

Grade 9

TEST ADMINISTRATION DIRECTIONS 2009

Reading
Mathematics



Texas Assessment of Knowledge and Skills

TEST ADMINISTRATION DIRECTIONS—
READING

TEST ADMINISTRATION DIRECTIONS—
MATHEMATICS

APPENDICES

**Information about the Texas Student Assessment Program
can be found on TEA's Student Assessment Division website
at <http://www.tea.state.tx.us/student.assessment/>.**

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CALENDAR OF EVENTS—2009

TAKS GRADE 9 TESTING*

EVENTS		TEST ADMINISTRATION	
Test administrator training sessions		MARCH	APRIL
		By 2/27	By 4/27
Test administrations	Reading	3/3	—
	Mathematics	—	4/30

*TAKS includes TAKS (Accommodated)

SUMMARY OF RESPONSIBILITIES

TEST ADMINISTRATOR

Prepare for test administration

- 1) Prepare for and attend test administrator training session; review and sign test administrator security oath.
- 2) Help campus coordinator prepare answer documents for test administration.
- 3) Verify precoded answer documents.
- 4) Hand-grid blank answer documents.
- 5) Prepare test materials for distribution.

Conduct test administration

- 6) Ensure proper testing procedures.
- 7) Administer each subject-area test.

Return test materials

- 8) Return test materials to the campus coordinator and sign administration-specific security oath.

These test administration directions are intended to be used in conjunction with the *2009 TAKS General Test Administrator Manual*. Maintain test security and confidentiality at all times. Report any irregularities to your campus testing coordinator immediately.

Test Administration Directions

**Completing
Student
Identification
Information**

PAGE **3**

**Administration
Directions—
Reading**

PAGE **6**

**Administration
Directions—
Mathematics**

PAGE **11**

COMPLETING STUDENT IDENTIFICATION INFORMATION

If you have students in your testing group for whom no answer document has been prepared, they should grid the student identification information before testing begins, following the directions below. If all your students have a precoded answer document, proceed to the test administration directions for reading on page 6 or mathematics on page 11.

Read aloud the material printed in **bold** type and preceded by the word “**SAY.**” The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will be taking the Texas Assessment of Knowledge and Skills, or TAKS, test. Before you take the test, we are going to fill out the front of the answer document that you will use. It is important that you pay attention and follow directions. Use only a No. 2 pencil to mark your answer document. If you do not have a No. 2 pencil, please raise your hand.

Give a pencil to each student who needs one.

SAY I am going to give each of you an answer document. Do not write on it until I ask you to do so.

Give an answer document to each student. When every student has an answer document, continue.

SAY Find the words “LAST-NAME” at the top of your answer document. Print your last name in the row of boxes in this section, starting with the first box on the left. Print only one letter in a box. If there are not enough boxes for all the letters in your last name, print as many letters of your last name as you can. If you have any questions, please raise your hand.

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY Find the section labeled “FIRST-NAME.” Print your first name in the row of boxes in this section. Print only one letter in a box. If there are not enough boxes for all the letters in your first name, print as many letters as you can. If you have any questions, please raise your hand.

When you are finished, find the column labeled “MI” to the right of the section where you printed your first name. In this box, print the first letter of your middle name. If you do not have a middle name, do not print anything in this box.

Check that students are printing their first names and middle initials in the appropriate places. When all students are ready, continue.

SAY Below the boxes where you printed your name are columns of circles with letters in them. In the first column, find the circle with the first letter of your last name. Fill in that circle. Make sure that the mark you make is dark and neat. Be sure to fill in the circle completely. If you make a mistake, completely erase the mark you made and fill in the correct circle. Now do the same thing for the rest of the letters in your last name.

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. When all students are ready, continue.

SAY Some of you may not have used all the boxes to print your last name. Directly under each of these boxes is a circle without a letter in it. For each empty box following your last name, fill in the empty circle below it.

When all students are ready, continue.

SAY Now fill in the circles for your first name and middle initial the same way you did for your last name. If you do not have a middle initial, fill in the empty circle in the “MI” column.

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY At the bottom of your answer document, print the name of our school district in the space under the words “DISTRICT-NAME.” I will print the name of our school district on the board for you.

Print your school district’s name on the board. Check that students are printing this information in the appropriate space on the answer documents. When all students are ready, continue.

SAY Now print the name of our campus in the space under the words “CAMPUS-NAME.” I will print the name of our campus on the board for you.

Print your campus name on the board. Check that students are printing this information in the appropriate space on the answer documents. When all students are ready, continue.

SAY Now find the section marked “SEX CODE.” If you are a male, fill in the circle next to the “M.” If you are a female, fill in the circle next to the “F.”

