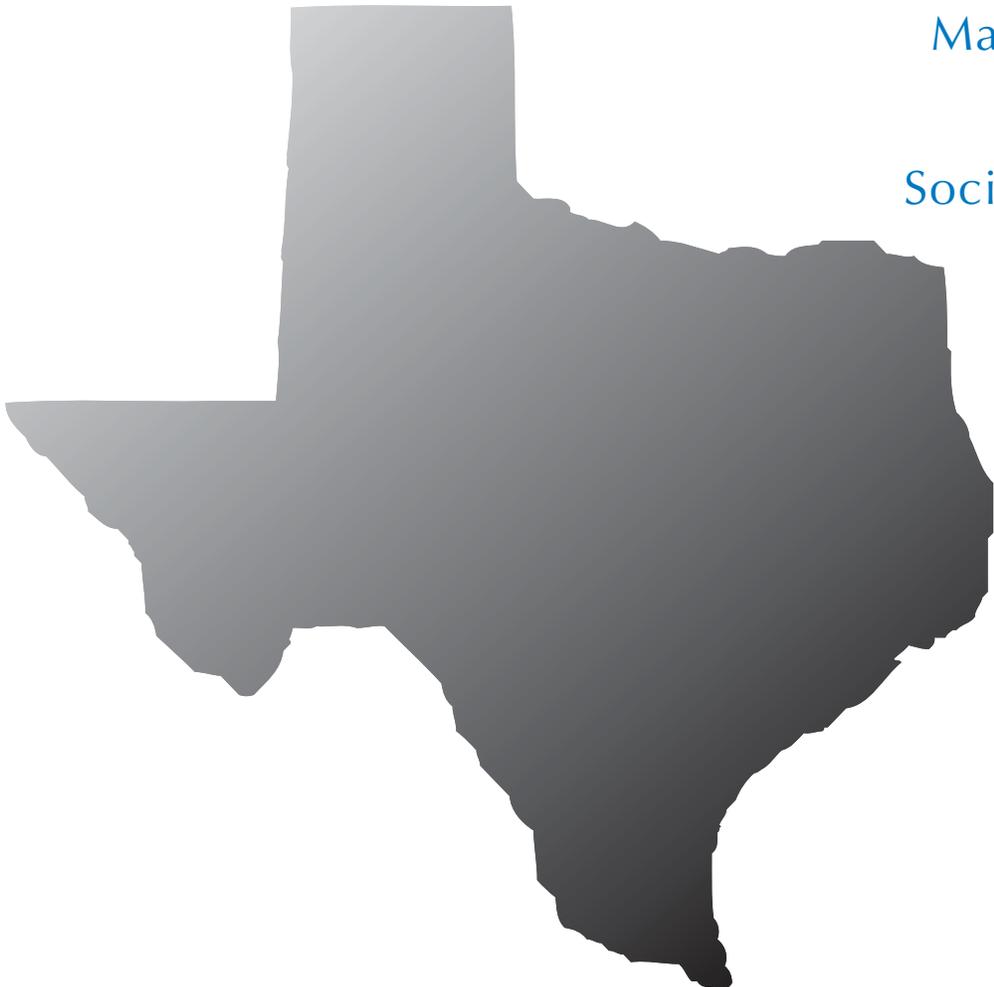


Grade 10

# TEST ADMINISTRATION DIRECTIONS 2009

English Language Arts (ELA)  
Mathematics  
Science  
Social Studies



Texas Assessment of Knowledge and Skills

**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 10 TESTING\*

EVENTS		TEST ADMINISTRATION	
		MARCH	APRIL
Test administrator training sessions		By 2/27	By 4/27
Test administrations	ELA	<b>3/3</b> <b>3/5 (Make-up)</b>	
	Mathematics	—	<b>4/28</b>
	Science	—	<b>4/30</b>
	Social Studies	—	<b>5/1</b>

\* TAKS includes TAKS (Accommodated).

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# SUMMARY OF RESPONSIBILITIES

## TEST ADMINISTRATOR

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### 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—  
English Language  
Arts (ELA)**

PAGE **6**

**Administration  
Directions—  
Mathematics**

PAGE **15**

**Administration  
Directions—  
Science**

PAGE **23**

**Administration  
Directions—  
Social Studies**

PAGE **31**



# COMPLETING STUDENT IDENTIFICATION INFORMATION

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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 the appropriate subject-area test.

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 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 section, one letter to a box. When 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. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When 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 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 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 their answer documents. When 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 their answer documents. When 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 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	3	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.*

*English Language Arts (ELA) . . . . . Page 6*

*Mathematics. . . . . Page 15*

*Science. . . . . Page 23*

*Social Studies . . . . . Page 31*

# ADMINISTRATION DIRECTIONS— ENGLISH LANGUAGE ARTS (ELA)

The TAKS and TAKS (Accommodated) tests are untimed. Give students all the time they need to respond to each test item. **NOTE: These directions apply for the TAKS and TAKS (Accommodated) ELA tests in March.**

**The make-up test for TAKS English language arts at grade 10 will be administered on one assigned date: Thursday, March 5, 2009. Students taking the TAKS English language arts test on this day will be using a specified make-up test form along with the regular grade 10 ELA answer document, which must have its MAKE-UP FORM bubble marked to ensure accurate scoring. Students taking the make-up test for TAKS (Accommodated) English language arts at grade 10 will use the test form provided for the regular day of testing.**

**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 a thesaurus when taking the reading and written composition section of the ELA 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, if possible. Students are also permitted to use a combination dictionary/thesaurus. Students are **NOT** allowed to use dictionaries or other reference materials when taking the revising and editing section of the ELA test. The use of foreign-language reference materials is **NOT** permitted, but an English as a second language (ESL) dictionary, which uses simple English and pictures to define words, may be provided for limited English proficient (LEP) students taking TAKS or TAKS (Accommodated) tests only when reference materials must be provided. Students taking a braille version of a test may use electronic dictionaries and thesauruses only when reference materials must be provided.

