settings, you may find it helpful to provide the student with opportunities to become familiar with the testing location prior to administering the test.
   - Keep in mind that some tables may not be at the proper height for optimal student performance.
   - Consider the student’s optimal time of day.
   - Keep in mind that you may choose to administer the assessment in multiple sessions (e.g., administering the first few items at one time and the remaining items another time).

3. **Determine Student Accommodations**
   - Check the testing section of your students’ IEP for AASCD eligibility. Ensure that any accommodations listed on the IEP are provided during administration. Note that the AASCD by design is very adaptable and allowable accommodations can be provided as necessary in order for students to have access to the assessment.
   - A list of allowable accommodations and adaptations can be found in Appendix B of the Spring 2020 AASCD Test Administration Manual.
   - Determine the content areas you will be assessing for each student based on the student’s grade assignment in EMIS.
   - Note: Students taking the AASCD in high school should take content area tests after receiving relevant instruction. If a student does not score proficient or higher on a test and if the IEP team determines they should retake the test, the student should only take the test they did not score proficient on previously. There will be no penalty for not retaking tests the student previously scored proficient on or higher.

4. **Prepare Test Materials**
   - When you receive your materials, verify that you have all the necessary assessment materials. Use the checklists provided in the shipment to verify that all test materials have been provided. Contact your building test coordinator if any items are missing.
     - Please retain the boxes and plastic bags in which you receive the materials. You will return all materials in the same boxes and plastic bags. Contact the building test coordinator if any materials are missing or damaged.
   - Read the test security requirements and decide how you will store your materials in a secure, locked cabinet or closet.
   - Prepare and organize the test materials.
     - Adapt the assessment materials, when necessary, according to the identified needs of the student. Guidance for adapting materials can be found in Appendix B of the Spring 2020 AASCD Test Administration Manual.
     - Devise a strategy for organizing the paper response options to ease the administration process.

5.3.2 **Seating Arrangement for AASCD Supplemental Accommodations**

The seating arrangement of the test administration should:
• Allow for the test administrator and student to be close enough for the test administrator to assist the student with navigating the student test site.
• Allow enough room so that the device the test administrator is using for the test session is within reaching distance to where the student is testing. This will allow for the test administrator to keep the session active, preventing the session from closing due to inactivity and disrupting the student’s test.
• Allow enough room for the paper response options, testing device and any assistive technology the student will be using for testing to be within comfortable hearing, viewing and touching distance.

5.3.3 **Room Preparation for AASCD Supplemental Accommodations**
Test administrators must check the testing room for possible test question “clues” before each testing session. Charts, maps and other materials in the room that could assist students with test items should be covered or removed before the test administration.

5.3.4 **Seating Arrangement for AASCD Full Paper Accommodations**
The seating arrangement of the test administration should:
• Allow for the test administrator to face the student and still be within comfortable hearing distance.
• Allow enough room for the test administrator to have a device for accessing the Data Entry Interface or for the optional student response form to be within reach.
• Allow enough room for the paper test booklet, stimulus booklet and response options to be placed in front of the student within comfortable viewing and touching distance.

5.3.5 **Room Preparation for AASCD Full Paper Accommodations**
Test administrators must check the testing room for possible test question “clues” before each testing session. Charts, maps and other materials in the room that could assist students with test items should be covered or removed before the test administration.
5.4 During AASCD Testing

5.4.1 Important Reminders for Administering AASCD Paper Accommodations

The below listing provides test administrators with important reminders to keep in mind while administering the AASCD paper accommodations.

- The AASCD is administered individually, not in a group. No other students should be within the viewing or hearing range of the test administration.
- The design of the assessment requires that the items be administered in the order presented. Do not administer items out of order.
- Be aware of the early stopping rule for students with no discernible mode of communication. Do not proceed past the fourth item on the test if a student does not provide a discernible response to the first four items on the test. Review section 3.2.5 for more information regarding the early stopping rule.
- You must follow the script exactly. You cannot shorten it or add any clarifications.
- You should read the script at the pace that is appropriate for your student.
- For supplemental testers, you can repeat the text-to-speech as needed or requested by the student. You must not provide any cues to correct answers when repeating the text-to-speech.
- For full paper testers, you can reread the script in the test booklet and stimulus booklet as needed or requested by the student. You must not provide any cues to correct answers when rereading the script.
- You cannot teach a skill while administering the test.
- The assessment is not timed. You may take breaks as you or your student needs them.
  - Stop the assessment at any time and resume it at a later time within the test administration window.
  - If the student requires a break before completing all of the items, pick up where you left off. You may reorient the student by showing the student the materials he or she had been working with previously.
  - Do not re-administer or review any previously administered items.
- Decide whether your student will show you the answer (point, eye gaze, etc.) or tell you the answer (orally or AAC).
5.5 AASCD After Testing

5.5.1 After Testing the AASCD - Paper Accommodations

After paper accommodation testing is complete, follow the instructions below and those your district test coordinator and building test coordinators provide to return the test materials.