When all students are ready, continue.

SAY Now find the section labeled “DATE-OF-BIRTH.” In the space labeled “MONTH,” fill in the circle next to the month in which you were born.

Before continuing, draw the following example on the board.

DAY		YEAR	
0	4	9	3

SAY Print the day of your birth and the last two digits of the year in which you were born in the boxes labeled “DAY” and “YEAR.” If you were born before the tenth day of the month, you will need to put a zero in front of the day of your birth, as shown in the example that I have drawn on the board. Now fill in the circles below the numbers you have printed. If you have any questions, please raise your hand. When you finish, put your pencil down.

Monitor students to ensure that they are filling in this information correctly. Then refer to the specific directions for each test administration.

Reading. Page 6

Mathematics. Page 11

ADMINISTRATION DIRECTIONS—READING

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

Students must use a No. 2 pencil to mark their answer documents. They are not allowed to use scratch paper but instead may write in their test booklets if necessary.

Students must have access to an English-language dictionary and thesaurus for use throughout the administration of the grade 9 reading test. There must be at least one dictionary for every five students testing. It is also recommended that there be one thesaurus provided for every five students testing, if possible. Students are also permitted to use a combination dictionary/thesaurus.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the reading test of the Texas Assessment of Knowledge and Skills, or TAKS. Now I am going to give each of you a test booklet. When you get your booklet, do not open or write on it yet. Also, do not pull off the seal on the edge of your booklet until I ask you to do so.**

Give a test booklet to each student.

Students must write their first and last names on their test booklets and complete the “TEST BOOKLET #” field at this time. Directions for completing this information follow.

SAY **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

When all students have finished, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students’ test booklets and point to the security number on the back.

SAY Now find the words “TEST BOOKLET #” at the top of your answer document.

Point to “TEST BOOKLET #” on the answer document given to you for demonstration purposes. When students have located this section, continue.

SAY Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.

Monitor students closely while they copy the security numbers. When all students are finished, continue.

SAY Now open your answer document to page 2. Look at the honor statement located at the bottom of the page. This statement says that you will not give or receive unauthorized assistance during the test. There is a difference between unauthorized assistance and authorized assistance.

Some forms of assistance are permitted because they are part of the procedures the person giving the test has to follow. An example of authorized assistance might be that the person giving the test repeats or explains the directions to a student. That kind of assistance is allowed because it is part of the process for giving the test.

An example of unauthorized assistance is receiving answers to test questions from someone else. Another example of unauthorized assistance is giving other students help or answers to test questions. If you cheat on the test, your test may be invalidated, which means that your test will not be scored.

Now please read and sign the honor statement.

If a student asks if he or she must sign the honor statement, tell the student, “That decision is up to you. Signing the honor statement is not required, but I want you to know that you are expected to follow the testing rules even if you do not sign it.”

It is not the responsibility of the test administrator to check to see if students have signed the honor statement.

When all students have had time to complete the honor statement, continue.

Directions for breaking the seal on the reading test follow. Monitor students carefully while they are breaking this seal to prevent damage to the test booklets.

SAY Look at your test booklet. It is closed by a seal on the right side.

Pick up one of your students’ test booklets and, without breaking the seal, demonstrate as you read the following.

SAY To break the seal, pull up the red tab on the edge of your test booklet. The seal will come off easily. If you have any questions or need any help, raise your hand.

Move around the testing room to collect the detached seals and to help any student who may be having difficulty. Dispose of the seals so that they are not returned with test booklets or answer documents. When all students are ready, continue.

SAY You are about to take the reading section of the TAKS test. This test consists of a multiple-choice section and a section with a small number of open-ended questions.

Now open your answer document to page 2 and find the word “READING” at the top. Below the word “READING,” there are rows of circles. Does everyone see where these are? This is where you will mark your answers to the multiple-choice questions.

To answer a multiple-choice question, fill in a circle on your answer document. Mark only one circle for each multiple-choice question. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

Now look at pages 3 and 4 of your answer document. Find the spaces for questions 34 and 35 on page 3 and question 36 on page 4. You will be asked to answer three open-ended questions that require you to write a short answer. You may use the blank space in your test booklet to plan your answers, but you must write your answers in the lined spaces provided on the answer document.

Write neatly so that others can read your writing. You may print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use a No. 2 pencil. Are there any questions about how to record your answers?

Answer all questions before continuing.

SAY Now you will complete the reading test by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer on your answer document for each question. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you wish to make notes. You may use an English-language dictionary or a thesaurus. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently.

You will have all the time you need to complete the test. After you have finished, you may check your answers. Be sure to erase any stray marks that you might have accidentally made on your answer document. Stay in your seat and raise your hand when you have finished looking over your work. I will come to your desk to collect your test booklet and answer document. Please sit quietly so

that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?