If any of the students do not have an answer document already prepared for them, 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” (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 English language arts 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 it or write on it until I ask you to do so.

*Give a test booklet to each student.*

*Students must write their first and last names on the test booklets and complete the “TEST BOOKLET #” field on their answer documents 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 number. 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 number. 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 students have had time to complete the honor statement, continue.*

*Directions for breaking the first seal on the ELA test booklet follow. Monitor students carefully while they are breaking the first seal in order to prevent damage to the test booklets.*

**SAY**            **Look at your test booklet. It has two sections. Each section is closed by a seal on the right side. Find the first sealed section, which is the reading and written composition section.**

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

**SAY**            **Use either your hand or the eraser of your pencil to break the seal along its edge. If you have any questions or need any help, raise your hand.**

*Assist any student who is having difficulty. When students are ready, continue.*

**SAY**            **The English language arts test consists of two parts: a reading and written composition section followed by a revising and editing section. In the reading and written composition section, you will answer a series of multiple-choice questions and a small number of open-ended questions, followed by a writing task. In the revising and editing section, you will answer a series of multiple-choice questions.**

**At this time I will read the directions for the first section: reading and written composition. Dictionaries and thesauruses are allowed for this section. After I explain how to answer questions in the first part of the test booklet, I will read the directions for the second section of the test: revising and editing. Dictionaries and thesauruses are not allowed for the second section.**

**Turn to the beginning of the reading and written composition section of the booklet. Now turn to the next page and follow along as I read the directions aloud. “Read the two selections and the viewing and representing piece. Then answer the questions that follow.”**

**Now open your answer document to page 2 and find the section marked “READING AND WRITTEN COMPOSITION.” You will mark your answers to the multiple-choice items in this section. Are there any questions about answering the multiple-choice items?**

*Answer all questions before continuing.*

**SAY** Now find item 28 in the reading and written composition section of your test booklet. This is the last multiple-choice question in this section. Now look at the next page. On this page there are three open-ended questions. Follow along as I read aloud the directions at the top of the page. “Answer the following questions in the space provided on the answer document.” You may use the blank space in your test booklet to plan your answers, but you must write your answers in the lined spaces on the answer document.

Now look at pages 3 and 4 of your answer document. You will write the answers to questions 29 through 31 on these pages.

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 responses?

*Answer all questions before continuing.*

**SAY** Now turn to the next page in your test booklet, which is titled “WRITTEN COMPOSITION.” The writing prompt is in a box at the top of the page. Read the prompt to yourself. If you would like me to read it to you, raise your hand.

*Only at the request of a student may the writing prompt be read aloud or signed. Using the student’s test booklet, read aloud the writing prompt to that student. You must read the prompt word for word without making any changes, additions, or suggestions. You may read the prompt more than once. No elaboration on the prompt may be provided. You must not translate the writing prompt or any of this information into another language (except sign language).*

**SAY** Are there any questions?

*Answer all questions before continuing.*

**SAY** The next few pages in your test booklet are blank and can be used to plan your composition. You may make notes here to help you decide what to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be.

Now look at pages 5 and 6 of your answer document. When you are ready to write your composition, be sure to write on these two lined pages in your answer document. Your composition does not have to completely fill these two lined pages, but it must not be longer than the two pages. Do not write outside the boxes on the two lined pages.

Be sure to 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?

*Answer all questions before continuing.*

**SAY** Be sure to answer all questions and write your composition in the appropriate pages in the answer document.

You will have all the time you need to complete the first section of the English language arts test. You may check your answers after you have finished the section. Be sure to erase any stray marks that you might have accidentally made on your answer document. When you have finished the reading and written composition section, close your test booklet and raise your hand. If you have a dictionary or thesaurus, I will collect it at that time. When your dictionary or thesaurus has been collected, you may break the second seal on your test booklet and begin answering questions in the revising and editing section. Are there any questions?

*Answer all questions before continuing.*

**SAY** Now turn to the last page of the reading and written composition section in your test booklet. At this time I will read the directions for the second sealed section of the test: revising and editing. Dictionaries and thesauruses may not be used in this second section. You may write in your test booklet if you would like to make notes.

Follow along as I read aloud the directions at the top of the page. “Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.” Notice that in the passage there is a number before each sentence. The questions that follow will refer to those numbered sentences in the passage.

Open your answer document to page 2 and find the section marked “REVISING AND EDITING.” In a box directly below these words, there are some rows of circles labeled “S-1” through “S-3.” Does everyone see where these are?

