

# CHAPTER 6: TEST ADMINISTRATION PROCEDURES

During the 2003–2004 school year, the English-version TAKS was administered to approximately 2,800,000 students; the Spanish-version TAKS to approximately 50,000 students; SDAA to approximately 215,000 students; RPTe to approximately 220,000 students; and the Observation Protocols to approximately 600,000 students.

Districts administered the TAKS tests to eligible examinees as indicated below.

- **February:** **Writing** at Grades 4 and 7 English and Grade 4 Spanish  
**Reading** at Grade 9  
**English language arts (ELA)** at Grade 10 and exit level
- **March:** **Reading** at Grade 3 English and Grade 3 Spanish
- **April:** **Mathematics** at Grades 3–8, Grade 10, and exit level and Grades 3–6 Spanish  
**Reading** at Grades 3–8 English and Grades 3–6 Spanish
- **May:** **Mathematics** at Grade 9  
**Social Studies** at Grades 8, 10, and exit level  
**Science** at Grades 5, 10, and exit level and Grade 5 Spanish
- **June:** **Reading** retests at Grade 3 English and Grade 3 Spanish
- **July:** **ELA, mathematics, social studies, and science** retests at exit level

SDAA writing tests were administered at Grades 4 and 7 in February, and SDAA mathematics and reading tests were administered at Grades 3–8 in April. RPTe assessments at Grades 3–12 were administered in March. Observation Protocols at Grades K–12 were administered in April and May.

Districts administered the TAAS exit level writing, mathematics, and reading retests in October 2003 and in February, April, and July 2004. The calendars for the 2003–2004 test administrations are included in Appendix 10.

## Training and Materials

Test administration procedures must be followed exactly so that all individuals eligible for testing have an equal opportunity to demonstrate their academic achievement. To meet this goal, TEA develops and provides instruction to train all testing personnel across the state on test administration procedures. Each year preparation for test administration begins with a training session for testing coordinators and other personnel from each of the 20 regional education service centers (ESCs) as well as district coordinators from some of the state's largest school districts. Using information and materials provided in the TEA training session, the ESC regional testing coordinators train the district coordinators in their respective regions. District coordinators train campus coordinators, who are responsible for training campus test administrators.

For each test administration in the 2003–2004 school year, ESC personnel and district coordinators were provided with a district coordinator packet, which contained the information and materials necessary for overseeing test administration throughout the state as well as coordinator and administrator manuals that provided an overview of the statewide testing program. Separate packets and manuals were provided for TAKS, RPTE, SDAA, and TAAS (exit level).

## **Test Security**

Maintaining test security is an important consideration throughout the test administration process. TAKS, SDAA, RPTE, and TAAS are all secure testing programs, and all related materials must be handled in strict accordance with instructions provided in the test and program administration materials. All district and campus personnel who handle secure test materials are required to complete an Oath of Test Security and Confidential Integrity. Local districts and TEA have procedures for addressing security concerns if testing irregularities occur.

The return of testing materials after each administration is critical for two reasons. First, scorable student testing materials must be returned for scoring so that student reports can be generated. Second, test booklets must be returned to preserve the security and confidential integrity of field-test items, which may be used on future tests.

Pearson Educational Measurement assigns secure test booklets to school districts by unique seven-digit bar-coded security numbers. School districts complete and return answer document packing lists with their testing materials to help PEM determine whether any student answer documents are missing. PEM compares bar-code scan files of returned test booklets with test booklet distribution files to determine whether all secure materials have been returned from each campus and district. School districts are responsible for ensuring the confidentiality of all testing materials and their secure return. PEM contacts any district with missing test booklets. During the 2003–2004 school year, PEM scanned more than 5 million TAKS test booklets, 6 million SDAA test booklets, 290,000 RPTE test booklets, and 140,000 TAAS exit level test booklets returned by districts to ensure that all secure test booklets were accounted for. In addition, PEM scanned more than 2 million TAKS and SDAA field-test booklets.

## **Testing Accommodations**

A testing accommodation is a change to the testing environment to assist a student with special needs so that assessment can mirror instruction as much as is possible without invalidating test results. District and campus testing coordinators are responsible for communicating information about testing accommodations to test administrators and other interested individuals. Information about testing accommodations is also included in the test administrator manuals.

The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. If a student receives special education services, all accommodations must be documented in the student's individualized education program (IEP).