You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

When all students are ready, continue.

SAY

If there are no more questions, then you may open your test booklet. Read the directions at the top of the page before you start to read the selections and mark your answers. You may begin.

Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions and recording all their answers on the answer document.

Test administrators must be actively engaged while students are working on the test, moving about the room so they can be more aware of students’ actions. Test administrators should confirm that students are working only on the subject-area test being administered that day and that they do not have materials available that are not allowed, such as ballpoint pens or cell phones. Students should also be reminded periodically, either as a group or individually, to record their responses on the answer document. However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

Remember that you may give students brief breaks in the testing room, if necessary. See Activity 6 in the General Test Administrator Manual for more information about breaks.

If at any point a student’s test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write “Transcribed by (NAME) because (REASON)” at the top of the new answer document. Transcription must be done in No. 2 pencil.

All unusable answer documents must be marked “VOID” in large, bold letters across the front and returned to the campus coordinator.

*Place each student’s answer document inside his or her test booklet when you collect it. If you notice that a student’s answers are not marked on the answer document, say to the student, **“You have not recorded all of your answers on the answer document. Please go back and mark your answers on it now.”** The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded, but you may not examine or comment on individual responses.*

Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student's answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested using a TAKS or TAKS (Accommodated) form of the reading test. If the student used a TAKS form, you must enter and grid the FORM # in the TEST TAKEN INFO field. Complete the SCORE CODE field for each student's reading test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 9 reading test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual or detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME. TESTING PERSONNEL MUST NOT DUPLICATE RESPONSES TO OPEN-ENDED ITEMS WITHOUT SPECIFIC AUTHORIZATION.

ADMINISTRATION DIRECTIONS—MATHEMATICS

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item.

Students must use a No. 2 pencil to mark their answer documents. They are not allowed to use scratch paper or write on the separate mathematics chart. Students may write in their test booklets to work problems or perform calculations.

Each student must have a graphing calculator to use throughout the mathematics test. Students may use their own calculators instead of the ones provided by the district. 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, and laptop computers may not be used. All types of memory, including standard memory, RAM, ROM, and flash ROM, must be cleared to factory default both **before** and **after** testing. Both district-supplied and student-supplied calculators must be cleared before and after testing. In addition, any programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

If any of the students do not have a precoded answer document, either school personnel or the students themselves must complete the student identification information before the test session. If the students are to complete this information, read them the instructions in the section “Completing Student Identification Information” on page 3.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)
- graphing calculators

ORAL ADMINISTRATION IN MATHEMATICS

If you have been directed to read the mathematics test questions and answer choices aloud to an eligible student, refer to Appendix A for additional instructions.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word “**SAY.**” You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will be taking the mathematics test of the Texas Assessment of Knowledge and Skills, or TAKS. Now I am going to give each of you a test booklet and a mathematics chart. When you get your booklet, do not open it or write on it yet, and do not pull off the seal on the edge of your booklet until I ask you to do so. Also, do not write on the mathematics chart.

Give a test booklet and a mathematics chart to each student.

Students must write their first and last names on their test booklets and complete the “TEST BOOKLET #” field at this time. Directions for completing this information follow.

SAY **Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.**

When all students have finished, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students’ test booklets and point to the security number on the back.

SAY **Now find the words “TEST BOOKLET #” at the top of your answer document.**

Point to “TEST BOOKLET #” on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Copy the nine-digit number from the back of your test booklet into the boxes beside the words “TEST BOOKLET #” on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.**

Monitor students closely while they copy the security numbers. When all students have finished, continue.

SAY **Now open your answer document to page 2. Look at the honor statement located at the bottom of the page. This statement says that you will not give or receive unauthorized assistance during the test. There is a difference between unauthorized assistance and authorized assistance.**

Some forms of assistance are permitted because they are part of the procedures the person giving the test has to follow. An example of authorized assistance might be that the person giving the test repeats or explains the directions to a student. That kind of assistance is allowed because it is part of the process for giving the test.

An example of unauthorized assistance is receiving answers to test questions from someone else. Another example of unauthorized assistance is giving other students help or answers to test questions. If you cheat on the test, your test may be invalidated, which means that your test will not be scored.

Now please read and sign the honor statement.

If a student asks if he or she must sign the honor statement, tell the student, “That decision is up to you. Signing the honor statement is not required, but I want you to know that you are expected to follow the testing rules even if you do not sign it.”

It is not the responsibility of the test administrator to check to see if students have signed the honor statement. When all students have had time to complete the honor statement, continue.

