

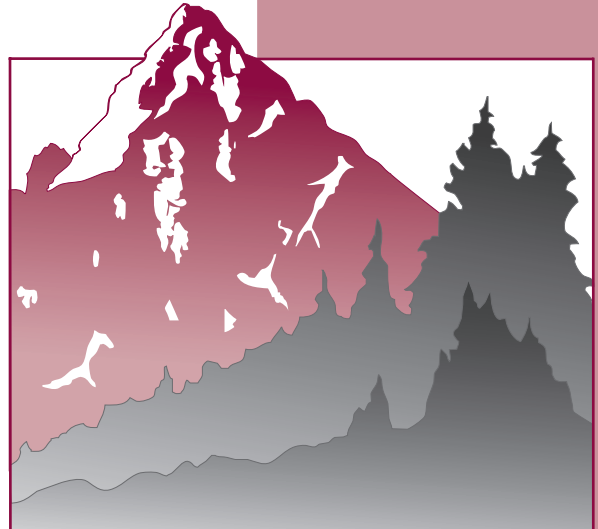


Transitional Colorado Assessment Program

2012 TCAP TEST PROCTOR'S MANUAL GRADE 3 READING



ENGLISH AND SPANISH



Not a secure document

TCAP

TEST SECURITY REQUIREMENTS

TCAP Test Proctor's Manuals and all test materials must be used and returned according to instructions in this manual. Students must **not** be exposed to test questions or content before actual testing. If students have prior knowledge of test content, responses are not valid. When instruction is focused on specific test content, performance on the test may improve, but results may not be an accurate reflection of student skills and knowledge. TCAP Test Proctors must be responsible for maintaining the strict security of these documents and carefully follow test administration and scoring instructions.

The security of test materials must be maintained before, during, and after the test administration.

DO NOT REPRODUCE

No test materials may be reproduced in whole or in part or paraphrased. This includes discussing, memorizing, photocopying, photographing, scanning, encoding, e-mailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.

The following box appears in the test books as a reminder that the test books are secure materials.

Secure Materials — do NOT reproduce

Do **not** copy, by any means, any student work that results from this assessment.

Material from a test book must **not** be reproduced by any means.

For assistance and answers to questions, contact your School Assessment Coordinator.

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Overview for the Spring 2012 Administration of the TCAP

Purpose of the TCAP

The Transitional Colorado Assessment Program (TCAP) is Colorado's large-scale standardized achievement test. The purpose of the TCAP is to provide an annual measure of student performance relative to the Colorado Model Content Standards. Where the current blueprint allows, items will represent the overlap between the Colorado Model Content Standards and the new Colorado Academic Standards. It is a timed, standardized assessment and must be administered under standardized conditions to ensure the reliability and validity of results.

Using the *TCAP Test Proctor's Manual*

The *TCAP Test Proctor's Manual* must be used by the TCAP Test Proctor during the administration of the TCAP. The guidelines and test administration script provided in this manual ensure that every student in Colorado receives the same standard directions during the administration of the test.

Test Security

Security Requirements

The security of test materials must be maintained before, during, and after test administration. Security requirements include making sure that:

- no test materials are reproduced
- a documented chain of custody is maintained for all test materials
- all students take the TCAP tests in a standardized manner per state requirements

Reproducing Test Materials

No test materials may be reproduced in whole or in part or paraphrased. This includes discussing, memorizing, photocopying, photographing, scanning, encoding, e-mailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.

The TCAP Test Proctor must adhere to the following guidelines:

- Do **not** copy, by any means, any student work that results from this assessment, unless required as part of an accommodated test administration.
- Do **not** reproduce materials from a test book by any means.
- Do **not** review or read test items, unless required as part of an accommodated test administration.
- Do **not** share knowledge of the content of any secure test item with anyone.

Note: Transcribed tests and all related materials used during the transcription process must be returned to the School Assessment Coordinator (SAC).

Chain of Custody

A documented chain of custody must be maintained for all test materials before, during, and after test administration. The following are chain of custody requirements for the TCAP administration:

- Secure materials must be delivered to school buildings **no more than one week in advance** of test administration.
- All test materials must be accounted for. The SAC must store the test materials in a secure and locked location before and after testing. Test materials must **not** be stored in classrooms.
- The SAC is responsible for the distribution of test materials to TCAP Test Proctors and for the collection of the test materials at the end of each testing session.