*Using your answer document, point to this box.*

**SAY** Now read the sample passage and mark your answers for questions S-1 through S-3 on your answer document.

*The sample passage and items that appear in students’ booklets are shown on the next page.*

## Revising and Editing Sample

### DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

*Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.*

### The American Red Cross

(1) The American Red Cross is an organization that aids people all around the world. (2) It started as a result of the efforts of a dedicated woman. (3) That woman was named Clara Barton. (4) It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross. (5) She assisted on the battlefield by nursing injured soldiers and helping transport supplies. (6) Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

- S-1** What is the most effective way to combine sentences 2 and 3?
- A** It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.
- B** It started as a result of the efforts of a woman who was dedicated and named Clara Barton.
- C** It started as a result of the efforts of a dedicated woman named Clara Barton.
- D** It started as a result of the efforts of a dedicated woman she was named Clara Barton.

- S-2** What change, if any, should be made in sentence 4?

- F** Change *was* to **is**
- G** Insert a comma after *Civil War*
- H** Change *lead* to **led**
- J** Make no change

- S-3** What change, if any, should be made in sentence 6?

- A** Change *Government* to **government**
- B** Change *selected* to **sellected**
- C** Change *her* to **herself**
- D** Make no change

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

**SAY** Is everybody finished with the sample questions?

The answer to S-1 is choice C, because that is the best way to combine sentences 2 and 3. The answer to S-2 is choice H, because in sentence 4 the final verb should be in the past tense, “led.” The answer to S-3 is choice A, because “government” should not be capitalized in sentence 6. Does anyone have any questions about how to record an answer on the answer document?

*Answer all questions. When students are ready, continue.*

**SAY** You are going to read the rest of the passages and answer the questions by yourself. You will see questions like those shown in the samples, as well as other kinds of questions. 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 would like to make notes. 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 answer the questions in the revising and editing section. You may check your answers in the section after you have finished. Be sure to erase any stray marks that you might have made accidentally on your answer document. You may also go back to the first section of the test to review those questions or your composition. However, you may not use a dictionary or thesaurus again.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document and test booklet. 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 respond, 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 turn back to the beginning of your test booklet and begin.

*Be sure to give students all the time they need to complete the English language arts 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 multiple choice responses on the answer document and to write their open-ended responses and compositions in the appropriate sections of 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. Refer to 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 the entire English language arts test, 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. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.*

*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 booklet when you collect it. If you notice that a student's answers are not recorded on the answer document, say, "**You have not recorded all of your responses on the answer document. Please go back and fill in your answer document now.**" The testing materials should then be returned so that the student may record his or her responses on the answer document. You may look at answer documents only to see whether responses are recorded; 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 March 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 ELA test. On the March answer document,*

*you will need to complete the SCORE CODE field for each student's ELA test. Use only a No. 2 pencil. Students taking the TAKS English language arts make-up test will be using a **specified make-up test form along with the regular grade 10 ELA answer document.** Test administrators or other campus personnel **must mark the MAKE-UP FORM bubble on this answer document to ensure accurate scoring.** Use only a No. 2 pencil. Students taking the make-up test for TAKS (Accommodated) English language arts at grade 10 will use the test form provided for the regular day of testing.*

*If an eligible student received accommodations on the TAKS or TAKS (Accommodated) March ELA 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. TESTING PERSONNEL MUST NOT DUPLICATE WRITTEN COMPOSITIONS OR 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, or 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 on all calculators. 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 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 “MATH TEST BOOKLET #” field on their answer document 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**      **There is a printed number on the back of each test booklet. Each booklet has a different number. This number has nine digits followed by a hyphen and another number. 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 “MATH TEST BOOKLET #” at the top of your answer document.**

*Point to “MATH 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 below the words “MATH 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 number. 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 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 test booklet. Find the first section, which is the mathematics test. 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**      **Use either your hand or the eraser of your pencil to break the seal along its edge. If you have any questions or need any help, raise your hand.**

*Assist any student who is having difficulty. When students are ready, continue.*

**SAY**      **Look at the mathematics chart in your test booklet. You may turn back to this chart or use your separate mathematics chart when you are solving problems. Notice that your separate mathematics chart has a metric ruler on the left edge and a customary ruler on the right. You should use these rulers if questions ask you to measure. Remember, do not write on your separate mathematics chart.**

*Show students the separate mathematics chart.*

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

**Open your answer document and find the page with 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**      **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 find that you want to change an answer, completely erase your first response. 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 mathematics section. 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. Look at the directions for 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.”

*SAMPLES A and B are shown on the next page.*

**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.

<b>3</b>	<b>6</b>	<b>2</b>	<b>2</b>	.	<b>5</b>		
0	0	0	0		0	0	0
1	1	1	1		1	1	1
2	2	2	2		2	2	2
3	3	3	3		3	3	3
4	4	4	4		4	4	4
5	5	5	5		5	5	5
6	6	6	6		6	6	6
7	7	7	7		7	7	7
8	8	8	8		8	8	8
9	9	9	9		9	9	9

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

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

*Answer all questions before continuing. When students are ready, continue.*

**SAY** Now read SAMPLE B to yourself and answer the question.

*Sample B is shown above.*

*When students are ready, continue.*

**SAY** The answer to SAMPLE B is “3622.5,” because 3622.5 is the volume of the box. 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 answers on the answer document?**

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

**SAY**

**You will now complete the mathematics test by yourself. I will not be able to 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 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 mathematics section. 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. Stop when you come to the last page of the mathematics test. You may check over your answers in the mathematics test when you have finished, but do not open or work on any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. Remain seated and raise your hand when you have finished checking 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 respond, for example, “I can’t answer that for you; just do the best you can.”*

*Answer all questions. 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. Refer to 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. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.*

*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 booklet when you collect it. If you notice that a student's answers are not recorded on the answer document, say, **"You have not recorded all of your responses on the answer document. Please go back and fill in your answer document 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; 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.*

*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 enter and grid the FORM # in the TEST TAKEN INFO field. On the answer document, you also need to 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) 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.**

# ADMINISTRATION DIRECTIONS—SCIENCE

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 their science charts. If necessary, they may write in their test booklets to make notes or work problems.