- For all students assigned the LCI Survey, ensure all survey information has been entered and submitted into the Data Entry Interface.
- For supplemental testers, ensure that the student’s test has been submitted in the Student Interface and the Secure Browser or app is exited from the student’s device.
- For supplemental testers, ensure that the test session has been stopped and exit out of the TA Interface.
- For full paper testers, ensure that all test materials have been collected and secured.
- For full paper testers, ensure that all student responses have been entered and submitted in the Data Entry Interface.
- Ensure that all scratch paper with writing on it is securely shredded and the memory of any calculators used during the administration is cleared.
- Ensure all secure materials are accounted for and properly returned to the building test coordinator.
- Each TA Kit includes a memo specifying the materials included in the kit. This memo also includes checklists that the TE/TA should use to verify that all materials are received and returned. Complete these checklists and include the memo in the boxes of materials.
- Place the paper response options inside their original plastic bags (by content area). Please do not include test booklets and reading passage booklets in these plastic bags.
- Place all test materials (test booklets, stimulus booklets and bagged paper response options) in the original boxes in which they were received.
- All printed materials must be returned.
- Optional student response forms with student information and responses must be returned in the material boxes. Copies cannot be kept by the school or district. Blank copies do not need to be returned.
- If a student becomes ill and soils secure test material, place that material in a plastic bag and return the material to the building test coordinator.
- Return all materials to the building test coordinator according to district procedures.
- Run participation reports in TIDE to ensure that all students' LCI Surveys and Operational Field Tests have been completed.
Appendix A: Directions and Scripts for AASCD Paper Accommodations

Directions and Script for the AASCD Supplemental Accommodation
Complete directions and the script for administering the supplemental accommodation are contained in Appendix K of the Spring 2020 AASCD Test Administration Manual (TAM). Test administrators should read through the entirety of Appendix K in the TAM before administering supplemental tests and ensure that Appendix K is on hand during the administration.

Directions and Script for the AASCD Full Paper Accommodation
The below instructions are directed to the test administrator. The test administrator should read aloud all text in bold to the student.

Once you have the materials set up and the student is ready to begin testing:

SAY: Today you are taking the (provide the test name, i.e.; Grade 3 English Language Arts) test (indicate the front cover of the test booklet).

If you need a break during the test, let me know.

You can use blank paper to write on (indicate the blank paper).

For mathematics tests only:
SAY: You may have a calculator for this test (indicate the calculator). You must confirm that the memory on the calculator has been cleared before providing the calculator to the student.

Step 1: If there is a stimulus for the first item, open the stimulus booklet to the stimulus for the first item.

Step 2: With the stimulus page facing the student, read the stimulus script on the opposite page in the stimulus booklet and then place the stimulus booklet in front of the student.

Step 3: Open the test booklet to the first item and place the response options for the first item in front of the student.

Step 4: With the item page in the test booklet facing the student, read aloud the script for the question and responses on the opposite page in the test booklet, indicating the corresponding response options as you read from the script. Then place the test booklet in front of the student, next to the stimulus booklet.

Step 5: Once the student has provided a response to the first item, enter the student’s response directly into the Data Entry Interface or into the optional student response form. Responses entered into the optional student response form must be entered into the Data Entry Interface.

Proceed to item 2, following steps 1-5 above. Repeat this process for all 50 items.
Appendix B: Instructions for AASCD Braille and Oral Translations

AASCD Braille Paper Accommodation Administrations

Blind and visually impaired students can be administered the AASCD online. These students should be marked in TIDE with a test mode of online (O) and also flagged in TIDE or the TA Interface as Yes under the Access Limited – Blind setting. Indicating Yes under this setting will prevent these students from receiving items on the online test that are flagged as access limited for blind or visually impaired students. Blind and visually impaired students should only receive the supplemental or full paper tests if the students also have a paper accommodation noted in their IEPs.