- The TCAP Test Proctors may have access to test books **only** on the day the content area is assessed. However, when two content areas are tested on the same day, both test books must **not** be passed out to TCAP Test Proctors at the same time. For example: the reading/writing test books must **not** be distributed during the time that mathematics is tested. This prevents the wrong test from being administered at the wrong time, which may result in misadministrations.
- Test books must be secured while in the TCAP Test Proctor’s possession.
- Students must **not** have access to the test books before the first testing session.
- Missing test books or any test irregularities must be reported to the School Assessment Coordinator and/or the District Assessment Coordinator (DAC).
- All test materials, both used and unused, must be returned to CTB/McGraw-Hill. No test materials may be destroyed.
- All large-print and Braille test books and the materials used for transcribing test books must be returned to CTB/McGraw-Hill.

Ensuring Standard Conditions

Test security requires that all students take the tests in a standardized manner—*at the same time, using the same test, and with no student interaction. Multiple grades and multiple content areas must not be tested in the same testing environment.*

Students Who Become Ill During Testing

If a student becomes ill during a test administration, the student may make up any incomplete or missed sessions at a later time, but he or she must **not** change responses to any questions already answered.

Students Who Move On to Another Session Without Permission

If students complete one session of a test and then proceed to the next session without receiving specific instructions from a TCAP Test Proctor to do so, the test has been misadministered. The standard consequence of misadministering a test is the invalidation of that test.

If a TCAP Test Proctor discovers that a student has proceeded to another session without proper instructions to do so, the TCAP Test Proctor must immediately stop the student and take the test book from the student. The content area assessment must then be invalidated using the “Misadministration” code on the student data grid. The student must **not** be allowed to complete the session.

Though the student will receive a “no score” for this content area, the district will still receive some information regarding the student’s performance in the electronic reports provided to the district. Therefore, the student should complete any remaining sessions in this content area that are scheduled to be administered.

Standard Conditions for a Standardized Test

Standard Conditions

The TCAP must be administered to all students in Colorado in a standardized manner. The TCAP Test Proctor must prepare and maintain a secure testing environment that provides standard testing conditions for all students taking the TCAP.

Test Preparation Requirements

- Students must **not** have access to the test books before the first testing session.
- Only standard, wooden, graphite-based No. 2 pencils must be used on the test books. Mechanical pencils and pens must **not** be used on any part of the test books.
- Test sessions must be given in the order in which they appear in the test books.
- TCAP Test Proctors must follow the test administration script exactly as it is written.
- Electronic communication devices—including, but not limited to, cell phones, digital cameras, and handheld scanners—are **not** allowed in the testing environment during testing.
- If students require specific accommodations, consult with the School Assessment Coordinator (SAC) to ensure the appropriate accommodation is administered in the proper manner.
- If a student asks for clarification of test directions before the test begins, the oral directions from the test administration script may be repeated to the entire class.
- If students finish a test session before the allotted time for that session has ended, they may be allowed to read a book. Students must **not** be allowed to write.

Preparing the Testing Environment

The testing environment must be prepared in advance of test administration to ensure standard conditions are provided for all students taking the TCAP. All reference materials—such as wall charts, visual aids, posters, graphic organizers, and instructional materials that may be perceived as offering assistance in answering test questions—must be covered or removed before testing begins.

The TCAP Test Proctor must cover or remove the following:

- multiplication tables
- number lines that demonstrate odd/even or decimal/fractional parts
- tables of mathematical facts or formulas
- tables of scientific facts or formulas
- fraction equivalents

- writing aids and punctuation charts
- spelling or vocabulary lists
- phonics charts
- periodic charts

The TCAP Test Proctor must contact the SAC if there are any questions regarding specific displays.

Preparing Students for Testing

Before testing begins, students should be instructed to clear their desks of all materials, including pens, highlighters, colored pencils, markers, and calculators. Students must use **only** standard, wooden, graphite-based No. 2 pencils to respond to test questions. Only responses marked with No. 2 pencils can be scanned and scored.

The TCAP Test Proctor must prepare students for testing by:

- helping students approach testing in a relaxed, positive way
- encouraging students to put forth their best efforts
- explaining that it is important to do their best because the TCAP measures their academic growth from year to year
- explaining that by achieving proficiency on the TCAP, students will be able to progress in their skills and knowledge and be better prepared for the world of work and higher education

Important Precautions During Testing

It is important that the following precautions be observed:

- Do **not** provide feedback, including any hint about the correctness of a response or any guidance on work in the draft booklet.
- Do **not** coach, edit, or point out errors in student work.
- Do **not** encourage students to edit their responses through tone, gesture, or questions or statements such as “Are you sure?” “Look at that again,” or “You can write more.”
- Do **not** clarify test items.
- Do **not** answer content-related questions.
- Do **not** interfere with the demonstration of skills.
- Do **not** interact with the students in any way unless they are working in the wrong session or are behaving in a manner that might result in their test session being invalidated.
- Do **not** attempt to score student responses on the TCAP before returning the tests to CTB/McGraw-Hill.