Students must have access to four-function, scientific, or graphing calculators. There should be at least one calculator for every five students testing. 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). If students share a calculator, the memory must be cleared after each student uses it. For the science test, the guidelines for types of graphing calculators, clearing of memory, and removal or disabling of programs and applications are the same as those listed previously for mathematics..

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” (page 3).

Before reading the administration directions aloud, distribute the following materials to the 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.)

## ORAL ADMINISTRATION IN SCIENCE

**If you have been directed to read the science 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 science 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 science chart. When you get your booklet, do not open it or write on it until I ask you to do so. Also, do not write on your science chart.**

*Give each student a test booklet and a science chart.*

*You may have students who did not test on the previous days of testing due to absence or students who used a different form for the test on the previous day. For example, a student*

who took the TAKS (Accommodated) mathematics test would need a new test booklet to take the TAKS science test. These students must write their names on their test booklets and, if they did not test on the previous day, sign the honor statement at this time. Directions for completing the information are reprinted below in blue print. If all the students have already completed this information, proceed to the end of the blue print and begin reading.

**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** 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 authorized because they are part of the rules 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 students have had time to complete the honor statement, 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 number. 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 “SCIENCE TEST BOOKLET #” at the top of your answer document.

*Point to “SCIENCE 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 below the words “SCIENCE 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 number. When all students have finished, continue.*

*Directions for breaking the seal on the science 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 test booklet. Find the science test. 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**            **Use either your hand or the eraser of your pencil to break the seal along its edge. If you have any questions or need any help, raise your hand.**

*Assist any student who is having difficulty. When students are ready, continue.*

**SAY**            **We are going to answer two sample questions and practice marking answers before you begin working on your science test. Mark your answers very carefully and make your marks dark and neat. If you find that you want to change an answer, completely erase your first response. Then mark your new choice. You may make notes and work problems in your test booklet. You are not allowed to write on your science chart.**

**Now look at your answer document and find the section marked “SCIENCE.” Does everyone see where this is?**

*Using your answer document, point to this section.*

**SAY** Open your test booklet to the beginning of the science section. You will find two pages with sample questions. The word “DIRECTIONS” is at the top of the page on the left, and a “STOP” sign is printed at the bottom of the page on the right. Does everyone see where these are?

*Assist any student who is having difficulty. When students have found the correct pages, continue.*

**SAY** Follow along as I read the directions aloud. “Read each question and choose the best answer. Then fill in the correct answer on your answer document.”

Now read SAMPLE A. Mark the letter of the answer you think is correct in the box labeled “SAMPLE A” on your answer document.

**DIRECTIONS**

**Read each question and choose the best answer. Then fill in the correct answer on your answer document.**

**SAMPLE A**

When a 10% hydrochloride acid solution is heated in an open test tube, the test tube should always be pointed —

- A** so bubbles are visible
- B** at a 180° angle from the flame
- C** toward a ventilated area
- D** away from nearby people

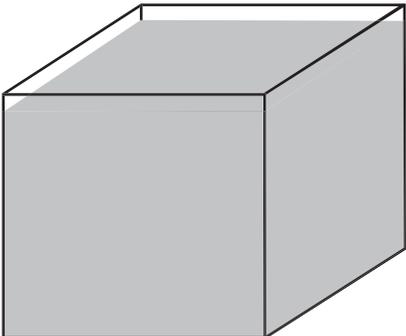
*When students are ready, continue.*

SAY

The answer to SAMPLE A is choice D. Does anyone have any questions about how to record an answer on the answer document?

Now read SAMPLE B to yourself and answer the question.

**SAMPLE B**



Mass = 40 g  
Volume = 20 mL

The picture shows a cube that contains 20 mL of a solution. The solution has a mass of 40 grams. What is the density in g/mL of this solution? Record and bubble in your answer on the answer document.

The grid for SAMPLE B from the answer document is shown below.

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

When students are ready, continue.

SAY

The answer to SAMPLE B is “2.” In this sample, 40 grams divided by 20 mL equals 2 g/mL. For this type of question, you need to write your answer in the boxes above the circles. Then fill in the correct circle below each number. To answer questions like these, you may need to use all the spaces or only some of them. You do not need to fill in the circles below unused spaces or fill in the space under the decimal point. It is acceptable, although not necessary, to fill in the zeros in front of the “2” or after the decimal. Does anyone have any questions about how to record or grid their answers?

