

Achievement Test Administration Directives

Achievement test directives identify requirements and expectations related to the administration of achievement tests. These directives are issued by the Minister of Education under the authority of the Student Evaluation Regulation, Alberta Regulation 177/2003 pursuant to the School Act. The directives in this section outline what should occur to prepare for, supervise, and complete the administration of all achievement tests. These directives apply to all superintendents of schools, principals of private schools, principals, test supervisors, teachers, and/or students who will be writing achievement tests. Additional directives related to the administration of achievement tests, including those that pertain to the use of computers, calculators, and/or writing accommodations, may be found throughout this bulletin.

General Achievement Testing Program Directives

The following directives outline general requirements and expectations related to who should write achievement tests and under what conditions.

Who Writes Achievement Tests Students registered in grades 3, 6, and 9 and ungraded students* in their third, sixth, and ninth years of schooling shall write provincial achievement tests, subject to the following caveats and/or exceptions:

1. A superintendent may, on an individual basis, excuse a student from writing an achievement test for the following reasons:
 - a. the student is not capable of responding to the assessment in its original or approved accommodated form
 - b. participation would be harmful to the student
2. Upon advice from the teacher, the principal in consultation with the parent/guardian, shall recommend to the superintendent that a student be excused from writing. A copy of the documentation in support of the recommendation, including the student's Individual Program Plan, if applicable, shall remain in the school for auditing purposes.

Note: If a parent withdraws a student from participation, the school is obligated to mark the student "absent" not "excused" on the List of Students. A copy of the parent's letter indicating that the child will not be participating should be attached to the *Principal's Statement*.

3. Students in English as a Second Language programs and those in special education programs shall complete the provincial achievement tests, unless excused by the superintendent under the conditions noted in point 1 (see also the *Accommodations* section).

* Ungraded students are funded students registered in classes that are not considered equivalent to one of the grades classified as elementary (grades 1 to 6), junior high (grades 7 to 9), or senior high (grades 10 to 12).

4. Students with a learning disability or a physical disability shall complete the provincial achievement tests, with or without approved accommodations, unless excused by the superintendent under the conditions noted in point 1 (see also the *Accommodations* section).
5. Students who are repeating grades 3, 6, or 9 shall write achievement tests in their repeating year.
6. A private school student shall complete the provincial achievement tests. In applying point 1, the principal shall act as the superintendent.
7. A home educated student at a level equivalent to grades 3, 6, or 9 must be given the opportunity to write the grades 3, 6, or 9 provincial achievement tests, according to the published schedules, and under the supervision of the associate board or associate private school, in accordance with the *Home Education Regulation, Alberta Regulation 145/2006*.

Adherence to the Official Test Administration Schedules

Achievement tests shall be administered according to the official administration schedules, subject to the following caveats and/or exceptions:

1. If a school system or private school is unable to administer achievement tests according to the official published schedule, because they operate on an alternate school year, the superintendent or principal of a private school may propose and implement an alternate testing schedule, subject to the written approval of the Director, Exam Administration.
2. If a class or group of students in a school is unable to write an achievement test during the official scheduled administration, because of their unique circumstances, the superintendent or principal of a private school may propose and implement an alternate schedule for those students, subject to the written approval of the Director, Exam Administration.

Note: Schools and school authorities are expected to set up their school year calendars taking into account the official test administration schedules (see the *Schedules & Significant Dates* section). Requests for alternate achievement testing schedules to accommodate field trips, extra-curricular or professional development activities, and other school events that were planned after the publication of the official test administration schedules **will not** be approved.

3. To accommodate specific circumstances in a school, a school may administer an achievement test on the date scheduled for that test, but at a start and finish time other than what was officially scheduled, subject to the written approval of the superintendent or principal of a private

school and as long as that alternate start and finish time is implemented in a manner that maintains the security and integrity of the achievement test being administered.

4. To accommodate specific circumstances, a school may implement multiple consecutive administrations of an achievement test on the date scheduled for that test, subject to the written approval of the superintendent, or principal of a private school, and as long as those administrations are implemented in a manner that maintains the security and integrity of the achievement test being administered.
5. A school may implement an alternate test administration schedule for a student who leaves school early (e.g., to go on vacation), subject to the written approval of the superintendent, or principal of a private school, and as long as that schedule is implemented in a manner that maintains the security and integrity of the achievement tests being administered (see the *Administration Guidelines*, below).
6. Students who are absent on the day of the test are expected to write when they return, up to the published return shipment date(s) for those testing materials (see the *Schedules & Significant Dates* section).