Ethical Practices

All licensed Colorado educators and TCAP Test Proctors must conform to ethical practice when administering the TCAP. Ethical practice is defined by the *American Heritage* and *Merriam-Webster* dictionaries as “the accepted professional standards of conduct with respect to the rightness and wrongness of their actions and the goodness and badness of the motives and ends of such actions.”

Quality instruction will produce quality student performance on state tests. While teaching test-taking strategies and providing some regular instruction using formats similar to those found on standardized tests is appropriate, instruction that is explicitly designed as “practice for the TCAP” provides students with negative messages about what is important to their education and performance. This is **not** considered ethical practice. Further clarification regarding appropriate test preparation is provided in the table below.

Test Preparation for TCAP	Is This an Ethical Practice?	
	YES	NO
Developing instructional objectives based on the Colorado Model Content Standards and/or the new Colorado Academic Standards.	X	
Making changes in instruction that enhance student skills, learning, and achievement.	X	
Using TCAP-released items for professional development purposes and as examples in the classroom.	X	
Using TCAP-released items to familiarize students with the different item formats, how to indicate responses, and for general test-taking strategies.	X	
Motivating students to perform well on the assessment by talking to students and their parents.	X	
Developing curriculum based on specific TCAP items.		X
Preparing instructional objectives based on specific TCAP items and teaching accordingly, rather than developing instructional objectives based on the content standards.		X
Using TCAP-released items as the sole basis for curriculum and instruction.		X
Sharing an actual TCAP test instrument in a public forum (which is a violation of test security and could invalidate student results).		X
Copying test passages, test items, writing prompts, and/or student responses from an actual TCAP assessment for use in instructional planning, classroom instruction, or assessment.		X
Making a copy of the TCAP and/or preparing a student study guide based on the items on a particular assessment.		X

Copying the vocabulary words from TCAP test items, reading passages, or writing prompts (as opposed to words from the test directions), and using them as the basis for, or incorporating them into, language arts instruction.		X
Presenting items verbatim or paraphrased from the assessment to be given.		X
Knowingly deviating from the prescribed administration procedures in the <i>TCAP Test Proctor's Manual</i> in order to assist student performance.		X
Leaving visible "word walls," vocabulary posters, spelling words, multiplication tables, or any other aids that could artificially inflate student scores or that are expressly forbidden in TCAP manuals.		X
Allowing students to use dictionaries, thesauri, or word processors with spell and grammar check on the reading and writing assessments.		X
Scribing the essence of a student's response rather than scribing exact student responses—including grammatical errors and incorrect responses—when scribing is the accommodation.		X
Telling students the correct responses or allowing them to discuss answers among themselves.		X
Hinting to a student to reconsider an answer he or she has marked for any item.		X
Allowing the use of notes or other materials that may give students an unfair advantage.		X
Changing responses that students have written or bubbled in.		X
Excluding eligible, but lower-performing, students from the TCAP by: <ul style="list-style-type: none"> • encouraging lower-performing, special education, or limited English proficient students to stay home during the testing period to artificially boost apparent school performance • sending on field trips or dismissing lower-performing, special education, or limited English proficient students during the testing period to artificially inflate apparent school performance • encouraging students who are not reading at grade level to stay home during the reading portion of the TCAP 		X
Not providing a student with the allowable accommodations on the TCAP that are normally used by him or her during regular assessment situations, including district, school, and classroom assessments.		X
Providing a student with accommodations on the assessment that are not normally used by him or her during regular assessment situations, including district, school, and classroom assessments.		X

Test Materials

Materials Required for Testing

Prior to the test administration, the TCAP Test Proctor is responsible for ensuring that an adequate supply of all materials required for testing is available in the testing environment.

Test materials required for testing include:

- test books (with bar code labels)
- Do Not Disturb sign (not supplied by CTB/McGraw-Hill)
- standard, wooden, graphite-based No. 2 pencils with erasers (not supplied by CTB/McGraw-Hill)

Pens, mechanical pencils, ink stamps, colored pencils, highlighters, markers, and crayons must not be used on any part of the test materials. Use of these marking tools may prevent tests from being accurately scanned.

The TCAP Test Proctor must notify the SAC if any of the following conditions exist:

- Materials are missing.
- Materials have been damaged.
- Materials contain printing irregularities.