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

**SAY**

**Now you will complete the science 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 booklet if you would like to make notes. 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 may use a four-function, scientific, or graphing calculator. I will check to make sure that the memory is cleared before we begin working in the booklets, before you pass a calculator to another student, and after you have finished.**

**You will have all the time you need to complete the test. Stop when you come to the last page of the science test. You may check your answers after you have finished, but do not open or work on any other section of your test booklet or answer document. 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, science chart, and test booklet. 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 respond, for example, “I can’t answer that for you; just do the best you can.”*

*Answer all questions. When all students are ready, continue.*

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the science 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 science test. This means that you will not use the last column of bubbles in the science section of your answer document.**

*When all students are ready, continue.*

SAY

**Turn to the next page in the science section of your test booklet. Read any directions that may be provided before you read the questions and mark your answers. Now 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. Refer to Activity 6 in the General Test Administrator Manual for more information about breaks.*

*If at any point a student's 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. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.*

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

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

**As the test administrator, you are responsible for ensuring that students clear the memory on their calculators after they finish answering questions.**

*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 science test. If the student used a TAKS form, you must enter and grid the FORM # in the TEST TAKEN INFO field. On the answer document, you also need to complete the SCORE CODE field for each student's science test. Use only a No. 2 pencil.*

*If an eligible student received accommodations on the TAKS or TAKS (Accommodated) science 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.*

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

*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.**

# ADMINISTRATION DIRECTIONS—SOCIAL STUDIES

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.

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 students are to complete this information, read them the instructions in the section “Completing Student Identification Information” (page 3).

Before reading the administration directions aloud, distribute the following materials to the 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.)

## ORAL ADMINISTRATION IN SOCIAL STUDIES

**If you have been directed to read the social studies 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 social studies 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 it or write on it until I ask you to do so.**

*Give each student a test booklet.*

*You may have students who did not test on the previous days of testing due to absence or students who used a different form for the test on the previous day. For example, a student who took the TAKS (Accommodated) science test would need a new test booklet to take the TAKS social studies test. These students must write their names on their test booklets and, if they did not test on a previous day, sign the honor statement at this time. Directions for completing the information are reprinted on the next page in blue print. If all your students have already completed this information, proceed to the end of the blue print and continue reading.*

**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** 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 authorized because they are part of the rules 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 students have had time to complete the honor statement, 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 number. 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 “SOCIAL STUDIES TEST BOOKLET #” at the top of your answer document.

*Point to “SOCIAL STUDIES 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 below the words “SOCIAL STUDIES 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 number. When all students have finished, continue.*

*Directions for breaking the seal on the social studies 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 test booklet. Find the social studies test. 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**      **Use either your hand or the eraser of your pencil to break the seal along its edge. If you have any questions or need any help, raise your hand.**

*Assist any student who is having difficulty. When students are ready, continue.*

**SAY**      **You are going to answer a sample test question before you begin the social studies test. Mark your answer very carefully and make your mark dark and neat. If you find that you want to change an answer, completely erase your first response. Then mark your new choice. You may make notes in your test booklet.**

**Now turn your answer document over and find the page with the words "SOCIAL STUDIES" at the top. In a box directly below the words "SOCIAL STUDIES," there is a row of circles labeled "SAMPLE A." Does everyone see where this is? This is where you will mark your answer for the sample question.**

*Using your answer document, point to this section.*

**SAY**      **Open your test booklet to the beginning of the social studies section and find the page with "DIRECTIONS" written at the top and a "STOP" sign printed at the bottom. Does everyone see where this is?**

*Assist any student who is having difficulty. When students have found the correct page, continue.*

**SAY**      **Look at the directions above SAMPLE A and follow along as I read them aloud.**

**"Read each question and choose the best answer. Then fill in the correct answer on your answer document."**

**After you read SAMPLE A, mark the answer you choose on your answer document. Now you may read the sample and answer the question.**

## DIRECTIONS

Read each question and choose the best answer. Then fill in the correct answer on your answer document.

### SAMPLE A

Who served as president of the United States during the Civil War?

- A Thomas Jefferson
- B Andrew Jackson
- C James K. Polk
- D Abraham Lincoln

*Check to make sure that your students have found the correct page in their booklets and are marking their answers in the right place on their answer documents.*

*When students are ready, continue.*

**SAY** Now we are going to go over the answer you chose. The correct answer to SAMPLE A is choice D, “Abraham Lincoln,” because he was the president of the United States during the Civil War. Are there any questions about how to record an answer on the answer document?

*Answer all questions. When students are ready, continue.*

**SAY** You will now complete the social studies test by yourself. You will see questions like that shown in the sample, as well as other kinds of questions. 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 would like to make notes. 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. Stop when you come to the last page of the social studies test. You may check your answers after you have finished, but do not open or work on any other section of your test booklet or answer document. 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 and test booklet. 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 respond, for example, “I can’t answer that for you; just do the best you can.”*

*Answer all questions. When all students are ready, continue.*

*TAKS (Accommodated) students **must** be informed that they will not use all the bubbles in the social studies 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 social studies test. This means that you will not use the last column of bubbles in the social studies section of your answer document.**

*When all students are ready, continue.*

**SAY If there are no more questions, then turn to the next page in the social studies section of your test booklet. Read any directions that may be provided before you read the questions and mark your answers. Now 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. Refer to 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. Refer to Activity 6 of the General Test Administrator Manual for further directions regarding transcription.

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 booklet when you collect it. If you notice that a student’s answers are not recorded on the answer document, say, “**You have not recorded all of your responses on the answer document. Please go back and fill in your answer document 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; 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 social studies test. If the student used a TAKS form, you must enter and grid the FORM # in the TEST TAKEN INFO field. On the answer document, you also need to complete the SCORE CODE field for each student’s social studies test. Use only a No. 2 pencil.