Directives for Superintendents of Schools and Principals of Private Schools

Test Administration Preparation

Prior to each achievement test session, the superintendent of schools or principal of a private school shall:

1. Review this bulletin and update or modify achievement test related processes, procedures, and schedules within the school authority or private school to ensure that they conform to current expectations and requirements.
2. Establish, review with principals, and implement appropriate procedures and schedules within the school authority or private school to:
 - a. Maintain strict security of all test materials while they are in the custody and control of the school authority or private school
 - b. Immediately upon their receipt, inspect received test materials for errors or deficiencies (see *Receiving and Inspecting Test Materials* below)
 - c. Implement timely and appropriate remedies to correct test shipment errors or deficiencies (see *Receiving and Inspecting Test Materials* below).
3. Establish and review with principals appropriate procedures within the school authority or private school to:

- a. Distribute and manage secured achievement test materials before, during, and after an official scheduled test administration
 - b. Prepare, package, and return secured test materials to Alberta Education (see *Packaging and Returning Test Materials* below).
4. Establish and review with principals appropriate procedures within the school authority or private school to receive requests and communicate decisions related to the:
 - a. Excusing of students from writing
 - b. Use of accommodations when writing
 - c. Changing of official test administration schedules.
 5. Establish, and review with principals, appropriate procedures within the school authority or private school to ensure that students enrolled in home education programs complete the provincial achievement tests or an alternative form of assessment in accordance with the *Home Education Regulation, Alberta Regulation 145/2006*.
 6. Establish, and review with principals, appropriate procedures within the school authority or private school to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).
 7. Establish, and review with principals, **test administration contingency plans** that may be implemented, as required, to address unexpected issues or problems that arise while achievement tests are being written.

Test Administration Supervision

Immediately prior to and during each achievement test administration, the superintendent of schools or principal of a private school shall:

1. Ensure that achievement tests are administered:
 - a. According to the dates and times published in this bulletin (see the *Schedules & Significant Dates* section)
 - b. In accordance with the policies, directives, rules, and procedures outlined in this bulletin
 - c. In accordance with specific test related processes and procedures established within the school authority or private school.
2. Implement appropriate procedures, as required, to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).
3. Implement a test **administration contingency plan**, as required, to

address unexpected issues or problems that arise while a test is being written.

**Test
Administration
Completion**

Following each achievement test session, the superintendent of schools or principal of a private school shall:

1. Notify the Director, Exam Administration, of any violations of test rules (see the *Security & Test Rules* section) that occurred, and report in writing, any circumstances that may affect the validity of the results of any student or group of students who wrote an achievement test.
2. Ensure that all secured test materials and associated forms are accounted for, appropriately prepared for shipment, and returned to Alberta Education.

Directives for Principals

**Test
Administration
Preparation**

Prior to each achievement test session, the principal shall:

1. Review this bulletin and update or modify achievement test related processes, procedures, and schedules within the school to ensure that they conform to current expectations and requirements.
2. Communicate to students and teachers their roles, responsibilities, and deadline related information pertaining to the administration of achievement tests (see the *Test Administration Guidelines* below).
3. Establish and implement appropriate procedures and schedules within the school for teachers to submit recommendations and supporting documentation related to requests:
 - a. For the use of writing accommodations for specific students
 - b. That a student be excused from writing one or more achievement test.
4. Establish and implement procedures and schedules within the school to communicate with parents about the appropriateness of requesting:
 - a. Writing accommodations for their child
 - b. That their child be excused from writing one or more achievement tests .
5. Establish and implement appropriate procedures and schedules within the school to:
 - a. Confirm that appropriate achievement test forms have been ordered for all students
 - b. Order special format materials from Alberta Education for all students for whom their use has been approved.

6. Establish and implement appropriate procedures and schedules in the school to:
 - a. Maintain strict security of all test materials while they are in the custody and control of the school
 - b. Immediately upon their receipt, inspect received test materials for errors or deficiencies
 - c. Implement timely and appropriate remedies to correct test shipment errors or deficiencies (see *Receiving and Inspecting Test Materials* below).
7. Establish appropriate procedures within the school to:
 - a. Distribute and manage secured achievement test materials before, during, and after an official scheduled test administration
 - b. Prepare, package, and return test materials to Alberta Education (see *Packaging and Returning Test Materials* below).
8. Establish appropriate procedures within the school to enable teachers to mark and score achievement tests in a manner that
 - a. maintains the security and integrity of student responses and the test materials
 - b. ensures that test materials are returned according to the dates published in this bulletin (see the *Schedules & Significant Dates* section).
9. Establish guidelines and procedures within the school that will ensure appropriate use and reporting of students' preliminary scores from the achievement test administration.
10. Establish appropriate procedures within the school to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).
11. Establish a test **administration contingency plan** that can be implemented, as required, to address unexpected issues or problems that arise while tests are being written.
12. Designate teachers to act as test administration supervisors and ensure that they are appropriately prepared for that role (see *Test Administration Guidelines* below).
13. Designate and schedule the facilities to be used as test rooms when administering achievement tests (see *Test Administration Guidelines* below).

14. If it is appropriate and feasible to do so, establish and implement procedures and schedules within the school to administer:
 - a. Part(ie) A tests using computers
 - b. Grades 6 and 9 machine scorable tests using *Quest A+*.