Test Administration

Responsibilities of the TCAP Test Proctor

The primary responsibility of the TCAP Test Proctor is to provide a standardized, ethical administration of the TCAP. This will ensure that every student has an equal opportunity to demonstrate, within the standard conditions provided to all students in Colorado, what he or she knows and is able to do.

The responsibilities of the TCAP Test Proctor include:

- reviewing the *TCAP Test Proctor's Manual* prior to test administration
- preparing the testing environment
- preparing the materials for administering the TCAP
- ensuring the security of all materials at all times per state requirements
- following the schedule for test administration as communicated by the SAC
- following the school's communication protocol and, if a problem occurs, immediately notifying the SAC
- checking to see that students are marking answers in the correct manner during test administration
- ensuring that all students use **only** standard, wooden, graphite-based No. 2 pencils to mark their answers
- organizing test materials for return to the SAC after the test administration is completed

Test Administration Symbols

The test administration symbols shown below are used throughout the test administration directions.

*Information that is only for you and is **not** to be read aloud is printed in this type style.*



The directions you are to read aloud to students are preceded by **SAY** and are printed in **bold type**.



This symbol accompanies anything concerning the timing of the test.



This symbol indicates places where you may want to use a test book to show sample items or to make sure students have turned to the correct page.

Important: Whenever a Go On arrow appears, students are to turn the page and continue working.



Whenever a STOP sign appears, students must **not** proceed to the next part in the test.



STOP

Do not go on to the next page. Check that you have answered every question in this session.

In addition to the STOP icon shown above, there is a STOP page between sessions that says “ATTENTION! STOP. Do NOT turn the page until you are told to do so.” The STOP page will always be a right-hand page, and it will be preceded or followed by at least one page that says “Do not mark on this page.” These pages are provided to ensure that students know they must stop after each session and must **not** continue to the next session.

Administering the Grade 3 Reading Test (English)

General Directions

The TCAP Test Proctor should do the following:

- Before administering the test, use a No. 2 pencil to write the name of the student, teacher, school, and district on the front cover of each test book.
- Distribute the test books to the students, making sure that each student receives the test book with his or her name on the front cover.
- Tell students not to open or make any marks in their books until they receive instructions to do so.
- Open **one** test book to show students examples. You may walk around the testing environment so that all students can see the pages.
- Point to page 5 of the test book. Tell students to write **only** on the lines provided and not to write beyond the lines or across the gray bars that run along the edges of the page.
- Point to the “Do not mark on this page” between Sessions 1 and 2. Tell students that they must **not** make any marks on any page that says “Do not mark on this page.”

During testing, no electronic communication devices are allowed in the testing environment.

Specific directions for test administration begin on page 12. It is important that the TCAP Test Proctor read all directions exactly as they are printed in the script.

If there is time remaining in a testing session, students may go back and check their work or answer any questions they did not answer **in that session only**. The following may be written on the board as a reminder: **You may go back and check your work in this session only.**

**GRADE 3
READING
(ENGLISH)**

Only No. 2 pencils
may be used on any
part of the test
materials. This
includes the front
cover.

Session 1: Reading

Each student must have a test book and a standard, wooden, graphite-based No. 2 pencil with an eraser.

SAY Today you are going to complete Session 1 in your Grade 3 Reading test book for the Transitional Colorado Assessment Program.

Your reading test contains multiple-choice questions and questions that require you to write a short response. You will not be scored on spelling, grammar and usage, punctuation, or capitalization.

You will write all your answers in your test book. For multiple-choice questions, fill in the bubble that goes with the answer you choose. For questions that require you to give a written response, you must write your answers on the lines provided. Do not write beyond the lines.

Are there any questions?



Point to the margins next to the blank lines on page 5. Tell students not to write in these areas.

SAY You must use a standard, wooden, graphite-based No. 2 pencil for all parts of the test, whether you are writing or filling in bubbles.

Open your test book to the inside front cover and look at the directions at the top of the page. Read along silently while I read aloud. "As you work, you will see two pictures. The following tells you what each picture means. Whenever you see a Go On arrow, you should turn the page and continue working. As you finish each session, you will see the following reminder. STOP. Do not go on to the next page. Check that you have answered every question in this session."

This reminder means that you have reached the end of the session and that you must **not** go on to the next page. You should go back and check your answers to each question in this session **only**.

"Bubbles next to your answers should be filled in completely. All other bubbles should be empty." Be sure to make your marks heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You should erase any stray marks in all other bubbles.



Hold up a STOP page so that all students can see it.

SAY At the end of Session 1, you will see a page with the text "ATTENTION! STOP. Do NOT turn the page until you are told to do so." You must **not** go beyond this page.