The following guidelines for testing accommodations were in place for the 2003–2004 school year, as stated in the 2004 District and Campus Coordinator Manual and in the TAAS Directions for District Coordinators, Campus Coordinators, and Test Administrators.

## **Allowable Accommodations—TAKS**

- Instructions given orally before or after the test may be either signed to an examinee who is deaf or hard-of-hearing, or translated into the native language of an examinee with limited English proficiency.
- The writing prompt may be signed to an examinee who is deaf or hard-of-hearing, but no elaboration on the prompt may be provided.
- An examinee may place a colored transparency or a magnifying device over the test or use a blank place marker with the test and the answer document.
- An examinee may be tested in a small group or receive an individual administration. In an individual administration the examinee may read aloud while working or read the test into a tape recorder during testing and play it back while working. A test administrator must be present in the testing room at all times. All tape recordings must be returned with the nonscorable materials.
- An examinee may use a large-print or braille version of the test.
- If an examinee has a temporary or permanent disabling condition that interferes with his or her ability to record machine-scorable responses, the examinee may respond orally to test items, mark responses in the test booklet, or type responses. The test administrator must record these responses verbatim on a scorable answer document and write "Transcribed by (NAME) because (REASON)" at the top of the answer document. Test responses cannot be scored unless they appear on the answer document.
- An examinee may have a temporary or permanent disabling condition that interferes with his or her ability to write the composition or open-ended test items. In these circumstances the examinee may tape-record the response(s) while composing and then play the tape back for the test administrator, noting spelling, capitalization, and punctuation. Afterward the examinee must be allowed to read over the response(s) and indicate where he or she would like to make corrections. The test administrator must record the work verbatim on a standard answer document and write "Transcribed by (NAME) because (REASON)" at the top of the appropriate answer document page(s). Test responses cannot be scored unless they appear on the answer document. All tape recordings must be returned with the nonscorable materials.

- An eligible examinee may type the written composition or the responses to open-ended test items on a typewriter or a computer but may not use the computer's spell-check feature and may not save the document. The composition or responses must be transcribed verbatim onto a standard answer document for scoring. The test administrator must write "Transcribed by (NAME) because (REASON)" at the top of the written composition page. After the composition or responses have been transcribed, the typed version of the work must be returned with the nonscorable materials.

## **Nonallowable Accommodations—TAKS**

- The examinee may not receive any reading assistance on TAKS, with the exception of the Grade 3 mathematics test.
- The examinee may not use foreign-language reference materials.
- Examinees may not use a calculator on the mathematics tests at Grades 3–8 or on the science test at Grade 5.
- Test items must not be translated. This includes reading and writing selections.
- Test questions, answer choices, selections, and writing prompts may not be rephrased or clarified.
- Other accommodations that would invalidate the test are prohibited.

## **Linguistic Accommodations**

In spring 2004 schools were permitted for the first time to use linguistic accommodations with eligible limited English proficient (LEP) students on the TAKS mathematics tests. This assessment process was piloted as a possible alternative assessment measure that would allow all LEP students to be assessed in mathematics, as required by the No Child Left Behind Act of 2001. The pilot procedures permitted districts to administer released TAKS mathematics tests to students in Grades 3 through 8 and 10 who qualified for a LEP exemption under state law. More information about these procedures is available on the Student Assessment Division website in the TEA letter to districts dated March 18, 2004.

## **Educational Materials Required for Testing—TAKS**

### **Dictionaries and Thesauruses**

English-language dictionaries and thesauruses must be provided to examinees for the written composition portion of the Grade 7 writing test, the entire Grade 9 reading test, and the written composition and reading portions of the Grade 10 and exit level English language arts (ELA) tests.

Examinees may not use a dictionary or thesaurus on the revising and editing portion of either the Grade 7 writing test or the Grade 10 and exit level ELA tests. The Grade 7 writing test and the ELA tests contain two sealed sections; the first section contains the written composition portion (Grade 7) or the written composition and reading portions (Grade 10 and exit level), and the second sealed section contains the revising and editing portion. After an examinee completes the first sealed section, the test administrator will collect the examinee's dictionary and thesaurus. The examinee may then break the seal on the second sealed section and begin the revising and editing portion of the test.

There should be at least one dictionary and thesaurus or dictionary/thesaurus combination for every five examinees.