**Test
Administration
Supervision**

Immediately prior to and during each achievement test administration, the principal shall:

1. Ensure that achievement tests are administered:
 - a. According to the dates and times published in this bulletin (see the *Schedules & Signification Dates* section)
 - b. In accordance with the policies, directives, rules, and procedures outlined in this bulletin
 - c. In accordance with the specific test related processes and procedures established at that school.
2. Ensure that all facilities and materials that have been set up for test writing purposes are secured and remain secured until after the test writing session and follow-up administrative procedures are completed.
- *NEW 3. Implement appropriate procedures to ensure that a valid Alberta Student Number is available for all students writing achievement tests.
4. Implement appropriate procedures to enable teachers whose students are writing an achievement test to view that test, *under supervision*, up to 24 hours prior to its scheduled administration.
5. Ensure that appropriate procedures for the administration of writing accommodations are being followed, including the completion of necessary forms and documents (see the *Accommodations* section).
6. Implement appropriate procedures, as required, to investigate and report:
 - a. Test administration anomalies (see the *Security & Test Rules* section)
 - b. Suspected security breaches (see the *Security & Test Rules* section).
7. Implement a test **administration contingency plan**, as required, to address unexpected issues or problems that arise while a test is being written.
8. Ensure that students who are absent on the scheduled administration day of a test write the test when they return, up to the published return date for test materials (see the *Schedules & Significant Dates* section).

**Test
Administration
Completion**

Following each achievement test administration, the principal shall:

1. Notify the Superintendent and the Director, Exam Administration, of any violations of the *Achievement Test Rules* (see the *Security & Test Rules* section) that occurred, and report in writing, any circumstances that may affect the validity of the results of any student or group of students who wrote an achievement test.
- *NEW** 2. Ensure that if computers and/or other digital devices were used for test administration purposes, all achievement test information, including student responses, have been removed from those devices.
3. Implement appropriate procedures within the school to enable teachers to mark and score achievement tests in a manner that:
 - a. maintains the security and integrity of student responses
 - b. protects the security of all test materials
 - c. ensures that **all** secure test material is returned according to the dates and times published in this bulletin (see the *Schedules & Significant Dates* section).
4. Implement procedures within the school to enable appropriate use and reporting of students' preliminary scores from the achievement test administration.
5. Complete the *List of Students* and complete and sign the *Principal's Statement* (see the *Test Administration Forms* section).
6. Record on the *List of Students* the names of any students excused by the superintendent from writing the test and any students who were absent from writing.
7. Ensure that all secured test materials and associated documents and forms are accounted for, appropriately prepared for return shipment, and shipped to Alberta Education (see *Packaging and Returning Test Materials* below).
8. Following the June test administration session, provide a summer contact name and phone number (not the school phone number).

Directives for Test Supervisors

**Test
Administration
Preparation**

Prior to each achievement test session, test supervisors shall:

1. Collaborate with the principal and other test supervisors to review and update existing or establish new test administration supervision procedures and processes, to ensure that they conform to current Alberta Education and school system expectations and requirements.

2. Collaborate with the principal and other test supervisors to review and update the school's **test administration contingency plan** that may be implemented, as required, to address unexpected issues or problems that arise while tests are being written.
3. Review and, where applicable, be able to implement the directives, rules, processes, and procedures that relate to the administration of achievement tests using:
 - a. Computers (see the *Using Calculators & Computers* section)
 - b. Calculators (see the *Using Calculators & Computers* section)
 - c. Writing accommodations (see the *Accommodations* section).
4. If the supervision duties of an upcoming scheduled achievement test administration are to be shared with other supervisors, collaborate to develop a roster of duties for each supervisor, to ensure that all required test administration processes and procedures will be implemented as planned (see the *Test Administration Guidelines* below).

**Test
Administration
Supervision**

Immediately prior to and during each scheduled achievement test administration, the test supervisor shall:

1. Ensure that the test room is appropriately set up and free of materials or distractions that could affect the outcomes of the test (see the *Security & Test Rules* section).
2. Ensure that all required test materials, equipment, and forms are in the test room and are kept secured before, during, and after the scheduled achievement test session.
3. Verify the identity of each student, if required, and record their location in the test room.
- *NEW 4. Verify that each student has and uses a valid Alberta Student Number.
5. Ensure that students are aware of and understand the rules and procedures for writing an achievement test and their responsibilities for implementing them, prior to the commencement of the official scheduled test administration.
6. Ensure that all test accommodations used by students are indicated on their written-response booklet(s) and/or answer sheets.
7. Implement procedures to ensure that:
 - a. Authorized materials only are brought into and used by students in the test room (see the *Security & Test Rules* section)
 - b. Appropriate materials are distributed to and returned by students before and after the official scheduled writing time
 - c. Students understand and comply with all requirements related to

the use of all documents, forms, and test materials that are distributed to them while they are in the test room.

8. Ensure that tests are administered during the official scheduled writing time (see the *Schedules & Significant Dates* section).
9. Actively observe and supervise all students who are in the test room before, during, and after the official scheduled writing time, to ensure that they are complying with all test rules (see the *Test Administration Guidelines* below).