Are there any questions?

Pause to answer any questions and then continue.

SAY We will begin by doing some sample questions. These are some of the types of questions you will be answering during the reading test. You will mark or write your answers to the sample questions in the test book.

Look at the sample questions on page 1.



Check to make sure students are on the correct page.

Sample A

SAY Read the directions and the sample passage “Fast Tracks” on page 1. Then do Sample A. When you have finished Sample A, stop working.

You may refer back to the passage as often as you like if that will help you answer the question.



Give students time to answer Sample A. Then discuss the sample with them.

SAY The correct answer for Sample A is “run” because “dash” and “run” have similar meanings in this statement.

Are there any questions?

Pause to answer any questions and then continue.

Sample B

SAY Read Sample B. Then write your answer on the lines provided. When you have finished Sample B, stop working.



Give students time to answer Sample B. Then discuss the sample with them.

SAY The correct answer for Sample B is “cheetah” and “because it can run 60 miles per hour for short distances.”

The best way to get full credit for written responses is to answer fully and to include details or ideas from the passage or text that is provided.

Are there any questions?

Pause to answer any questions and then continue.

SAY If at any time you need to leave the room, raise your hand. Only one student may leave at a time, and you must hand in your test book before you leave the room.

During the test, there is to be no talking or disturbance. You are to look only at your own test book, not your neighbors' test books.

Whenever you see a Go On arrow at the bottom of a page, turn the page and keep working.

Continue working until you come to a STOP sign. You **must** stop when you come to the STOP sign.

When you have finished answering all the questions in Session 1, you should go back and check your work in this session **only**. You **must not** go beyond the STOP page to Session 2.

Check to make sure students have not turned the page or started to work.

SAY When you finish checking your work in Session 1, close your test book and place your pencil on top of the book. Sit quietly until everyone has finished and the 60-minute testing session has ended. You may read a book, but you **must not** do any writing.

Are there any questions?

Pause to answer any questions and then continue.

SAY Read all the directions and questions carefully and mark or write your answers in the spaces provided. Do not write beyond the lines. Remember, you **must not** go beyond the STOP page in your test book.

You will not lose any points for guessing, so try to answer every question.

You will be taking **only** Session 1 of the test now. Look at Session 1 beginning on page 3.

Pause while students turn to the correct page.

SAY It is important for you to do your best so we can see how well you read. You may begin.

Record the starting and stopping times for Session 1.



RECORD THE STARTING TIME:	ADD 60 MINUTES	RECORD THE STOPPING TIME:
_____	+ 60	_____



*If a student finishes before the session has ended, the proctor may collect the student's test materials after asking, "Are you **completely finished with this session?**"*

The test materials cannot be given back to the student once the proctor has removed them.

While students are taking the test, walk quietly around the testing environment and check to see that students are marking answers in the correct areas and working independently. Do not interact with the students in any way unless they are working in the wrong session or are behaving in a manner that might result in their test session being invalidated.

When there are 10 minutes remaining in the testing session,

SAY There are 10 minutes remaining. Remember to check your work and make sure you have answered all of the questions. You may continue working in this session only.

At the end of the 60-minute testing session,

SAY STOP. This is the end of the testing session. Close your test book.

Collect all remaining test materials. Make sure that each student hands in his or her test book and that no student has an opportunity to take test books from the testing environment. As students hand in their test books, make sure that their names are completely and legibly printed on the front covers. As the TCAP Test Proctor, you are responsible for maintaining the security of the test materials while they are in your possession—lock them up!

Session 2: Reading

SAY Today you are going to complete Session 2 in your Grade 3 Reading test book. Check to be sure that your name is on the test book I give you. Do not open your test book until you are told to do so.

Distribute the test books to students.

Make sure that each student receives his or her own test book from Session 1. Also make sure that each student has a standard, wooden, graphite-based No. 2 pencil with an eraser.

Administer the sample questions to any student who was absent for Session 1.

SAY If at any time you need to leave the room, raise your hand. Only one student may leave at a time, and you must hand in your test book before you leave the room.

During the test, there is to be no talking or disturbance. You are to look only at your own test book, not your neighbors' test books.

Whenever you see a Go On arrow at the bottom of a page, turn the page and keep working. Continue working until you come to a STOP sign.

When you have finished answering all the questions in Session 2, you should go back and check your work in this session **only**. You must **not** go back to Session 1.

Check to make sure students have not opened the test books or started to work.

SAY When you finish checking your work in Session 2, close your test book and place your pencil on top of the book. Sit quietly until everyone has finished and the 60-minute testing session has ended. You may read a book, but you must **not** do any writing.