### **Calculators**

For the mathematics tests at Grades 9 and 10 and at exit level, districts must provide each examinee with a graphing calculator for the entire administration. Any kind of graphing calculator may be used except one with a typewriter-style keypad (known as QWERTY) or one that includes a computer algebra system (CAS). Handheld minicomputers, personal digital assistants, or laptop computers may not be used. All types of memory, including standard memory, ROM, and Flash ROM, must be cleared to factory default both before and after testing. In addition, any programs or applications must be removed prior to the test administration.

Calculators may also be used on the Grade 10 and exit level science tests. Examinees must have access to four-function, scientific, or graphing calculators. There should be at least one calculator for every five examinees. Examinees may share calculators on the science tests. However, a calculator's memory must be cleared after each examinee uses it. The guidelines for types of graphing calculators, clearing of memory, and removal of programs and applications for the science tests are the same as those listed for mathematics. Students taking the Grade 5 science tests may not use calculators.

### **Dyslexia Study—TAKS**

In response to legislation mandating alternative assessments for students with dyslexia, TEA and the Center for Academic and Reading Skills (CARS at the University of Texas-Houston) undertook a study to investigate the influence of an accommodation package on student performance on the TAKS Grade 3 reading test. Specifically, CARS proposed to administer an alternative assessment to individuals with dyslexia, establish the influence of accommodations on the performance of students with dyslexia, and determine whether any changes in performance that could be attributed to the accommodations were specific to third-graders identified with dyslexia. Two groups of students, one identified as dyslexic and one identified as average readers, took one of two forms of a TAKS Grade 3 reading test. One form was administered in a standard way, and one was administered with accommodations.

To identify the students who would participate in the study, experienced CARS examiners administered the Word Identification and Word Attack subtests of the Woodcock-Johnson Psycho Educational Test-III (WJIII). Third-grade students who met the district's criteria for dyslexia, were enrolled in a dyslexia program at their school, and scored below the 25th percentile on the Basic Reading Skills Cluster score were accepted into the study. After these students were identified, CARS staff assessed a comparable number of average readers from third-grade classes, again using the Basic Reading Skills Cluster score on the WJIII. Students whose scores ranged between the 40th and 75th percentiles were identified as "average readers" for a comparison group and were then deemed eligible to participate in the TAKS dyslexia pilot.

The purpose of this pilot was to study three accommodations that might potentially affect student performance on TAKS: orally reading all proper nouns associated with each passage before students began individual reading, orally reading all item stems and answer choices to students, and extending the testing time over a two-day period. These three accommodations were "bundled"; that is, the purpose of the study was not to determine which accommodation was most effective but whether these accommodations as a group "leveled the playing field" for students identified with dyslexia, allowing them to demonstrate their best reading performance without invalidating the construct of the test.

CARS examiners administered both forms of the Grade 3 reading test to students. Ninety-four students—47 dyslexic students and 47 average readers (the comparison group)—were given a standard administration of TAKS. Eighty-eight students—44 dyslexic students and 44 average readers (the comparison group)—were given an accommodated administration. For the accommodated version of TAKS, students both in the dyslexic and in the comparison groups were tested individually or in small groups.

In addition to taking TAKS, all third-graders who participated in the study received an assessment of oral vocabulary using the Woodcock Language Proficiency Battery—Revised Picture Vocabulary subtest. This was administered individually to students after they had taken the TAKS reading test.

For the complete report detailing this study, see Appendix 11.

## **Allowable Accommodations—SDAA**

The ARD committee must make and document the decision to allow any accommodations. The ARD committee should consider

- the needs of the student; and
- whether the student routinely receives the accommodation in instruction and testing.

With the exception of the nonallowable accommodations listed below, accommodations documented in the individualized education program (IEP) that are necessary to address the student's instructional needs based on his or her disability may be used for this assessment. Any accommodation made must be documented in the student's IEP and must not invalidate the tests.

### **Nonallowable Accommodations—SDAA**

- The test administrator may not provide any direct or indirect assistance or reinforcement that identifies or aids in the identification of the correct response to an item.
- Test questions, answer choices, and the writing prompt may not be translated, rephrased, or clarified.
- The student may not have the number of answer choices for an item reduced.
- The reading and writing tests (with the exception of the writing prompt) may not be read aloud to students at Instructional Levels 3–8.