Directions for breaking the seal on the mathematics test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged and seals from being broken prematurely.

SAY **Look at your mathematics test booklet. It is closed by a seal on the right side.**

Pick up one of your students' test booklets and, without breaking the seal, demonstrate as you read the following.

SAY **To break the seal, pull up the red tab on the edge of your test booklet. The seal will come off easily. If you have any questions or need any help, raise your hand.**

Move around the testing room to collect the detached seals and to help any student who may be having difficulty. Dispose of the seals so that they are not returned with test booklets or answer documents. When students are ready, continue.

SAY **We are going to answer two sample questions and practice marking answers before you begin working on your mathematics test.**

Turn over your answer document and find the word "MATHEMATICS" at the top. Directly below the word "MATHEMATICS," there is a row of circles labeled "SAMPLE A" and a grid labeled "SAMPLE B." Does everyone see where these are? This is where you will mark your answers for the sample questions.

Using your answer document, point to this section.

SAY **Now open your mathematics test booklet and look at the mathematics chart. You may turn back to these pages or use your separate mathematics chart when you are solving problems. Notice that the mathematics chart in your test booklet does not have rulers on the edges. Your separate mathematics chart has a metric ruler on the left edge and a customary ruler on the right. You should use these rulers for questions on which you have to measure. Remember, do not write on your separate mathematics chart.**

Show students the separate mathematics chart.

SAY **To answer a multiple-choice question, fill in a circle on your answer document. Mark only one circle for each multiple-choice question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.**

To answer a question with a grid, such as SAMPLE B, you will need to write your answer in the boxes above the circles. Then fill in the correct circle below each number.

You may work problems in your test booklet or on the graph paper at the end of the test booklet. You are not allowed to write on the separate mathematics chart. You may use a graphing calculator on these questions.

Now open your test booklet and find the word “DIRECTIONS” at the top of the page. Look at the directions above SAMPLE A and follow along as I read them aloud.

“Read each question. Then fill in the correct answer on your answer document. If a correct answer is not here, mark the letter for ‘Not here.’”

Now read SAMPLE A and mark your answer in the box labeled “SAMPLE A.”

SAMPLE A is shown on the following page.

Check to make sure that your students have found the correct page in their test booklets and are marking their answers in the right place on their answer documents. When all students are ready, continue.

SAY

The answer to SAMPLE A is choice B, “4.” The slope of the line is 4. Does anyone have any questions about how to record answers on the answer document?

Answer all questions before continuing.

SAY

Now read SAMPLE B to yourself and answer the question.

SAMPLE B is shown on the following page.

When all students are ready, continue.

DIRECTIONS

Read each question. Then fill in the correct answer on your answer document. If a correct answer is not here, mark the letter for “Not here.”

SAMPLE A

Find the slope of the line $2y = 8x - 3$.

A $-\frac{3}{2}$

B 4

C 8

D Not here

SAMPLE B

Janice uses a rectangular box to store her art supplies. The dimensions of the rectangular box are 22.5 inches by 14 inches by 11.5 inches. What is the volume of this box in cubic inches?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

3	6	2	2	.	5		
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0		<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1		<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 2		<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input checked="" type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3		<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4		<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5		<input checked="" type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input checked="" type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6		<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7		<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8		<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9		<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9

SAY

The answer to **SAMPLE B** is “3622.5.” The volume in cubic inches of the rectangular box is 3622.5. Look at the grid labeled “**SAMPLE B**” on your answer document. Write the answer in the boxes above the circles. Then fill in the correct circle below each number. To answer questions like this, you may need to use all the spaces or only some of them. You do not need to fill in the circles below any unused spaces or fill in the space under the decimal point. It is acceptable, although not necessary, to fill in the zeros after the “5.” These zeros will not affect the value of the correct answer.

Does anyone have any questions about how to grid in answers on the answer document?

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

SAY

You will now complete the mathematics test by yourself. You will see questions like those in the samples, as well as other kinds of questions. I cannot help you answer any mathematics questions. I will be able to help you only with questions about the directions. Be sure to mark only one answer on your answer document for each question. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you are not allowed to write on your separate mathematics chart. You may work problems in your test booklet or on the graph paper at the end of the test booklet. You may use a graphing calculator. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working independently.

You will have all the time you need to complete the test. You may check your answers after you have finished. Be sure to erase any stray marks that you might have accidentally made on your answer document. Stay in your seat and raise your hand when you have finished looking over your work. I will come to your desk to collect your answer document, test booklet, mathematics chart, and calculator. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still taking the test. Are there any questions?

You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, “I can’t answer that for you; just do the best you can.”

When all students are ready, continue.