Are there any questions?

Pause to answer any questions and then continue.

SAY Read all the directions and questions carefully and mark or write your answers in the spaces provided. Do not write beyond the lines.

You will not lose any points for guessing, so try to answer every question.

You will be taking **only** Session 2 of the test now. Open your test book to Session 2 beginning on page 16.

Pause while students open to the correct page.

SAY It is important for you to do your best so we can see how well you read. You may begin.

Record the starting and stopping times for Session 2.



RECORD THE STARTING TIME:	ADD 60 MINUTES	RECORD THE STOPPING TIME:
_____	+ 60	_____



If a student finishes before the session has ended, the proctor may collect the student's test materials after asking, ***“Are you completely finished with this session?”***

The test materials cannot be given back to the student once the proctor has removed them.

While students are taking the test, walk quietly around the testing environment and check to see that students are marking answers in the correct areas and working independently. Do not interact with the students in any way unless they are working in the wrong session or are behaving in a manner that might result in their test session being invalidated.

When there are 10 minutes remaining in the testing session,

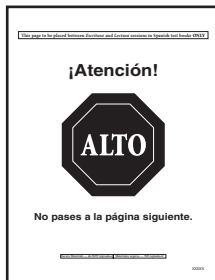
SAY There are 10 minutes remaining. Remember to check your work and make sure you have answered all of the questions. You may continue working in this session only.

At the end of the 60-minute testing session,

SAY STOP. This is the end of the testing session. Close your test book.

Collect all remaining test materials. Make sure that each student hands in his or her test book and that no student has an opportunity to take test books from the testing environment. As the TCAP Test Proctor, you are responsible for maintaining the security of the test materials while they are in your possession—lock them up!

During the general directions, students should **not** have their test books open. You may walk around the testing environment with an open book so that all students can see exemplary pages.



Administering the Grade 3 Reading Test (Spanish)

The TCAP Test Proctor should do the following:

- Before administering the test, use a No. 2 pencil to write the name of the student, teacher, school, and district on the front cover of each test book.
- Make sure that a Spanish STOP page insert has been placed between Session 1 and Session 2 in all test books.
- Distribute the test books to the students, making sure that each student receives the test book with his or her name on the front cover.
- Tell students not to open or make any marks in their books until they receive instructions to do so.

Follow the general directions below to introduce the test. Specific directions for test administration begin on page 19. It is important that the TCAP Test Proctor read all directions exactly as they are printed in the script.

General Directions

Before administering the test, open **one** test book to show students examples of the following.

- Point to the **ALTO** icons at the bottom of page 1. Tell students that whenever they see an **ALTO** icon, they must **not** go on.
- Point to the **Sigue** arrow at the bottom of page 3. Tell students that whenever they see a **Sigue** arrow, they should turn the page and continue working.
- Point to the margins next to the blank lines on page 3 of the test book. Tell students to write **only** on the lines provided and not to write beyond the lines or across the gray bars that run along the edges of the page.
- Point to the Spanish STOP page insert between Session 1 and Session 2. Tell students that they must **not** make any marks on any page that says **No marques esta página.**

During testing, no electronic communication devices are allowed in the testing environment.

If there is time remaining in a testing session, students may go back and check their work or answer any questions they did not answer **in that session only**. The following may be written on the board as a reminder: **Pueden volver atrás y revisar el trabajo de esta sesión solamente.**

Sesión 1: Lectura

Each student must have a test book and a standard, wooden, graphite-based No. 2 pencil with an eraser.

SAY Hoy serán examinados en Lectura del Grado 3 en la Sesión 1 en el libro de examen del Programa de transición de evaluación para el estado de Colorado.

El examen de Lectura tiene dos tipos de preguntas: de selección múltiple y de respuestas escritas cortas. Van a escribir todas sus respuestas en su libro de examen.

En el examen de Lectura, no se les va a calificar en ortografía, ni en gramática, ni en el uso de mayúsculas, ni en puntuación.



Point to the margins next to the blank lines on page 3. Tell students not to write in these areas.

SAY Deben usar un lápiz de madera número 2 para **todas** las partes del examen, tanto para escribir como para rellenar los círculos.

Empezaremos con algunos ejemplos. Marcarán las respuestas de los ejemplos en el libro de examen. Para el primer ejemplo, rellenen el círculo junto a la respuesta que escojan. Asegúrense de rellenerlo completamente. La marca debe ser bien oscura. Si quieren cambiar una respuesta, borren completamente el círculo que rellenaron antes de marcar otro.

Abran su libro de examen en los ejemplos de la página 1.