For these students, a selection of brailled and tactile graphics materials for the supplemental and full paper tests will be made available. The Ohio Help Desk will have a list of these materials upon request. Please note that this is not a full braille form; only a selection of materials are available. The majority of the supplemental and full paper materials will still need to be brailled locally for students who require it.

If your student requires these materials, ask your test coordinator to call or write to the Ohio Help Desk at 1-877-231-7809 or ohhelpdesk@air.org. All braille materials are secure materials and must be returned with all other testing materials at the close of the test administration window. For more information pertaining to braille testers, districts should contact the Department’s Office of Assessment at 1-614-466-1317.

During AASCD Braille Paper Accommodation Administrations

Test coordinators should take inventory of any brailled and tactile materials and incorporate these materials into the administration of paper accommodation testing for the AASCD Operational Field Test.

For supplemental braille testers, the student will test online via the Student Interface with supplemental paper response options, substituting the brailled or tactile materials when available. The back of the brailled and tactile paper response options will indicate the item(s) they correspond to. Responses for supplemental braille testers must be entered and submitted into the Student Interface.

For full paper braille testers, the student will use the full paper accommodation materials, substituting the brailled or tactile materials when available. Responses for full paper braille testers must be entered and submitted into the Data Entry Interface. The optional student response form can be used for full paper braille testers.

After AASCD Braille Paper Accommodation Administrations

Test administrators must return all brailled and tactile materials along with the other secure test materials to the building test coordinator.
AASCD Oral Translations

Students who meet the criteria outlined in Ohio’s Accessibility Manual are eligible for an oral translation of the test. During this type of administration, a translator orally translates the test into the student’s native language.

**IMPORTANT:** Unlike the general assessment, translation into foreign languages is allowed for the English language arts (ELA) AASCD tests. However, any reading passage or text on the ELA AASCD may not be translated, only directions, questions and response options. The alternate mathematics, science and social studies tests may be translated.

**Policies for AASCD Oral Translations**

Test coordinators and test administrators must be mindful of the policies that govern oral translations, including the following:

- Test coordinators, test administrators and translators must maintain test security at all times.
- The district test coordinator must assign a test administrator to assist with scheduling the testing for students who are eligible for a language translation.
- Districts and schools are responsible for identifying, contacting and scheduling individuals who will serve as translators at the district or school.
- The test administrator will contact the translator and arrange the location, dates and times to administer the tests. Schedule the translator to arrive at least 30 minutes early in order to review instructions before translating the tests. The translator may not review the test prior to the day of the test.
- The test administrator may not leave the translator and the student in the room alone. The test administrator is responsible to ensure that the translator and the student adhere to test security policies.
- After receiving a language translation, if a student feels more comfortable with an English language administration for other portions of any remaining tests (rather than a language translation in his or her native language), he or she may receive one.

**Before the AASCD Test Administration for Oral Translations**

The test administrator is responsible for bringing the necessary test materials to the testing session and ensuring their security. Test security and validity are of the utmost importance. Prior to starting the test, the test administrator must ask the translator to sign and date a copy of the Non-Disclosure Agreement located in Appendix D of this manual (copies of this form can be made, as needed). The district/school must maintain the Non-Disclosure Agreement and provide it to the Department if requested. It should not be returned with other test materials.

After the Non-Disclosure Agreement is signed, the test administrator will review the procedures for language translations with the student and the translator, as described below. The test administrator will monitor the entire testing session.
General Procedures for the AASCD Oral Language Translation

The test administrator will read the test directions aloud in English. The translator will translate the test directions, questions and response options as close to word-for-word as possible. **Important:** The translator must allow the text-to-speech (TTS) to read the questions and response options *first* to account for any “hidden text”. The translator can repeat or clarify directions, questions and response options as often as necessary for the student.

It is not expected that foreign language translation will translate verbatim from English to the native language; however, it is expected that it should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student. Some terms may not have a translation in another language. If a term cannot be translated, it should be read in English.

The translator may not answer student questions regarding the content of test questions. The best response is, “I can’t answer that; just do your best.” Some questions will include tables, figures, pictures, charts or graphs. Any text included immediately before these should be orally translated for the student (e.g., “Use the picture below to answer question 5.”). When referring to tables, figures, pictures, charts or graphs, the translator must be consistent in translation and description (e.g., “The title of the graph is ‘Fitness Test Results.’ The x-axis is titled ‘Fitness Test Results.’ The y-axis is titled ‘Number of Sit-ups.’”). Many questions will have numbers as the response options. The translator should discuss with the test administrator whether numbers need to be orally translated for the student. If so, the translator must be consistent throughout the administration and read all numbered response options aloud.