### **Allowable Accommodations—RPTE**

The decision to use a particular accommodation with a student should be made on an individual basis and should take into consideration both the needs of the student and whether the student routinely receives the accommodation in classroom instruction and testing. If a student receives special education services, any accommodations must be documented in the student's IEP.

- The student may place a colored transparency over the test or use a blank place marker with the test.
- A student may be tested in a small group or receive an individual administration. In an individual administration the student may read aloud while working or may read the test into a tape recorder during testing and play it back while working. A test administrator must be present in the testing room at all times. All tape recordings must be returned in the nonscorable shipment.
- A student with a visual impairment may use a large-print version of the test. No braille tests are available.
- If a student has a temporary or permanent disabling condition that interferes with his or her ability to record machine-scorable responses, the student may respond orally to test items, mark responses in the test booklet, or type responses. The test administrator must record these responses verbatim on a scorable answer document. Administrators must write "Transcribed by (NAME) because (REASON)" at the top of the answer document. Test responses cannot be scored unless they appear on the answer document.

## **Nonallowable Accommodations—RPTE**

- The student may not receive any reading assistance.
- The student may not use English-language or foreign-language reference materials.
- Test items and reading selections must not be translated.
- Test questions, answer choices, and selections may not be rephrased or clarified.
- Other accommodations that would invalidate the test are prohibited.

## **Allowable Accommodations—Exit Level TAAS**

- Instructions given orally before or after the test may be either signed to an examinee who is deaf or hard-of-hearing, or translated into the native language of an examinee with limited English proficiency.
- The writing prompt may be signed to an examinee who is deaf or hard-of-hearing, but no elaboration on the prompt may be provided.
- An examinee may place a colored transparency over the test or use a blank place marker with the test and the answer document.
- An examinee may be tested in a small group or receive an individual administration. In an individual administration the examinee may read aloud while working or read the test into a tape recorder during testing and play it back while working. A test administrator must be present in the testing room at all times. All tape recordings must be returned with the nonscorable shipment.
- An examinee may use a large-print or braille version of the test.
- If an examinee has a temporary or permanent disabling condition that interferes with his or her ability to record machine-scorable responses, the examinee may respond orally to test items, mark responses in the test booklet, or type responses. The test administrator must record these responses verbatim on a scorable answer document and write "Transcribed by (NAME) because (REASON)" at the top of the answer document. Test responses cannot be scored unless they appear on the answer document.
- An examinee may have a temporary or permanent disabling condition that interferes with his or her ability to write the composition. In these circumstances the examinee may tape-record the essay while composing it and then play it back for the test administrator, noting spelling, capitalization, and punctuation. Afterward the examinee must be allowed to read over the composition and indicate where he or she would like to make corrections. The test administrator must record these responses verbatim on a standard answer document and write "Transcribed by (NAME) because (REASON)" at the top of the written composition page. Test responses cannot be scored unless they appear on the answer document. All tape recordings must be returned with the nonscorable materials.

- The examinee may type the written composition on a typewriter or on a computer but may not use the computer’s spell-check feature and may not save the document. The composition must be transcribed verbatim onto a standard answer document for scoring. The test administrator must write “Transcribed by (NAME) because (REASON)” at the top of the written composition page. After the composition has been transcribed, the typed version of the work should be returned with the nonscorable materials.

## **Nonallowable Accommodations—Exit Level TAAS**

- The examinee may not receive any reading assistance on the writing or reading tests. Examinees who are identified as having a disability that affects their reading may qualify for an oral administration of the mathematics test.
- The examinee may not use English-language or foreign-language reference materials.
- Test items must not be translated. This includes reading and writing selections.
- Test questions, answer choices, selections, and writing prompts may not be rephrased or clarified.
- The examinee may not use a calculator, slide rule, or mathematics chart other than the charts that are provided with the testing materials.
- Other accommodations that would invalidate the test are prohibited.

## **Oral Administration**

### **Authority for Decision**

A student who meets the eligibility criteria outlined below may receive an oral administration. The decision to provide an oral administration to a student receiving special education services should be made by the student’s admission, review, and dismissal (ARD) committee and must be documented in the student’s IEP. For a student not in special education, this determination rests with the student’s placement committee required by Section 504 of the Rehabilitation Act of 1973.