Test Administration Completion

Immediately following each scheduled achievement test administration, the test supervisor shall:

1. Document any unusual circumstances or violations of rules and/or directives that occurred during the test administration and forward this information to the principal (see the *Security & Test Rules* section).
2. Complete and sign all required test administration forms.
3. Collate and appropriately prepare all used and unused test materials, and other related equipment, forms, and documents, and return them to the principal (see *Packaging and Returning Test Materials* below).
- *NEW** 4. If computers and/or other digital devices were used for test administration purposes, remove all achievement test information, including student responses, from those devices.

Directives for Teachers of Students Writing Achievement Tests

Test Administration Preparation

Prior to each achievement test session, teachers of students writing achievement tests shall:

1. Ensure that students are aware of and understand the rules and procedures related to writing an achievement test, and their responsibilities for complying with and/or implementing them (see the *Test Administration Guidelines* below).
- *NEW** 2. Ensure that students have and use a valid Alberta Student Number.
3. Submit recommendations and supporting documentation related to requests:
 - a. For the use of writing accommodations for specific students
 - b. That a student be excused from writing one or more achievement test.

Test Administration

During each scheduled achievement test administration, teachers of students writing achievement tests shall:

1. Follow the procedures established by the principal if they wish to view an achievement test.

Test Administration Completion

Following each scheduled achievement test administration, teachers of students writing achievement tests shall:

1. Mark and/or score achievement tests in accordance with Alberta Education standards and school based procedures and in a manner that
 - a. maintains the security and integrity of student responses
 - b. protects the security of all test materials
 - c. ensures that **all** secure test material is returned according to the dates and times published in this bulletin (see the *Schedules & Significant Dates* section).
2. Implement school based procedures related to the appropriate use and reporting of students' preliminary scores from the achievement test administration.

Directives for Students Writing Achievement Tests

Test Writing Preparation

Prior to an achievement test session, students who will be writing an achievement test, and/or their parents, shall:

1. Ensure that they are aware of and understand the rules, procedures, requirements, and deadlines related to writing an achievement test, and of their responsibilities for complying with and/or implementing them (see the *Test Administration Guidelines* below).
2. Discuss with school personnel their needs and intentions with respect to the use of writing accommodations (see the *Accommodations* section).
3. Discuss with school personnel their intentions with respect to the use of a computer to write achievement tests (see the *Using Calculators & Computers* section).

Test Writing

Immediately prior to and during each scheduled achievement test administration, students writing achievement tests shall:

1. Write his/her achievement test(s).
2. Comply with all directives, rules, and procedures related to the writing of achievement tests (see the *Test Administration Guidelines* below).

Test Administration Guidelines

Preparing Students

To prepare students to write achievement tests, schools should communicate to students and/or their parents their roles and responsibilities and deadline related information pertaining to:

1. Test schedules
2. Achievement test directives and rules
3. Using calculators or computers when writing achievement tests (see the *Using Calculators & Computers* section)
4. Accessing and using writing accommodations.

Preparing Test Supervisors

Appropriate preparation to serve as a test administration supervisor includes being aware of and able to implement:

1. Achievement test directives and rules
2. Achievement test schedules and test administration instructions
3. Use of calculator and computer rules and procedures
4. Contingency plans and emergency procedures
5. Procedures to:
 - a. confirm student identification and track seating arrangements
 - b. maintain the security of test materials, including knowing which materials to secure after test administration
 - c. actively observe and supervise student behavior before, during, and after the officially scheduled test administration
 - d. identify and document test administration anomalies
 - e. administer achievement tests using writing accommodations and alternate format materials.

Selecting and Setting Up Test Writing Facilities

Test writing facilities must ensure the security of all test materials before, during, and after their administration and must be free of materials and/or distractions that could affect the outcome of a test. When selecting and preparing test rooms it is important to ensure that they enable:

1. The removal or covering of any instructional materials in the room that may be of direct assistance to students writing a test (see the subject bulletins for details about specific materials that are allowed)
2. Active observation and supervision of student behavior before, during, and after the officially scheduled test administration
3. The appropriate use of writing accommodations and special format materials without distraction to other students
4. Quiet and secure printing of student work, during and after the official scheduled test administration, if students are writing Part(ie) A tests using computers
5. The seating of students in the room in a manner that protects their test answers, whether on paper or in electronic form, from unauthorized observation during and after the official scheduled test administration

6. Secure custody and control of all test materials before, during, and after the officially scheduled test administration.

Setting Up and Communicating Test Schedules

Test schedules should be communicated to teachers, parents, and students well in advance of the official scheduled dates of administration and should be published in a form that clearly indicates:

1. That students are required to be in the test room at a **set time prior to** the official scheduled test start time, to enable proper completion of all of the required pre-test administration procedures.
2. The official scheduled test start and completion times and notice that students may take *up to one half hour* of extra time after the official completion time, if required, to complete most achievement tests.

Creating a Test Administration Plan and Roster of Duties

A test administration plan should be prepared prior to each test administration session. This plan should define all of the steps and procedures required to prepare for, supervise, and complete the administration of an achievement test. Roles and responsibilities related to these steps and procedures should be defined and assigned in advance of each test administration session.