If an eligible student received accommodations on the TAKS or TAKS (Accommodated) social studies 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

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**These instructions provide information concerning the reading aloud of the TAKS and TAKS (Accommodated) grade 10 mathematics, science, and social studies 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 an oral administration may need to be tested individually so that other students will not be disrupted 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 for each subject-area test. When reading the administration directions to the student(s), you should read the sample items in the same manner that you will read the test items.

You should keep the following points in mind when reading aloud the mathematics, social studies, and science tests.

- 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 question and set 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 administration by filling in the “OA” (Oral Administration) bubble in the ACCOMMODATIONS field on the front of the answer document. This field should be marked for students receiving any level of oral administration. If this field is marked, the oral administration will be noted on the examinee’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 and 10 and at exit level.

**A TAKS or TAKS (Accommodated) grade 10 oral administration is available only for the mathematics, science, and social studies tests—not for the English language arts test.**

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

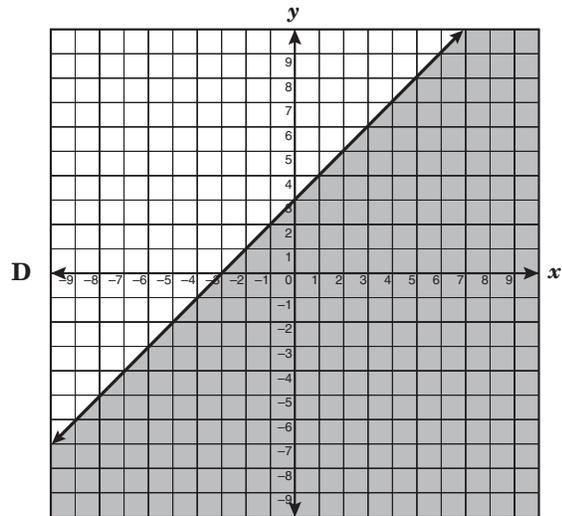
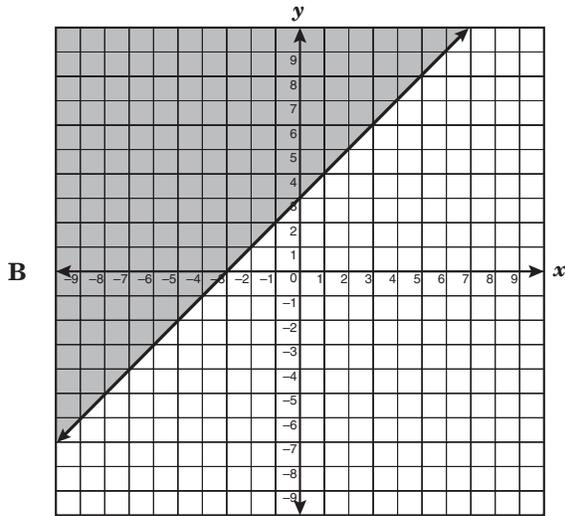
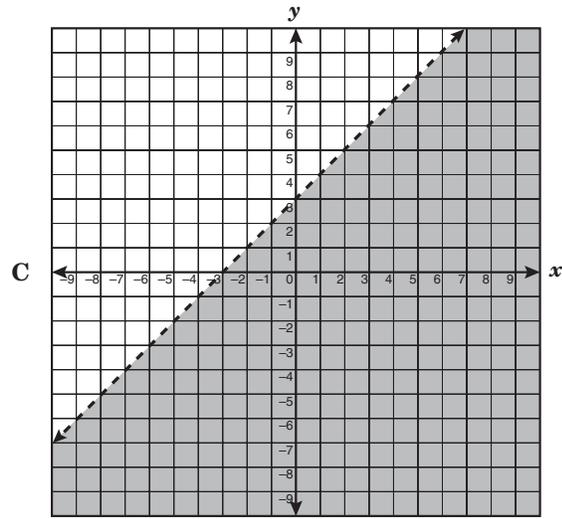
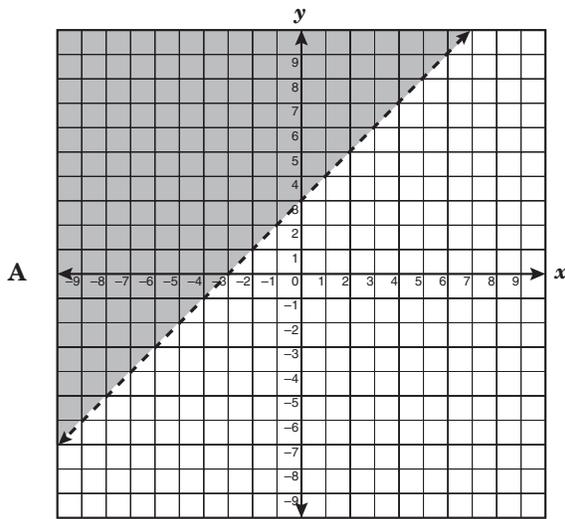
## TYPE A