### **Eligibility**

A test administrator may read aloud or sign the test questions and answer choices for mathematics, social studies, and science tests to

- eligible examinees identified as having a disability that affects their reading and who regularly receive this accommodation in the classroom; and
- students who are deaf or hard-of-hearing whose IEPs require the signing of daily instruction.

Only students served by special education or Section 504 may receive an oral administration of TAKS or TAAS exit level.

For the TAKS program the oral administration is available only for the mathematics, social studies, and science tests. It is not available for the reading, writing, and English language arts tests. For the TAAS program the oral administration is available only for the mathematics test. It is not available for the reading or writing tests.

The test administrator must indicate that the student received an oral test administration by completing the appropriate code in the "OA" (oral administration) field on the front of the TAKS or TAAS answer document. When this field is marked, the oral administration will be noted on the student's performance report.

For the SDAA program an oral administration is available only for the mathematics test. It is not available for the reading or writing tests. The decision to provide an oral administration for an SDAA mathematics test should be made by the student's ARD committee and documented in the student's IEP. However, Instructional Levels K, 1, and 2 of the SDAA mathematics test are specifically designed to be read aloud to students. IEP documentation of oral administration is not required for these instructional levels.

## **Students with Visual Impairments**

For students with visual impairments who take the TAKS test, braille and large-print test booklets are available for all grades and subject areas tested. For the SDAA program, braille versions are available for Instructional Levels 3–7 of the writing tests, K–8 of the mathematics test, and 2–8 of the reading tests. Large-print SDAA test booklets are available for all subject areas and instructional levels. For RPTE, large-print test booklets may be ordered, but braille versions are not available.

Test administrators receive instructions for testing visually impaired students with braille or large-print test booklets. Districts are instructed to indicate on the answer document whether a student used a large-print or braille version of a test.

## **ARD- and LEP-Exempt Students**

Assessment requirements for LEP students and students receiving special education services are outlined in the Texas Education Code. During the 2003–2004 school year, a student receiving special education services was administered state-developed criterion-referenced (TAKS or SDAA) tests unless the student's ARD committee determined that any test was an inappropriate measure of the student's educational progress, as outlined in the student's IEP. In 2003–2004, 59,237 students were ARD-exempt. Each special education student exempted from SDAA was required to participate in an appropriate alternate assessment, as determined by the student's ARD committee. Appropriate alternate assessments included but were not limited to released TAKS tests or locally selected assessments.

During the 2003–2004 school year, LEP students in Grades 3 through 11 were required to take the TAKS tests unless they were eligible for a LEP exemption. In 2003–2004, 33,380 students were LEP-exempt. Spanish-version TAKS tests were administered to eligible LEP students in Grades 3 through 6. Texas state rules and test administration procedures require exemption

decisions to be based on clearly defined criteria and made on an individual student basis. Immigrant LEP students enrolled in U.S. schools for three years or less are eligible for an exemption only if they meet specific exemption criteria related to their language proficiency and schooling outside the United States. Language proficiency assessment committees (LPACs) are responsible for determining the appropriate assessment options for LEP students using the procedures delineated in the TEA publication titled *LPAC Decision-Making Process for the Texas Assessment Program (Grades 3–12)*.

LEP students are required to take the exit level assessment. However, a LEP student who is a recent immigrant is allowed to postpone the initial administration of the test on a one-time basis. The Texas Administrative Code defines the term “recent immigrant” as an immigrant who enrolled in U.S. schools no more than 12 months before the administration of the test for which the postponement was sought.

RPTE was administered for the fifth year in spring 2004. This assessment ensures that all LEP students who are exempt from TAKS participate in an appropriate annual assessment. RPTE helps districts monitor whether students are making steady annual growth in English acquisition during the time they are eligible for an exemption from TAKS. RPTE also determines when an immigrant who has been in U.S. schools for less than three years is proficient enough in English to not need an exemption from TAKS.

Exemptions on the basis of limited English proficiency are not permitted for RPTE, since these tests were designed specifically for LEP students. In spring 2004 all LEP students in Grades 3–12 took RPTE, with the following exceptions.