A typical roster of duties to **initiate and prepare for an achievement test administration session** might include the following:

1. Determine if it is appropriate to administer achievement tests using computers
2. Propose changes to the achievement test administration schedule, if required
3. Publish the test schedule
4. Confirm test materials requirements for all students who will be writing achievement tests
5. Inform students, parents, and school personnel of their achievement test related roles and responsibilities
6. Prepare and assign rosters of duties (see below) and ensure that personnel know how to perform those duties
7. Communicate with parents about writing accommodations and the excusing of students, as required
8. Request writing accommodation approvals and approval to excuse students
9. Order approved special format materials
10. Identify and schedule test room(s) and any required equipment
11. Establish and implement procedures to maintain and supervise the secure storage of all test materials while they are in the custody and control of the school
12. Receive, inspect, and distribute test materials prior to their administration

A typical roster of duties to **set up test administration facilities, materials, and equipment** prior to the administration of an achievement test might include the following:

1. Prepare a checklist of materials and equipment required for the test administration
2. Arrange furniture and equipment in the room so as to ensure the security and fairness of the test administration
3. Prepare a seating assignment plan that will ensure the security and fairness of the test administration
4. Remove or cover any instructional materials in the test room that may be of direct assistance to students
5. Configure all computers, word processing applications, printers, and other electronic equipment, as required, and check their functionality
6. Pick up unsecured materials required for the test administration (e.g. forms, pencils, blank paper, calculators) and prepare them for distribution
7. Pick up secure test materials from the secure lock-up area and prepare them for distribution (e.g. sort into class groupings and apply labels)
8. Secure the test room and all materials and equipment in it until the scheduled test administration.

A typical roster of duties to **receive students into the test room and prepare them to write an achievement test** might include the following:

1. Receive students, assign seating, and update seating plan
- *NEW 2. Confirm student identity, if necessary, and ensure that all students have a valid Alberta Student Number
3. Review the following information with students:
 - a. Achievement test directives and rules, students' responsibilities related to them, and the consequences for not following them
 - b. Procedures to be followed in the event of an emergency or interruption while the test is being administered
 - c. Procedures for completing and returning test materials to the test supervisor at the end of the test period
 - d. Specific other procedures related to expected conduct before, during, and after the official scheduled test period (e.g. procedures to follow if using computers and printers for test writing purposes)
4. Check that no prohibited materials have been brought into the test room
5. If calculators are permitted, check that students have cleared them, as required
6. If computers and/or printers are being used to write an achievement test, check that they are set up and functioning as required
7. Distribute secured and unsecured test materials and have students prepare them for the administration:
 - a. Add labels in the appropriate locations
 - b. Enter required information in the appropriate locations on test

- booklets and answer sheets (e.g. names; use of accommodations)
- c. Remove all tear-out materials (e.g. answer sheets, data sheets, rough work sheets)
- d. Review the test materials for errors or deficiencies (e.g. misprints, missing pages) and replace as required
- e. If approved writing accommodations are being used, ensure that they are distributed and set up as required
- 8. Review the test administration instructions provided in the test booklet(s)
- 9. If a reader, scribe, or sign language interpreter is assisting a student, review the test administration instructions that are pertinent to that form of test administration assistance
- 10. Review time limits and the process that will be used to inform students about the time remaining in the test session.

A typical roster of duties for **supervising the official scheduled test administration** might include the following:

1. Commence and begin timing the test
2. Actively observe and supervise the behavior of all students in the room (see *Active Supervision* below)
3. Supervise scribes, readers, and/or sign language interpreters to ensure that they are complying with the procedures established for that form of test administration assistance
4. Supervise students who must leave and return to the test room while the test is being administered
5. Receive students who arrive late and prepare them to write the test
6. Document any unusual circumstances or violations of rules or directives
7. Document the use and non-use of all approved writing accommodations
8. Provide ongoing information about time remaining in the administration.

A typical roster of duties for **collecting materials and completing a test administration** might include the following:

1. Conclude the official scheduled test administration
2. Actively supervise students while they collect and return their tests and other distributed test materials or equipment, and ensure that students have cleared their calculators, as required
3. If scribes, readers, and/or sign language interpreters have provided assistance, ensure that they have completed and submitted all appropriate forms
4. Complete a *Student Registration Form* for all unregistered students (see the *Forms & Samples* section)
5. Sort and bundle all secured and unsecured test materials, forms, and other test administration materials, as required
- *NEW 6. If computers and/or other digital devices were used for test

administration purposes, remove all achievement test information, including student responses, from those devices.

7. Return all secured tests, test materials, and forms to the secure lock up area
8. Provide documentation about absent students, unusual circumstances, and violations of test administration rules and directives to the principal.

Active Supervision Active supervision refers to specific actions taken by supervisors to ensure that achievement test directives and rules are appropriately enforced and that all students have a fair and equitable opportunity to write their achievement tests. Individuals who are active supervisors have a clear understanding of achievement test directives and rules. They use that knowledge, along with forethought and planning, to predict the types of behaviors that would enable a directive or rule to be contravened. Then, to reduce the opportunity for these contravening actions to occur, they implement deliberate and proactive strategies to control student behavior, before, during, and after the test session.