Breaks in Testing Sessions for the AASCD Oral Language Translation

If district and school policy permit, the test administrator may wish to give the student a break, especially if the student is working slowly. If a break is given, all test materials must remain in the room with the test administrator. If both the student and the test administrator leave the room, the test administrator must keep all testing materials secure or place the test materials in a locked, secure location.

After Administering the AASCD Oral Language Translation

After the student has completed testing, the student’s test will need submitted and the test administrator will end the test session. If the student wrote any responses on paper, the test administrator must securely shred that paper.

Reimbursements for AASCD Translators

Please search keyword Translators on the Department’s website for guidance on reimbursement for translators. The reimbursement rate for AASCD translations is $120 per translated test administration for each content area (e.g., Mathematics $120, Science $120).
### Ohio AASCD

#### Spring 2020

#### Secure Material Resolution Form

<table>
<thead>
<tr>
<th>YOUR DISTRICT TEST COORDINATOR</th>
<th>PHASE I (At Receipt of Materials) Note any discrepancies between the contents of the shipment and the packing list.</th>
<th>PHASE II (After Testing) Before any materials are returned to Pel Hughes, note any duplicate or missing numbers found during or after testing.</th>
<th>COMMENTS Note any additional comments/discrepancies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>012345 YOUR ADDRESS YOUR CITY, OH, 12345-9899</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secure test materials include test booklets, printed manipulatives, and reading passage booklets. **You are responsible only for the secure test materials listed on the packing list.**

Use the *District and/or School Security Checklists* to record all missing or duplicate security numbers of secure test materials on this Secure Material Resolution Form. This should be done upon receipt of materials and prior to returning of materials to Pel Hughes.

If there are discrepancies after testing, send this form to Pel Hughes:

- **FAX** it to: 1-504-910-8711
- **EMAIL** it to: OhioAASCDsupport@pelhughes.com

Do not return original form with test materials.

As District Test Coordinator, I attest that the information given on this (these) form(s) is accurate and accounts for all secure test materials sent to my district.

District Test Coordinator’s Signature: ___________________________ Date Faxed: ___________________________

District Test Coordinator’s Phone Number: (______) ___________________________
Sample AASCD Checklists and Return Materials
See Section 4.5 of this manual for complete instructions on returning materials.

AASCD Return Shipment Label

KEEP THIS PAGE FOR RETURN SHIPPING
Deadline for return shipping is Friday, April 3, 2020.
If there is any issue with your order, this page will help us locate the item.
Please fill in all information before shipping. Keep this page for your records.

Grade 3

Information For UPS Return Pickup:
Fill out the information below before calling to schedule a UPS Pickup.
Call 1-877-131-7809 and select "option 7" to schedule pickup.

Tracking Number: 1Z70195X0000000000
District IRN / Name: Box 1 of 22
012345 Ohio District

Date: ____________________________
Contact Name: ____________________________
Phone Number: ____________________________

Pickup Time Window: ____________________________
Location (address + special information):
____________________________________________

Box Packing Checklist:
☐ ELA Test Booklet
☐ ELA Stimulus Booklet
☐ ELA Printed Manipulatives Bag

Contents verified by: ____________________________

Peel bottom label and adhere to box (covering old shipping label) before UPS Pickup

FROM:
SUPPORT SERVICES ASSESSMENTS C/O UPS
5101 TRAUBE RD
COLUMBUS OH 43208

10 LBS
RS

UPC GROUND

SHIP TO:
AASCD RETURN
(800) 251-3602
PEL HUGHES
3801 TOULOUSE STREET
NEW ORLEANS LA 70119-4829

LA 701 9-22

1 OF 1

REF 110-00-OH20-D0123450-5678901-001.022
REF 2 G03_KIT_ELA

BILLING: 3RD PARTY
DESC: Documents
RETURN SERVICE

N - 012345 - 1 of 22
2020 OHIO ALTERNATE ASSESSMENT
FOR STUDENTS WITH
SIGNIFICANT COGNITIVE DISABILITIES

DISTRICT CHECKLISTS

District: 012345 Ohio District

Contains the following reports:
DISTRICT PACKING LIST
SCHOOL BOX RANGE SHEET
SCHOOL PACKING LIST(S)
AASCD District Packing List