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the mathematics section of the answer document. If your test session includes only TAKS (Accommodated) students, you may communicate this information to the entire group. If your test session includes both TAKS and TAKS (Accommodated) students, go to each TAKS (Accommodated) student separately and communicate the following information:*

SAY

Remember, you will stop when you come to the last question on the mathematics test. This means that you will not use the last column of bubbles in the mathematics section of your answer document.

When all students are ready, continue.

SAY

If there are no more questions, then you may begin.

Be sure to give students all the time they need to complete the test. While the students are working, move around the room to see that they are following directions and recording all their answers in the appropriate section of the answer document.

Test administrators must be actively engaged while students are working on the test, moving about the room so they can be more aware of students’ actions. Test administrators should confirm that students are working only on the subject-area test being administered that day and that they do not have materials available that are not allowed, such as ballpoint pens or cell phones. Students should also be reminded periodically, either as a group or individually, to record their responses on the answer document. However, test administrators may not view or discuss individual test items or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

Remember that you may give students brief breaks in the testing room, if necessary. See Activity 6 in the General Test Administrator Manual for more information about breaks.

If at any point a student's test booklet or answer document becomes unusable, obtain a replacement from your campus coordinator. Make sure that the replacement booklet has the same form number as the booklet it replaces. Instruct the student to start at the exact point where he or she stopped in the unusable answer document. After the student has finished testing, you must transcribe the contents of the original answer document onto the new one without making any changes and write "Transcribed by (NAME) because (REASON)" at the top of the new answer document. Transcription must be done in No. 2 pencil.

All unusable answer documents must be marked "VOID" in large, bold letters across the front and returned to the campus coordinator.

*Place each student's answer document and mathematics chart inside his or her test booklet when you collect it. If you notice that a student's answers are not marked on the answer document, say to the student, **"You have not recorded all of your answers on the answer document. Please go back and mark your answers on it now."** The testing materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded, but you may not examine or comment on individual responses.*

You are responsible for ensuring that the memory is cleared on all calculators after students finish.

Make sure that the name of each student is written on his or her test booklet before you collect it. Before students leave the testing room, count the test booklets to make sure you have all of them.

Destroy any mathematics charts that have been written on inadvertently. The remaining charts may be used as instructional tools.

Students may read books or be allowed to leave the room after they have finished testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

For each student's answer document, test administrators or other campus personnel must complete the TEST TAKEN INFO field to indicate whether the student tested using a TAKS or TAKS (Accommodated) form of the mathematics test. If the student used a TAKS form, you must also enter and grid the FORM # in the TEST TAKEN INFO field. Complete the SCORE CODE field for each student's mathematics test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) grade 9 mathematics test, you must grid this information in the ACCOMMODATIONS field of the answer document.

See Activity 2 in the General Test Administrator Manual for detailed instructions for completing the TEST TAKEN INFO, SCORE CODE, and ACCOMMODATIONS fields of the answer document.

Return your test materials to the campus coordinator after the test session has been completed. (For instructions, see Activity 8 in the General Test Administrator Manual.) He or she will verify that you have returned all test booklets assigned to you, as

recorded on the Materials Control Form, and will initial the “In” box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students’ answer documents.

**UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF
SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.**

Appendix A

ORAL ADMINISTRATION

These instructions provide information concerning the reading aloud of the TAKS and TAKS (Accommodated) grade 9 mathematics test questions and answer choices to eligible students. Before implementing this oral administration, read these instructions as well as the standard administration directions. These instructions may be duplicated as necessary.

Oral administration encompasses different levels of reading support for each student. This may include reading only a few words or phrases, reading multiple sentences throughout the test, or reading the test in its entirety (test questions and answer choices). It is the responsibility of the appropriate committee to document the level of oral administration support needed. A student whose committee has determined that student choice is appropriate may ask you at any time to change the level of oral administration being provided. For example, the student may ask that you read only words or numbers as needed. Oral administration at any level of support is allowed on the TAKS and TAKS (Accommodated) mathematics tests for students who are eligible for an oral administration.

Students who receive any type of oral administration may need to be tested individually so that other students will not be disturbed or distracted. However, a test may be orally administered to a small group if there are not enough test administrators available for individual administrations. It is the responsibility of the school to determine the most appropriate way to administer each assessment to students who are receiving different levels of oral administration.

You should follow the standard administration directions beginning on page 3. When reading the administration directions to the students, you should read the sample items in the same manner as you will read the test items.