Test directives and rules are generally contravened through three types of behaviors:

1. Giving, taking, or receiving information from someone inside or outside of the test room
2. Using prohibited material during the test period
3. Taking advantage of people and processes before, during, or after the test period.

Some specific strategies that can be employed to mitigate the opportunity to contravene test directives and rules include:

1. Randomizing and assigning seating so students cannot choose or know in advance where they will be sitting, and documenting where each student is actually seated
2. Ensuring that all desks in the test room are empty before, during, and after the test administration period
3. Creating, communicating, and enforcing clear rules of conduct for students that allow supervisors to be aware of and able to control their movements at all times while they have access to secured test materials
4. Making and maintaining frequent eye contact with anyone whose behavior appears to be suspicious
5. Setting up the room and positioning test supervisors so that students and their behaviors can be viewed from all directions and so that students are aware that they are being observed
6. Establishing and implementing specific strategies to check that no:
 - a. Prohibited materials have been brought into the test room
 - b. Secure materials are removed from the test room
 - c. Test materials have been deliberately destroyed or “lost” rather

than handed in by the student at the end of the test period.

Completing the *List of Students*

Prior to packaging materials for return to Alberta Education, principals must complete a ***List of Students*** form and return it and a signed and completed *Principal's Statement* (see the *Forms & Samples* section) with the test material shipment. The ***List of Students*** is sent to principals as part of each achievement test shipment and contains information specific to that school. All grades 3, 6, and 9 students in a school, including home schooled students, Knowledge and Employability program students, and all ungraded students in their 3rd, 6th, and 9th years of schooling must be accounted for on the *List of Students*. When it is sent to a school with the achievement test shipment, the *List of Students* contains the names of all registered grades 3, 6, and/or 9 students in that school and what test materials have been sent to the school for them.

In preparing the *List of Students* for return to Alberta Education, the principal's task is to do the following:

1. Validate the information that was pre-printed on the form, noting any changes that are required
2. Add the names and identification numbers of all unregistered students, *whether or not they wrote an achievement test*, alphabetically, in the space provided at the end of the *List of Students*
3. If a student is registered in a Home Education program write "Home Ed. Student" next to the student's name on the *List of Students*.
4. If an out of grade student writes an achievement test (e.g., he or she is in Grade 2 or 4 when writing a Grade 3 test) write "Out of Grade" next to the student's name on the *List of Students*
5. Use the following legend to indicate the participation status of all registered and unregistered students who wrote or were expected to write an achievement test:
✓–test written (paper format)
D–test written (digital format using *Quest A+*)
A–absent E–excused T–transferred

Before returning the *List of Students* form with the signed *Principal's Statement*, make and retain a copy of it for future reference.

Ordering Test Materials

Confirming Test Material Requirements

To ensure that schools are receiving the number and types of testing materials required for their students, schools must confirm their achievement test material requirements using the online *Achievement Test Confirmation* application, which is available on Alberta Education's extranet website at <https://phoenix.edc.gov.ab.ca>. As this site is secured, a username and password are required. Information on how to obtain a

login is available using the link above. After logging on to the extranet website, the *Achievement Test Confirmation* order form can be accessed by following the Learner Assessment Services link.

In 2011–2012, schools must confirm the following test material requirements for each of their students:

Grade 3	Grade 6	Grade 9
Type of French language arts test, if any (Français or French language arts)	Type of French language arts test, if any (Français or French language arts)	Type of French language arts test, if any (Français or French language arts)
Language of mathematics test material (English or French)	Language of mathematics, science, and social studies test material (English or French)	Language of mathematics, science, and social studies test material (English or French)
		Type (regular or K&E) of English language arts, social studies, mathematics, and science test material

Receiving and Inspecting Test Materials

Receiving Test Materials

Formal procedures for handling test materials when they are delivered to the school by the courier should be established, to ensure that they are available when needed and are kept secured at all times while in the custody and control of the school. In setting up these procedures, the following points should be kept in mind:

1. All queries and concerns about the receipt of test materials should be directed to Exam Administration. These queries should be made via email at exam.admin@gov.ab.ca. The following subject line should be used for all queries about achievement test shipments: **AT Shipment - your school name and school code** (e.g. **AT Shipment – Ben Hur School, 9999**). Please include your name and phone number in the email message, so that we may speak with you directly, if required.
2. A specific individual should be tasked with the responsibility of receiving all test materials when they are delivered by the courier. This person should know when those materials are expected to arrive (see the *Schedules & Significant Dates* section) and should contact Learner Assessment if:
 - a. No-one will be at the school when the test materials are scheduled