2020 OHIO ALTERNATE ASSESSMENT
FOR STUDENTS WITH
SIGNIFICANT COGNITIVE DISABILITIES
OHIO AASCD TEST MATERIALS
DISTRICT PACKING LIST

District: 012345 Ohio District

The following materials are contained in this shipment:

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<tr>
<th>Qty</th>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ADMINISTRATIVE MATERIALS</td>
</tr>
<tr>
<td>1</td>
<td>AASCD District Packing List</td>
</tr>
<tr>
<td>1</td>
<td>AASCD School Box Range Sheet</td>
</tr>
<tr>
<td>1</td>
<td>AASCD Set of School Packing Lists (district copies)</td>
</tr>
<tr>
<td>1</td>
<td>AASCD Supplemental Instructions for Paper Testing</td>
</tr>
<tr>
<td>1</td>
<td>AASCD Return Label Kit</td>
</tr>
</tbody>
</table>

The AASCD Return Label Kit contains the following items:
- Return shipping labels
- Secure Materials Resolution Form

All materials listed above are included in the District shipment. Use the District Packing List to verify your district materials upon receipt.

A School Packing List will be included in each school order. The DTC will also receive copies of all school packing lists from the original Ohio Alternate Assessment Materials shipment.

If you have questions or concerns regarding this shipment or the materials listed on your District Packing List, please contact the AIR Help Desk at 1-877-231-7809.
# AASCD School Box Range Sheet

## 2020 Ohio Alternate Assessment
For Students With
Significant Cognitive Disabilities
Ohio AASCD Test Materials
School Box Range Sheet

District: 012345 Ohio District

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<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Grade</th>
<th>Test Administration Kits</th>
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<th>Total # of Packages</th>
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<td>Grade 3</td>
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<td>Ending Box: 4</td>
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<td>High School</td>
<td>Starting Box: 20</td>
<td>Ending Box: 22</td>
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## AASCD School Packing List

### 2020 OHIO ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

### OHIO AASCD TEST MATERIALS

### SCHOOL PACKING MATERIALS

**District:** 802345 Ohio District  
**School:** 678901 Ohio School

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**ADMINISTRATIVE MATERIALS**

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**G03_KIT_EL A (000001) - ITEM BREAKDOWN**

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**G03_PRP (000042) - ITEM BREAKDOWN**

All materials listed above have been ordered by the DTC for this school. Contact your DTC if you need additional or replacement materials. If you have questions or concerns regarding this shipment or the materials listed on your School Packing List, please contact your DTC.

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School Packing List | Page 1 of 5
Printed on: 11/19/2019

Appendix C: Sample Forms and Labels for AASCD Paper Testing
Appendix D: Non-Disclosure Agreement for AASCD Translators and Support Staff

Spring 2020 Administration of the Alternate Assessment for Students with Significant Cognitive Disabilities

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3301.0710 and 3319.151 of the Ohio Revised Code and Rules 3301-7-01, 3301-13-02 and 3301-13-05 of the Ohio Administrative Code.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral administration will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

Printed Name:

______________________________

Signature:

______________________________

Date:

______________________________

The district/school must maintain a copy of this form and provide it to the Department upon request. It should not be returned with other test materials.
Appendix E: Ohio’s AASCD Optional Student Response Form

Enter the below information for the student taking the full paper accommodation. Use one form for each content area.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Content Area:</th>
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<tbody>
<tr>
<td>SSID:</td>
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</tr>
<tr>
<td>Grade:</td>
<td>TE/TA Name:</td>
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</table>

**Directions for recording responses into this form:** Use this form to record the student’s responses as you administer the full paper accommodation test. Record the corresponding response option letters only (A, B, C, D, NR) and not any of the response option text (i.e., “the fruit in the basket”, “the fruit”, etc.). If NR is indicated for all four of the first four items on the full paper test, the early stopping rule should be enacted, and you should stop the administration.

Responses recorded in this form must be entered into the Data Entry Interface (DEI). **This optional student response form will not be scored.** If any portion of this form is filled out it is considered secure and must be returned with the rest of the secure materials.

**STOP:** If No Response has been recorded for all four of the first four items, stop the administration. The early stopping rule has been enacted. No response must still be entered into the Data Entry Interface for items 1-4 so the student can receive credit for taking the test. The No Response option is located under the context menu of the Data Entry Interface.

If at least one of the first four of the first four items has a response other than NR, continue the assessment.

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<table>
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Duplicate blank form as needed