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

## EXAMPLES\*

### Mathematics

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



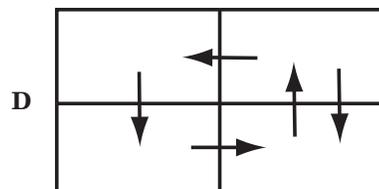
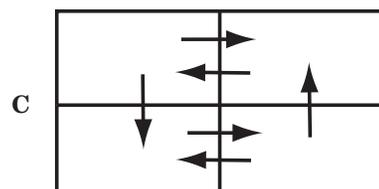
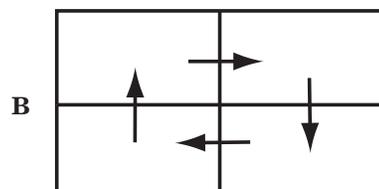
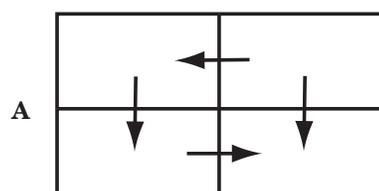
\*Sample items reflect content assessed at grades 9 and 10 and at exit level.

## TYPE A (Continued)

### Science

15°C	20°C
10°C	5°C

The diagram shows how four blocks of heated copper were placed together. Which of these models shows how most heat energy would be transferred through this system? **[Look at the models and mark your answer.]**



## TYPE B

If an item contains a table, graph, 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\*

### Mathematics

- 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

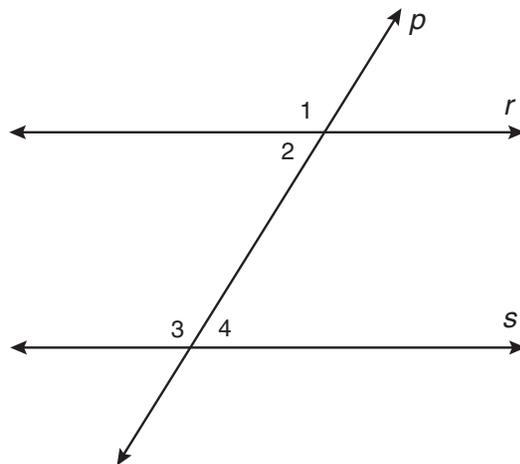
State	Number of Acres (millions)
Arizona	35.0
Colorado	34.0
Montana	59.6
New Mexico	46.8
Texas	130.9
Wyoming	32.9

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?

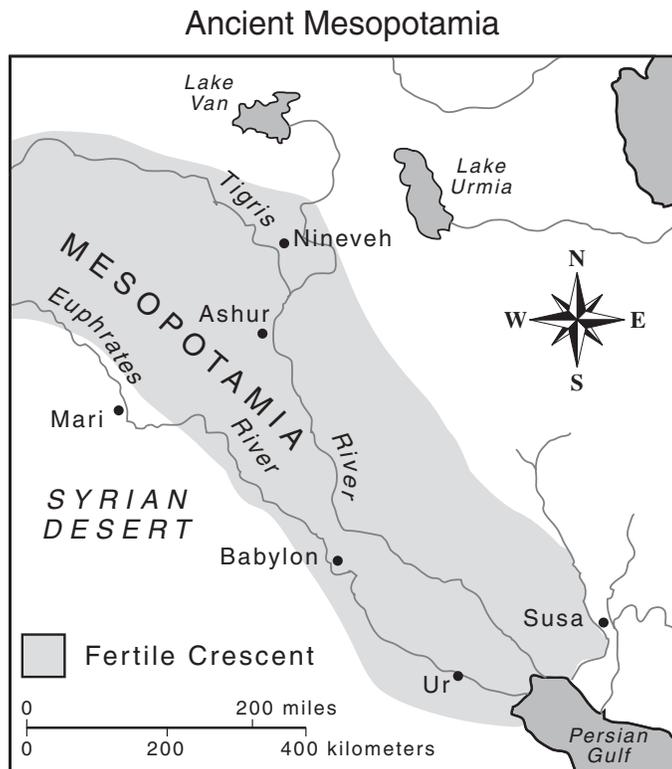
- A  $m\angle 1 + m\angle 2 = 180^\circ$
- B  $m\angle 2 + m\angle 3 = 180^\circ$
- C  $m\angle 1 + m\angle 3 = 180^\circ$
- D  $m\angle 1 + m\angle 4 = 180^\circ$

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

## TYPE B (Continued)

### Social Studies

Use the map and your knowledge of social studies to answer the following question.



Based on the map, what conclusion can be drawn regarding the locations of cities in ancient Mesopotamia? **[Take a few moments to look at the map and tell me whether you would like me to read any of the (words or) numbers for you. Then let me know when you are ready to go on.]**

- A They were along the shore of the Persian Gulf.
- B They were clustered between Lake Urmia and Lake Van.
- C They were located in the Syrian Desert.
- D They were located near the Tigris and Euphrates rivers.

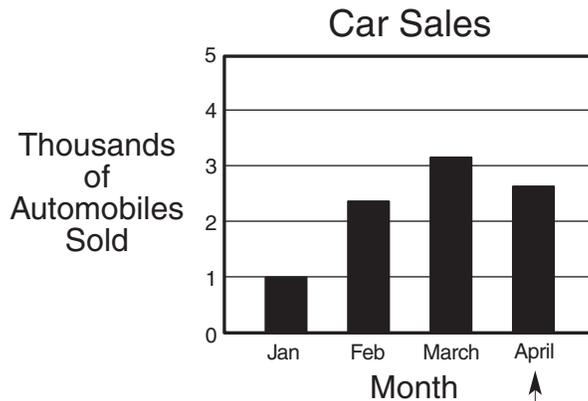
## TYPE C

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.