- LEP students who arrived in the United States for the first time during the second semester of the school year were not required to take RPTE if their LPAC determined that they read virtually no English. These students were given an RPTE score indicating the equivalent of no English reading proficiency, which will be their baseline score against which to measure growth in reading proficiency in future years.
- LEP students served by special education were not required to take RPTE if their ARD committee exempted them on the basis that their disability prevented appropriate measurement on this type of test.
- LEP students who achieved a rating of advanced on a prior RPTE test were not required to take the tests again in spring 2004, because an advanced rating represents the highest level of English proficiency measured on these tests.

## **Make-Up Testing**

### **Background**

In 2003 TEA received numerous requests from school district superintendents to institute make-up testing. Participation requirements for meeting Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act are stringent at 95 percent. These requirements are particularly challenging to meet at the high school level, but middle and elementary schools are also affected.

Although other changes, such as a refinement of the definition for participation rate that takes into account small numbers, did in part address superintendents' concerns, there was still a strong desire for make-up testing.

### **Spring 2004 Make-Up**

For the 2003–2004 school year, make-up tests were allowed for the TAKS and SDAA subject-area tests and grade levels that were included in the calculation of AYP. This policy change for 2004 marks a significant departure from previous administration procedures that required, with few exceptions, all students in the same grade to take the same subject-area test at the same time. The intention of the policy change was to be responsive to the requirement of federal law without jeopardizing the integrity and validity of the Texas assessment program. Major features of the make-up test policy include the following.

- The tests involved were those included in the AYP calculation: reading at Grades 3–8, English language arts at Grade 10, and mathematics at Grades 3–8 and Grade 10. Spanish-version tests were also included.
- A separate test form for the Grade 10 English language arts make-up test was administered on an assigned day (February 26, 2004).
- The regular testing schedule was maintained, with districts allowed to give make-up tests during that week, including Saturday, only to those students who were absent on the regularly scheduled test administration day.
- No make-up tests were allowed for the writing, science, and social studies tests, or for any subject-area test at Grade 9 and exit level.

### **Out-of-District Testing**

For the summer TAKS assessments (Grade 3 reading and exit level), students who are unable to retest at their home district's designated test site may test out of district. Enrolled out-of-district students are required to complete the out-of-district registration form, and exit level students must also present picture identification. For example, a student from Houston who spends the summer in Dallas and who wants to test in Dallas is required to register to test out of district. "Out-of-district" also applies to students who are part of the Texas Tech or University of Texas high school programs.

A campus or district must accommodate the request of an out-of-district student to participate in the third administration of an SSI test (Grade 3 reading in 2003–2004) if that campus or district is testing one or more local students on the applicable test and if the student has registered in advance for out-of-district testing. A district may choose to test walk-in students or out-of-district students who register after the deadline, but the district is not required to do so.

## **Out-Of-School Testing**

Individuals who have completed all graduation requirements but have not passed all three sections of the exit level TAAS test and who are no longer enrolled in a school district may retake the appropriate sections each time the test is administered. Districts are required to publicize the designated dates, the precise location(s) and times of testing, and the actions out-of-school individuals interested in retesting must take to ensure access to the testing areas and to testing materials. Out-of-school testing will also be provided for the TAKS exit level tests beginning in the 2004–2005 school year.

A district may select out-of-school testing site(s) within the district or collaborate with an education service center or neighboring district to test out-of-school examinees at an alternate testing site. Districts are provided with registration packets so that individuals who are no longer enrolled in school may register for the exit level test. Out-of-school students may register online or by mail. Registered individuals receive an admission letter informing them of the date, time, and place of testing. Test results are mailed to the individual and to the district from which he or she is eligible to receive a diploma. Test results for out-of-school examinees are reported separately from those of enrolled students.

## **Optional Algebra I End-of-Course Testing**

An optional Algebra I end-of-course assessment was developed in accordance with Section 39.023 of the Texas Education Code. Districts are not required to administer the test, though they may choose to do so during the two-week testing window that occurs prior to the end of each school semester.

Districts choosing to administer the test are offered two testing options—online or paper-and-pencil. Students testing online use a browser-style navigation system with point-and-click technology and drop-down selections to answer questions, setting their own pace as they move through the test. Districts using the online option receive instant feedback with confidential student results and class rosters. Districts using the paper-and-pencil option receive a scoring key but no scoring services.

For the 2003–2004 school year, a total of 61 districts administered the online tests to 3,768 students, while 220 districts administered the paper-and-pencil tests to 90,310 students. Online training and support, test administration manuals, and paper-and-pencil testing materials were provided and distributed to districts by PEM.