You should keep the following points in mind when reading aloud the mathematics test:

- You will need a test booklet from which to read the test questions and answer choices. Form 1 must be used for the test administrator's test booklet as well as the student's test booklet for all subject-area tests. **NOTE:** There is only one form of TAKS (Accommodated).
- All security measures outlined in the *General Test Administrator Manual* must be followed. Test administrators who give an oral administration of a test are required to sign a separate section of the administration-specific security oath.
- Each word, phrase, and/or sentence in the questions and sets of answer choices may be read as many times as necessary.
- Test questions and answer choices must not be rephrased.
- Voice inflection must be kept neutral during the reading of test questions and answer choices, although words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.
- Nonverbal assistance may not be provided to students.

When the student finishes the test, you must indicate that the student received an oral test administration by filling in the “OA” (Oral Administration) bubble for mathematics in the ACCOMMODATIONS field on the front of the answer document. This field should be marked for students who received any level of oral administration. If this field is marked, the oral administration will be noted on the student’s Confidential Student Report. You should then follow the instructions in Activity 8 in the *General Test Administrator Manual* for returning the test materials to the campus coordinator. The information on the following pages gives guidelines for reading aloud various types of test items. Sample items reflect content assessed at grades 9, 10, and exit level.

A grade 9 oral administration is available only for the TAKS and TAKS (Accommodated) mathematics tests—not for the reading test.

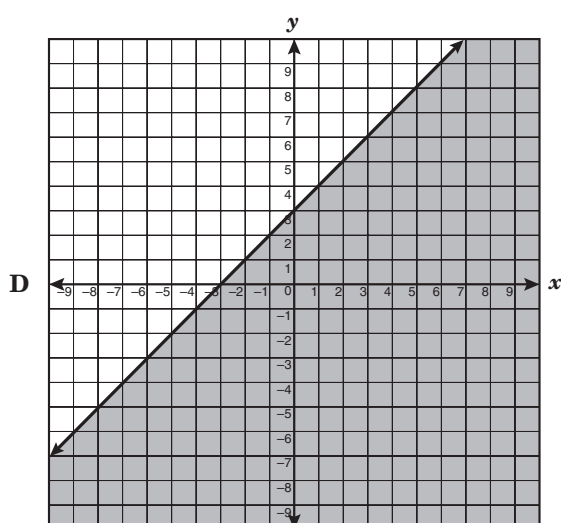
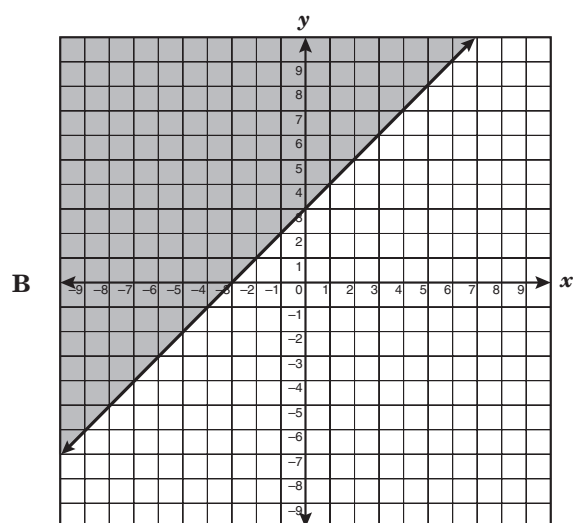
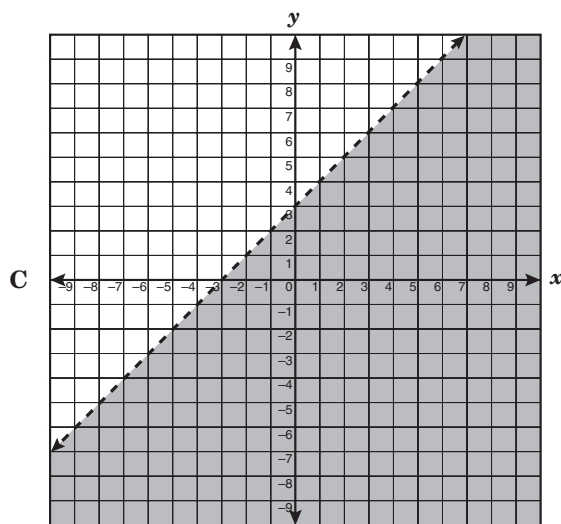
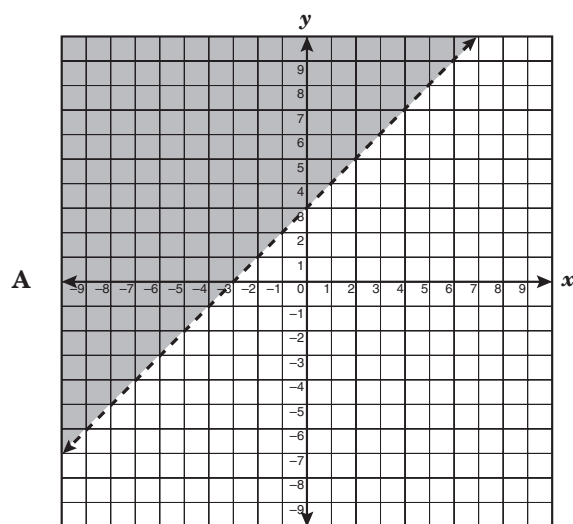
After an oral administration, no discussion or scoring of test items is allowed at any time.

