Principals

Aug. 20-22 **Update "Dashboard" and ensure all new students have ID numbers** (We are placing bar code label orders by August 24, and the data comes from there.)

Sept. 10-14 In-service teachers and distribute testing materials

- Review materials with teachers
- Review test-taking procedures
- Motivate students to do their best
- Discuss school policy on use of calculators (May NOT use on computation portion of the test)

Inform/prepare parents of upcoming testing

- Breakfast
- Proper sleep
- Healthy diet

Download and distribute practice-testing materials (optional)

Submit any **Request for Exemptions** (pink sheet) to the CCC Office of Education

Sept. 17-21 Iowa Assessments/CogAT test week; assist teachers as needed

Sept. 24-25 Provide make-up testing, collect test booklets and answer folders

- Check through each answer sheet
- ==Make sure correct student ID numbers are on each answer sheet if the student has no barcode label==
- Erase any stray marks
- Fix poor erasing
- Darken pencil marks that are too light

Sept. 27 Answer folders MUST be in the CCC office by this date

- Must be edited
- Organized according to directions

Oct. 1 CCC will mail tests to scoring service

August 20, 2018

Teachers

Sept. 10-14   Study *Directions for Administration* thoroughly

- Review test-taking tips with students
- Provide practice tests as determined by your staff
- Plan your testing schedule

Sept. 17-21   Administer the Iowa Assessment and CogAT (**Grades 4 and 7 required to take CogAT**)

- Read the directions EXACTLY as they appear in the teacher booklet
- Make sure students have 2 soft-lead pencils with erasers
- Monitor students during testing to be sure they are working on the correct test page and in the right section of the answer folder.
- Provide student accommodations as indicated by IEP
- Allow calculators as determined by your school; mark this in the appropriate place.
- DO NOT ALLOW calculators for the computation portions of the test.

Sept. 24   Return testing materials to the school office

- Check answer folder for errors
- Make sure correct student ID numbers are on answer sheets, if a student does not have a bar code label.
- Fix poor erasing
- Darken light pencil marks
- Organize papers according to the directions

TIME LIMITS

Time limits vary from test to test. Be sure to use a timer, or some method of ACCURATELY timing each section. The time limits for each grade level are the same, however, the number of questions to be answered in the allotted time increases with grade levels.

SCHEDULING TESTS

In grades 3-8 it takes approximately 5 hours and 40 minutes to give the complete battery of tests. This includes the time it takes to distribute materials, complete answer folders and provide needed materials. Actual working time, aside from giving directions is 4 hours and 55 minutes.   **Design your testing schedule by looking in the** *Directions for Administration,* pg. 2. Provide plenty of breaks between tests, and not too many tests each day.

In grades 9-12, it takes 3 hours and 55 minutes of actual working time to complete the entire battery of tests. **Design your testing schedule by looking in the** *Directions for Administration,* pg. 2.

Working time for the **CogAT test is 2 hours. This is only for grades 4 and 7.**

NEED FOR STANDARD PROCEDURES

It is very important that you follow the test administration procedures in the *Directions for Administration* manuals, as they are the same as those followed in the standardization program from which norms were

obtained. Following these same procedures will help ensure that the meaning of your students' scores will not be distorted. If uniform testing administrations procedures are not maintained, the meaning of test results, even for classes within the same school may differ markedly.

The test administration script provided in the manuals must be read exactly as printed.

- Test administrators should take careful written notes about any student's unusual or inappropriate behaviors during testing. (For example, if the student stares around the room, rests his/her head on the desk, or appears to not feel well, etc.) Such notes can be invaluable later in interpreting test scores that appear to be inconsistent with the teacher's knowledge of the student's classroom performance.

INFORM, PREPARE AND MOTIVATE STUDENTS

Give basic reasons for testing

- To determine progress year to year
- To decide who needs more help
- To find who is advancing quickly
- To help the school with its curriculum

Reinforce test-taking skills

- Explain procedures
- Tell function of answer sheet
- Explain how to mark answers
- Show how to pace within the time available
- Share importance of honesty and independent work
- Reassure students and allay their fears.

Share tips for success

- Encourage students!
- Remind them to—
    - Eat a healthy breakfast
    - Drink lots of water
    - Read questions carefully
    - Make a guess if you don't know an answer
    - Eliminate all the answers you can
    - Try to make reasonable choices
    - Real ALL answer choices before deciding
    - Don't try to make a pattern with answers; there is none
    - Beware of random marks
    - Ask God for help
    - Don't panic; focus on one question at a time
    - Generally stick with your first answer
    - Don't give up!