- to be delivered
- b. The test shipment has not been received within two or three days of when it was expected to arrive.
3. When test materials are delivered by a courier, the shipment should immediately be visually inspected to determine if:
 - a. The shipment is complete (if more than one box was included in the shipment from Exam Administration, the boxes will have been identified as a set by numbering them as such, for example, 1/3, 2/3, 3/3). If there are boxes in the shipment that have not yet been delivered, discuss with the courier when they are expected to arrive.
 - b. The shipment has been damaged or tampered with in any way. Damage or tampering may indicate that the security of the test materials has been compromised. Consequently, before signing for and accepting receipt of the shipment, the damage or tampering should be discussed with the courier to determine how and when it occurred. This anomaly should be noted on the *Principal's Statement*. Dependent on the circumstances, it may also be prudent to immediately contact Exam Administration to discuss this potential threat to security.
 4. After formally receiving a shipment of test materials, the box(es) should be immediately moved to a secure location where they can be opened and inspected.

Inspecting Test Materials

All test material shipments should be **opened and inspected immediately upon their receipt**. The purpose of this inspection is to determine if there are any errors or deficiencies in the shipment that need to be addressed prior to the scheduled administrations of the tests.

Formal procedures for inspecting test materials should be established. In setting up these procedures, the following points should be kept in mind:

1. Before inspecting a test shipment, an updated list of test material requirements, by subject and grade and including any special format materials that have been approved for that session, should be prepared and validated.
2. Test shipments should be checked against this updated list of test material requirements to determine if:
 - a. All required types and quantities of test materials were ordered
 - b. The required quantity of each type of test material has been shipped (test booklets must be counted **without opening** the shrink-wrap)
 - c. The quantity of materials shipped matches what is indicated on the enclosed packing slips (these packing slips should be set aside for safekeeping as they need to be returned with the test material

when it is sent back to Exam Administration.)

3. Any identified errors or deficiencies in a shipment should be addressed immediately by submitting a *Request For Supplemental Shipment* form (see the *Forms & Samples* section) to Exam Administration. This form should be forwarded, by email, to exam.admin@gov.ab.ca, using the subject line: **AT Supplemental Shipment - your school name and school code** (e.g. **AT Supplemental Shipment – Ben Hur School, 9999**). Please include your name and phone number in the email message, so that we may speak with you directly, if required.

Testing Materials Shipped to Schools

January Shipment Contents

Depending on the programs offered at the school, all or some of the following testing materials may be included in shipments to a school that administers **Grade 9** achievement tests in **January**:

- a. School Packing Slip(s)
- b. Principal's Kit
 - Return envelope(s)
 - Coloured return address/identification label(s)
 - Return waybills
 - Instruction sheets for applying labels to test booklets and packaging and returning test materials
- c. List of Students Form (see the *Samples/Forms/Letters* section)
- d. Test Labels (see the *Samples/Forms/Letters* section)
- e. Test Materials
 - Grade 9 and K&E English, Français, and/or French language arts Part(ie) A test booklets
 - Grade 9 and K&E English, Français, and/or French language arts Part(ie) B test booklets
 - Grade 9 and K&E mathematics test booklets
 - Grade 9 and K&E science test booklets
 - Grade 9 and K&E social studies test booklets
- f. Extra copies of test materials for unregistered students
- g. Scoring criteria and exemplars for English, K&E English, and Français/French language arts Part(ie) A tests,
- h. Answer keys for multiple-choice and numerical-response questions

Note: Approved special format materials (if requested) are shipped to schools separately from print materials.

Shipment 1 Contents: May Administration – Grades 3, 6, & 9

Depending on the programs offered at the school, all or some of the following testing materials may be included in a **Shipment 1** delivery to a school that administers **grades 3, 6, and 9** achievement tests in **May**:

- a. School Packing Slip(s)

- b. Principal's Kit
 - Return envelope(s)
 - Coloured return address/identification label(s)
 - Return waybills
 - Instruction sheets for applying labels to test booklets and packaging and returning test materials
- c. List of Students Form (see the *Samples/Forms/Letters* section)
- d. Test Labels (see the *Samples/Forms/Letters* section)
- e. Test Materials
 - K&E English, and grades 3, 6, and 9 English, Français, and French, language arts Part(ie) A test booklets
- f. Extra copies of test materials for unregistered students
- g. Scoring criteria and exemplars for English, K&E English, Français, and French language arts Part(ie) A tests

Note: Approved special format materials (if requested) are shipped to schools separately from print materials.

**Shipment 2
Contents: June
Administration –
Grades 3, 6, & 9**

Depending on the programs offered at the school, all or some of the following testing materials may be included in a **Shipment 2** delivery to a school that administers **grades 3, 6, and 9** achievement tests in **June**:

- a. School Packing Slip(s)
- b. Principal's Kit
 - Return envelope(s)
 - Coloured return address/identification label(s)
 - Return waybills
 - Instruction sheets for applying labels to test booklets and packaging and returning test materials
- c. List of Students Form (see the *Samples/Forms/Letters* section)
- d. Test Labels (see the *Samples/Forms/Letters* section)
- e. Test Materials
 - K&E English, and grades 3, 6, and 9 English, Français, and French, language arts Part(ie) B test booklets
 - Grades 3, 6, 9, and K&E mathematics test booklets
 - Grades 6, 9, and K&E science test booklets
 - Grade 6, 9, and K&E social studies test booklets
- f. Extra copies of test materials for unregistered students
- g. Answer keys for multiple choice and numerical response questions

Note: Approved special format materials (if requested) are shipped to schools separately from print materials.