## EXAMPLES\*

### Mathematics

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 C (Continued)

### Social Studies

Use the chart and your knowledge of social studies to answer the following question.

Sequence of Events—Nullification Crisis

Congress passes the highest tariff to date.	South Carolina passes the Nullification Act and threatens to secede.	Congress allows President Andrew Jackson to use military force against South Carolina.	Congress lowers the tariff.	?
---	--	--	-----------------------------	---

What completes this sequence of events?

- A South Carolina repeals the Nullification Act.
- B South Carolina secedes from the Union and begins the Civil War.
- C Andrew Jackson puts South Carolina under martial law.
- D Andrew Jackson reduces the number of representatives allotted to South Carolina.

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

## TYPE D

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

## EXAMPLES\*

### Mathematics

- 1 Which of the following functions is linear?

→ A  $y = 2^x$

B  $y = 2x - 3$

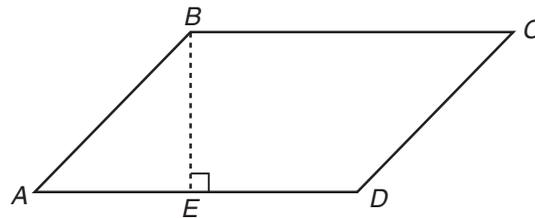
→ C  $y = 2x^2 - 3x - 4$

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  $\angle BED$

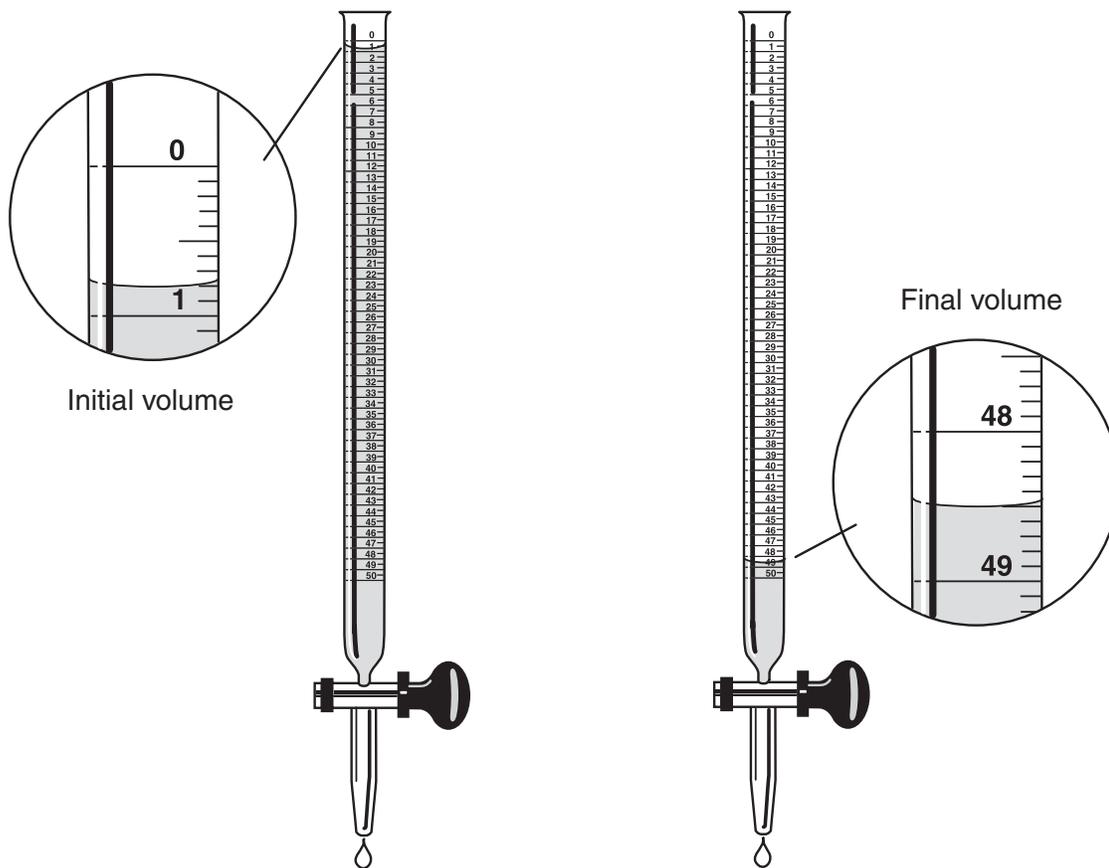
[For example, this may be read as “the measure of angle BED.”]

[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.

# TYPE D (Continued)

## Science



Which is the best estimate of the volume of solution released from the burette?

- A 47.3 mL
- ➔ B 47.7 mL
- C 48.3 mL
- D 48.7 mL

[For example, this may be read as “forty seven point seven milliliters.”]

\*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.

<b>Section 1: FOR ALL TEST ADMINISTRATORS</b>		
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*.

<b>Section 2: FOR ALL TEST ADMINISTRATORS</b>	
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

<b>Section 3: FOR TEST ADMINISTRATORS WHO CONDUCTED ORAL ADMINISTRATION(S)</b>	
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)

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**





# TEST ADMINISTRATOR CHECKLIST

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## 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.**