Check to see that all students are on the correct page in their test books.

**GRADE 3
READING
(SPANISH)**

Ejemplo A

SAY Lean las instrucciones y el texto de la página 1. Luego hagan el Ejemplo A. Cuando hayan terminado el Ejemplo A, dejen de trabajar.

Si es necesario pueden volver a leer el párrafo para contestar las preguntas.



Give students time to answer Sample A. Then discuss the sample with them.

SAY La respuesta correcta para el Ejemplo A es “con prisa,” porque es la opción que significa lo mismo que “apurada.”

¿Tienen alguna pregunta?

Pause to answer any questions and then continue.

Ejemplo B

SAY Ahora lean el Ejemplo B. Escriban su respuesta en las líneas indicadas. Cuando hayan terminado el Ejemplo B, dejen de trabajar.



Give students time to answer Sample B. Then discuss the sample with them.

SAY La respuesta correcta para el Ejemplo B es cualquier respuesta que contenga la idea de que la niña probablemente hará la tarea u otro trabajo después de la escuela.

La mejor manera de obtener crédito completo por las respuestas de escritura es responder completamente e incluir detalles o ideas del párrafo o texto que lean.

Ahora lean en silencio el aviso que está al final de la página, mientras yo leo en voz alta. Al final de cada sesión, verás este aviso. "ALTO. No pases a la página siguiente. Asegúrate de haber contestado todas las preguntas de esta sesión."

Este aviso significa que han llegado al final de la sesión y que **no** deben pasar a la próxima página. Pueden revisar las respuestas a las preguntas de esa sesión **solamente**.

¿Tienen alguna pregunta?

Pause to answer any questions and then continue.

SAY Si en algún momento alguien necesita salir del salón, levanta la mano. Saldrá solamente un estudiante a la vez, y debe entregar su libro de examen antes de salir del salón de clase.

Mientras hacen el examen, no deben hablar ni hacer ruido. Deben mirar su propio libro de examen solamente y no el libro de examen de ningún otro estudiante.

Cuando vean la señal de una flecha con la palabra **Sigue**, voltean la página y continúan trabajando.

Continuarán trabajando hasta que vean la señal de ALTO. Tienen que parar cuando lleguen a la señal de ALTO.

Cuando hayan terminado de contestar todas las preguntas de la Sesión 1, deben revisar el trabajo de esa sesión **solamente**. **No** deben pasar a la Sesión 2.

Check to make sure students have not turned the page or started to work.

SAY Cuando hayan terminado de revisar las respuestas de la Sesión 1, cierren el libro de examen y coloquen el lápiz encima del libro. Permanecerán sentados y en silencio hasta que todos hayan terminado y hayan pasado los 60 minutos. Pueden leer un libro pero no deben escribir nada.

¿Tienen alguna pregunta?

Pause to answer any questions and then continue.

SAY Lean con cuidado todas las instrucciones y las preguntas y marquen sus respuestas en los espacios indicados. Marquen solamente los círculos y escriban solamente en las líneas indicadas para las respuestas. No escriban fuera de estas líneas. **No van a perder puntos por adivinar una respuesta, así que traten de contestar todas las preguntas.**

Ahora tomarán solamente la Sesión 1 del examen. Pasen a la Sesión 1 que comienza en la página 2.

Pause while students turn to the correct page.

SAY Es importante que hagan su mejor esfuerzo para que podamos evaluar lo bien que leen. Pueden empezar.

Record the starting and stopping times for Sesión 1.



RECORD THE STARTING TIME:	ADD 60 MINUTES	RECORD THE STOPPING TIME:
_____	+ 60	_____



If a student finishes before the session has ended, the proctor may collect the student's test materials after asking, “¿Estás completamente terminado con esta sesión?”

The test materials cannot be given back to the student once the proctor has removed them.

While students are taking the test, walk quietly around the testing environment and check to see that students are marking answers in the correct areas and working independently. Do not interact with the students in any way unless they are working in the wrong session or are behaving in a manner that might result in their test session being invalidated.

When there are 10 minutes remaining in the testing session,

SAY Quedan 10 minutos para terminar. Recuerden revisar su trabajo y asegúrense de haber contestado todas las preguntas. Pueden continuar trabajando en esta sesión solamente.

At the end of the 60-minute testing session,



ALTO. Este es el final de la Sesión 1 del examen. Cierren su libro de examen.