TYPE A

Do not read aloud answer choices that are pictures or geometric figures. Instead, after reading the test question, say to the students, “Look at the pictures (figures, graphs) and mark your answer.”

EXAMPLE*

Which graph best represents the inequality $-x + y \geq 3$? [Look at the graphs and mark your answer.]



*Sample items reflect content assessed at grades 9 and 10 and at exit level.

TYPE B

If an item contains a table, graph, diagram, or picture that includes words or numbers, say to the student, “Take a few moments to look at the graph (table, diagram, picture) and tell me whether you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.”

EXAMPLES*

- 1** The chart shows the amount of farmland in six western states during a recent year.

[Take a few moments to look at the table and tell me whether you would like me to read any of the numbers or words for you. Then let me know when you are ready to go on.]

Acres of Farmland

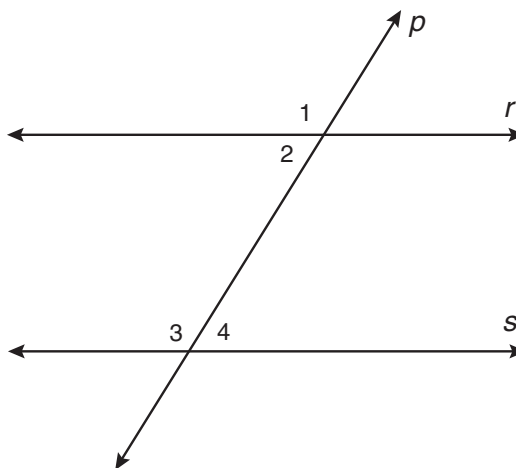
State	Number of Acres (millions)
Arizona	35.0
Colorado	34.0
Montana	59.6
New Mexico	46.8
Texas	130.9
Wyoming	32.9

Which of the following statements is supported by the information in the chart?

- A** Texas has more farmland than the other five states combined.
- B** Montana has more than twice as much farmland as Wyoming has.
- C** The range of the number of acres of farmland in these six states is 95.9 million acres.
- D** The median number of acres of farmland of the states shown is 40.9 million acres.

- 2** Lines r and s are parallel. Both lines are cut by transversal p .

[Take a few moments to look at the diagram and tell me whether you would like me to read any of the numbers or letters for you. Then let me know when you are ready to go on.]



Which statement is not a valid conclusion?

- A** $m\angle 1 + m\angle 2 = 180^\circ$
- B** $m\angle 2 + m\angle 3 = 180^\circ$
- C** $m\angle 1 + m\angle 3 = 180^\circ$
- D** $m\angle 1 + m\angle 4 = 180^\circ$

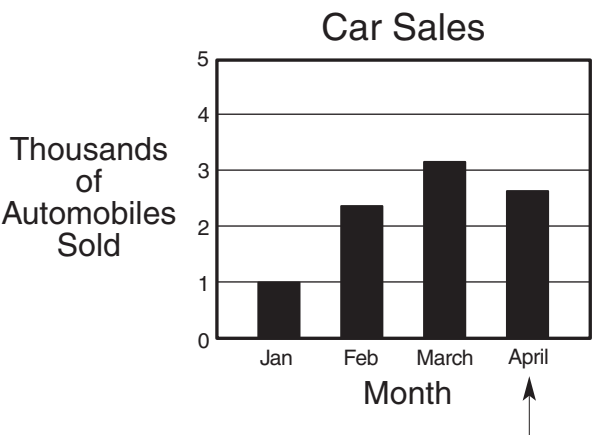
*Sample items reflect content assessed at grades 9 and 10 and at exit level.

TYPE C

When reading words or numbers from a graph or table, be careful not to aid the student in interpreting or analyzing the information on the graph or table, since the ability to interpret and analyze is part of what is being tested. Decipher only words and numbers for the student.

EXAMPLE*

The graph below represents car sales at a dealership for the first four months of the year.