**Home Education
Materials**

Those authorities that have all their home education students registered under a Home Education code will have their test materials shipped to the authority office.

Packaging and Returning Test Materials

Dates for Returning Test Materials

All **secured test materials**, *Principals Statements*, *Lists of Students*, and other administration related forms and documents must be returned to Alberta Education according to the dates specified in the *Schedules & Significant Dates* section of this bulletin.

Return Shipment Location: Materials that Require Marking or Scoring

All *Principals Statements*, *Lists of Students*, and **materials that require marking** (written response booklets) or **scoring** (answer sheets) must be returned on the scheduled return date to:

Exam Administration
Alberta Education
Financial Building
10621 – 100 Avenue
Edmonton AB T5J 0B3

Receiving hours at the Financial Building are Monday to Friday 8:00 A.M. to 4:00 P.M. Specific arrangements must be made with the Marking Centre Manager (see the *Contacts* section) for the receipt of shipments that will arrive outside of these hours.

Return Shipment Location: Materials that Do Not Require Marking or Scoring

All **secure materials** (see the *Security & Test Rules* section) that **do not** require **marking** or **scoring** must be returned on the scheduled return date to:

Learning Resources Centre (LRC)
Alberta Education
12360 – 142 Street
Edmonton AB T5L 4X9

Preparing Materials for Return

Formal procedures for preparing and packaging test materials for return to Alberta Education should be established. In setting up these procedures, the following points should be kept in mind:

1. All queries and concerns about the packaging and return of test materials should be directed to Exam Administration, by email, at exam.admin@gov.ab.ca. The subject line: **AT Return Shipment - your school name and school code** (e.g. **AT Return Shipment – Ben Hur School, 9999**) should be used. Please include your name and phone number in the email message, so that we may speak with you directly, if required.
2. A specific individual should be tasked with the responsibility of preparing and packaging all test materials for return to Exam Administration. This person should know what materials must be returned and how those materials should be packaged and prepared.

3. **Return envelopes and coloured return address/identification labels** were included in each shipment of achievement test materials sent to schools. These return envelopes and coloured address/identification labels **MUST** be used when packaging and returning test materials. Do not cover the bar code on the coloured return labels.
4. All materials that are going to the **Financial Building** (i.e., test booklets and answer sheets that **require marking or scoring**; *Packing Slip*; *Principal's Statement*; *List of Students*; *Statement of Scribe, Reader, and/or Interpreter*) should be separated from those that are going to the **Learning Resources Centre** (all secure materials that **do not** require **marking or scoring**).
5. Materials to be returned for **marking or scoring** should be prepared as follows:
 - a. For each type of test booklet or answer sheet being returned, sort the unregistered and registered student materials into separate piles. Sort each pile of answer sheets or student booklets in alphabetic order, by student name, and bundle them with a paper clip or elastic. Place sorted answer sheets into the envelopes that were provided for that purpose.
 - b. Complete the *Packing Slip*, *Principal's Statement*, and *List of Students* as required, place them and all completed *Statement of Scribe, Reader, and/or Interpreter* forms in the envelope provided for that purpose, and put this envelope on top of the piles of answer sheets or test booklets to be returned to the Financial Building for marking or scoring.
6. Materials to be returned that **do not** require marking or scoring (this includes CD versions of tests) should be sorted by type and put into piles that are consistently oriented e.g., all booklets in a pile should have their spines and covers oriented in the same direction.
7. If test materials will be shipped to Alberta Education in boxes that have been previously used, **all previous address information** on them should be covered or removed to ensure that they are not shipped to the wrong address.

If more than one box will be shipped to Alberta Education, they should be identified as a set by numbering them as such, for example 1/3, 2/3, 3/3. A coloured return address/identification label should be affixed to each box in a prominent location.

Using Couriers for the Return of Test Materials

The following courier services may be used to return test materials to Alberta Education:

DHL Express

Dispatch Telephone Number: 1-800-225-5345

Purolator

Dispatch Telephone Number: 1-800-387-3027

Schools or school authorities located within Edmonton, St. Albert, or Sherwood Park should return test materials via:

Mr. Courier

Dispatch Telephone Number: (780) 464-5719

**School Authority
Procedures for the
Return of Test
Materials**

School authorities may choose to have schools return their test materials directly to Alberta Education, or to have these materials returned to Alberta Education through their central office. Prior to the dates of administration, schools should confirm with their central office what approach to the return of test materials is being implemented within their school authority.

Unless given specific alternative directions by a school authority, all materials being returned to the Financial Building should be **shipped “collect” by courier or truck transport**. If a school or school authority returns materials by mail or bus, the school/school authority will be responsible for all costs incurred.