*Collect all remaining test materials. Make sure that each student hands in his or her test book and that no student has an opportunity to take test books from the testing environment. As students hand in their test books, make sure that their names are completely and legibly printed on the front covers. **As the TCAP Test Proctor, you are responsible for maintaining the security of the test materials while they are in your possession—lock them up!***

Sesión 2: Lectura

SAY Hoy van a completar la Sesión 2 Lectura del Grado 3 en su libro de examen. Asegúrense de que el libro de examen tenga su nombre. No abran su libro de examen hasta que se les diga.

Distribute the test books to students.

Make sure that each student receives his or her own test book from Sesión 1. Also make sure that each student has a standard, wooden, graphite-based No. 2 pencil with an eraser.

Administer the sample questions to any student who was absent for Sesión 1.

SAY Si en algún momento alguien necesita salir del salón, levanta la mano. Saldrá solamente un estudiante a la vez, y debe entregar su libro de examen antes de salir del salón de clase.

Mientras hacen el examen, no deben hablar ni hacer ruido. Deben mirar su propio libro de examen solamente y no el libro de examen de ningún otro estudiante.

Cuando vean la señal de una flecha con la palabra **Sigue**, voltean la página y continúan trabajando.

Continuarán trabajando hasta que vean la señal de ALTO. Tienen que parar cuando lleguen a la señal de ALTO.

Cuando hayan terminado de contestar todas las preguntas de la Sesión 2, deben revisar el trabajo de esa sesión **solamente**. **No** deben regresar a la Sesión 1.

Check to make sure students have not opened the test books or started to work.

SAY Cuando hayan terminado de revisar las respuestas de la Sesión 2, cierren el libro de examen y coloquen el lápiz encima del libro. Permanecerán sentados y en silencio hasta que todos hayan terminado y hayan pasado los 60 minutos. Pueden leer un libro pero no deben escribir nada.

¿Tienen alguna pregunta?

Pause to answer any questions and then continue.

SAY Lean con cuidado todas las instrucciones y las preguntas y marquen sus respuestas en los espacios indicados. Marquen solamente los círculos y escriban solamente en las líneas indicadas para las respuestas. No escriban fuera de estas líneas. **No van a perder puntos por adivinar una respuesta, así que traten de contestar todas las preguntas.**

Van a trabajar solamente en la Sesión 2 ahora. Abren el libro de examen en la Sesión 2 que comienza en la página 14.

Pause while students open to the correct page.

SAY Es importante que hagan su mejor esfuerzo para que podamos evaluar lo bien que leen. Pueden empezar.

Record the starting and stopping times for Sesión 2.



RECORD THE STARTING TIME:	ADD 60 MINUTES	RECORD THE STOPPING TIME:
_____	+ 60	_____



If a student finishes before the session has ended, the proctor may collect the student's test materials after asking, “¿Estás completamente terminado con esta sesión?”

The test materials cannot be given back to the student once the proctor has removed them.

While students are taking the test, walk quietly around the testing environment and check to see that students are marking answers in the correct areas and working independently. Do not interact with the students in any way unless they are working in the wrong session or are behaving in a manner that might result in their test session being invalidated.

When there are 10 minutes remaining in the testing session,

SAY Quedan 10 minutos para terminar. Recuerden revisar su trabajo y asegúrense de haber contestado todas las preguntas. Pueden continuar trabajando en esta sesión solamente.

At the end of the 60-minute testing session,

SAY ALTO. Este es el final del examen. Cierren su libro de examen.

Collect all remaining test materials. Make sure that each student hands in his or her test book and that no student has an opportunity to take test books from the testing environment. As the TCAP Test Proctor, you are responsible for maintaining the security of the test materials while they are in your possession—lock them up!

Preparing Test Materials for Return to the School Assessment Coordinator

Checking Student Test Materials

After testing is complete, the TCAP Test Proctor must check students' test books to ensure the following:

- The student's name, the teacher's name, and the school and district names are filled in properly (with a No. 2 pencil) on the front cover of each student's test book.
- All test books are placed in alphabetical order.

Organizing and Processing Test Materials

The TCAP Test Proctor should check to make sure that:

- All transcribed test books are returned with other completed tests.
- All materials used for transcribing the test books are returned to the SAC as secure test materials.
- A TCAP reading test book has been returned for every student who took the reading TCAP.
- Spanish STOP page inserts have been removed from Spanish test books.

When all test materials have been fully checked and accounted for, the TCAP Test Proctor should return all test books, large-print and Braille test books, Brailled student response pages, and any unused materials to the SAC.

Note: TCAP test books do not have to be completed for students taking the Colorado Alternate Assessment (CoAlt).

The TCAP Test Proctor should return all test books, large-print and Braille test books, Brailled student response pages, and any unused materials to the SAC.