1 Which of the tables below represents the data in the graph?

A

Month	Cars Sold
January	900
February	2400
March	2900
April	2400

C

Month	Cars Sold
January	1500
February	2900
March	3100
April	2400

B

Month	Cars Sold
January	1000
February	2400
March	3100
April	2600

D

Month	Cars Sold
January	1100
February	1900
March	2900
April	2400

[For example, if a student says, “I don’t understand what this says,” point to the word and say, “This word says *April*.”]

*Sample items reflect content assessed at grades 9 and 10 and at exit level.

TYPE D

Read mathematical symbols and representations in the way the student hears them in his or her daily instruction.

EXAMPLES*

- 1 Which of the following functions is linear?

→ A $y = 2^x$

B $y = 2x - 3$

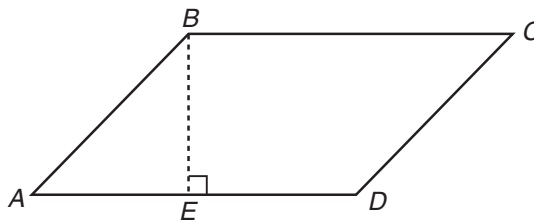
→ C $y = 2x^2 - 3x - 4$

D $y = \frac{2}{x} - 3$

[For example, this may be read as “y equals 2x squared minus 3x minus 4.”]

[For example, this may be read as “y equals 2 to the x power.”]

- 2 In parallelogram $ABCD$, the length of \overline{AD} is 90 units, and the length of \overline{AB} is 50 units.



Which additional data provides sufficient information to find the height of parallelogram $ABCD$?

- A The area of parallelogram $ABCD$
 B The perimeter of parallelogram $ABCD$
 → C The length of \overline{BC}
 → D The measure of $\angle BED$

[For example, this may be read as “the measure of angle BED.”]

[For example, this may be read as “the length of line segment BC.”]

*Sample items reflect content assessed at grades 9 and 10 and at exit level.

Appendix B



State of Texas
County of _____

Texas Education Agency
2009 Student Assessment Program

Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

Please indicate the applicable administration (check one):

☐ March ☐ April ☐ May ☐ June ☐ July ☐ October

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the State Assessment Program. Initial and date each statement below and sign in *Section 1* **BEFORE** handling any secure test materials:

Initials Date

_____/_____/____

I have received training on testing procedures specific to the administration indicated above. If conducting an oral administration, I have received training on testing procedures specific to an oral administration; and

_____/_____/____

I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

Section 1: FOR ALL TEST ADMINISTRATORS

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.

Signature of Test Administrator

Printed Name of Test Administrator

County-District Number

District Name

Campus Name

Area Code/Telephone #

AFTER all testing for this administration has been concluded, initial, sign, and date the applicable statements below and return the oath to the campus coordinator. All individuals who administered a state assessment must complete *Section 2*. Individuals who conducted an oral administration of a state assessment must also complete *Section 3*.

Section 2: FOR ALL TEST ADMINISTRATORS

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the State Assessment Program and that I have reported any suspected violations of test security or confidentiality to the campus testing coordinator.

Signature of Test Administrator

Date

Section 3: FOR TEST ADMINISTRATORS WHO CONDUCTED ORAL ADMINISTRATION(S)

All test administrators are not permitted to discuss the content of or copy any part of any test in the state assessment program. Individuals who give oral administrations of confidential state assessments have an added responsibility of maintaining confidentiality due to the viewing access they are granted for this type of accommodation. As a reminder of this responsibility, individuals who give oral administrations are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.

_____ I have not and will not divulge the contents of the test, generally or specifically, to anyone.

_____ I have not copied any part of the test.

I do hereby certify, warrant, and affirm that I have fully complied with all oral administration requirements governing the State Assessment Program.

Signature of Test Administrator

Date

Test administrators must sign an oath for each test administration.



State of Texas
County of _____

Texas Education Agency
2009 Student Assessment Program

Oath of Test Security and Confidentiality for Test Administrator (Administration Specific)

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I have read and understand the test administrator manuals governing this administration, and I understand my responsibilities concerning the administration of this test.

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Signature of Test Administrator

Date

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TEST ADMINISTRATOR CHECKLIST

Prepare for test administration

March

April

- 1) Prepare for and attend test administrator training session; review and sign test administrator security oath.
- 2) Help campus coordinator prepare answer documents for test administration.
- 3) Verify precoded answer documents.
- 4) Hand-grid blank answer documents.
- 5) Prepare test materials for distribution.

Conduct test administration

- 6) Ensure proper testing procedures.
- 7) Administer each subject-area test.

Return test materials

- 8) Return test materials to the campus coordinator and sign administration-specific security oath.

These test administration directions are intended to be used in conjunction with the *2009 TAKS General Test Administrator Manual*. Maintain test security and confidentiality at all times. Report any irregularities to your campus testing coordinator immediately.