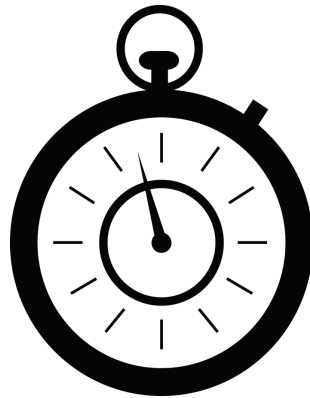


# TSI Test



*Proctor Instructions*



## Proctor Instructions

Never leave the classroom during test administration. Some schools have complained that students cheat and we obviously want to prevent this from happening. The only definitive method for preventing cheating during the test is for you to never leave the room, as well as to walk up and down the rows, ensuring that students do not look ahead at the answers or work on other sections of the exam. If an examinee is caught cheating during the official exam, the test score will be voided, adversely affecting the examinee's chances of admission to credit-bearing courses.

### Student Information Necessary on Answer Form

**NOTE:** The most recent answer form is BROWN. Make sure that ALL of your answer forms are brown. If your answer forms do not match or are not brown, contact your course administrator for further instructions.

After all of the students have arrived and been seated, each with several No. 2 pencils and a calculator, greet the class and read the following information aloud. Everything in the following script that is in a boxed format should be read aloud to the students.

Please clear your desk of everything except your No. 2 pencils and calculator. The answer forms will now be distributed. Do not make any marks until I give you further instructions.

Distribute the answer forms to students.

Follow all instructions carefully. The information you provide will be used to prepare Cambridge Test Assessment Reports for you and your school. Your answer form will be scored by a computer. Fill out the answer form completely using a soft-lead No. 2 pencil. Do not use mechanical pencils, as they may not leave sufficiently dark marks to allow the computer to score accurately. Do not use ink or ballpoint pens. Fill in each block and bubble completely, making sure that all marks are dark and heavy and within the appropriate space. All errors must be thoroughly erased. Mark only one answer for each question.

You will now direct the students to enter their personal information on the answer forms. It is critical that students fill out this information COMPLETELY and CORRECTLY in order to ensure that your school receives accurate data. Each student must fill out his or her last name, first name, date of birth, and student ID correctly in order to receive accurate data.

Turn your answer form to the first page, labeled **Student Information**. In the box with three bubbles labeled **pre-test**, **mid-term**, and **post-test**, fill in the appropriate bubble. In the boxes labeled **Last Name** and **First Name**, print your last name in the blocks beneath **Last Name** and your first name in the blocks beneath **First Name**. Do not use the blocks beneath **First Name** for letters of your last name. Print as much of your name as possible, allowing one letter per block. Do not skip blocks between letters. Next, fill in the corresponding bubble below each letter of your name. If any bubbles remain after completely filling in your name, leave these bubbles empty.

When you have filled in your name, take out your student ID or driver's license for confirmation of your identity.

Compare each student's identification with the class enrollment roster.

Next you will have students complete the **Site ID** and **Group** fields. The **Group** field is an optional field that allows you to sort students on your group reports. If you would like to utilize this feature of Cambridge's data services, you must contact Cambridge and let a representative know that you would like your reports separated by group (call 847-299-2930 to contact a Cambridge representative). Then assign the students into the groups you would

like to see on the report and have each group fill in the appropriate group number on their Scantrons. If you are not taking advantage of this feature, please leave the **Group** field on the Scantrons blank.

Write your **Site ID** and **Group** (if you have requested that your students be sorted by group) on the board. Be sure to write these where every student can see the information.

In the box labeled **Site ID**, enter the **Site ID**: \_\_\_\_\_ (supplied by Cambridge). Fill in the corresponding bubble below each character of the **Site ID**.

In the box labeled **Date of Birth**, enter the month, day, and year of your birth. Fill in the corresponding bubble below each number of your date of birth.

In the box labeled **Group**, enter the **Group**: \_\_\_\_\_ (optional; supplied by your course administrator). Fill in the corresponding bubble below each character of the **Group**.

In the box labeled **Race/Ethnicity**, fill in the bubble that most accurately describes your cultural heritage. If you are not sure, leave this section blank.

In the box labeled **Gender**, fill in the bubble that corresponds to your gender.

In the box labeled **Grade**, fill in the bubble that corresponds to your grade.

Next, you will ask students to record their student identification numbers.

In the box labeled **Student ID**, enter your academic student identification number. If you do not know your academic student identification number, let me know and a number will be provided for you. Fill in the corresponding bubble below each number of your **Student ID**.

Proceed to the administration of the test.

## Test Administration Instructions and Script

At this point, distribute the answer forms to the students if they completed the **Student Information** page before the day of the test administration. Make sure that students receive the correct forms. Additionally, every student should have several No. 2 pencils with erasers.

READ THE FOLLOWING INFORMATION ALOUD. Everything in the following script that is in a boxed format should be read aloud to the students.

Before we begin the test administration, take out your calculator. Your calculator should have keys for addition, subtraction, multiplication, division, and square root. Check that your calculator is working properly.

The following types of calculators are NOT permitted:

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pad or pen-input devices
- Models with a QWERTY (typewriter) keypad (Calculators with letters on the keys are permitted as long as the keys are not arranged in a QWERTY keypad.)



The following types of calculators are permitted if they are used as noted:

- Models with paper tapes: The paper must be removed.
- Models that make noise: The sound feature must be turned off.
- Models that can communicate (transfer data or information wirelessly): The communication capability must be disabled.
- Models that have a power cord: The power cord must be removed.

Verify that every student using a calculator has a type permitted for use.

Now, please put your calculator under your desk or chair since you do not need it for the first test section.

Wait until all calculators have been properly stored before continuing.

The test booklets will now be distributed. Do not open your test booklet until I tell you to do so.

Individually hand each student a test booklet—do not have students pass the test booklets back or across the desk rows. Keep an exact count of the number of test booklets distributed. After every student has received a test booklet, write the **Test & Form Code** (located at the top portion of the test booklet cover) on the board. Make sure that every student can see the information.

Turn your test booklet so that the front cover faces up. Find the **Test & Form Code**, which is located at the top of the cover. Verify that it matches the code I have written on the board. In the box labeled **Test & Form Code** at the right side of the answer form cover, enter the **Test & Form Code**: \_\_\_\_\_ (located on test booklet). Fill in the corresponding bubble below each number of the **Test & Form Code**.

Verify that each student has filled in the **Test & Form Code** information correctly.

Only those responses marked on your answer form during the time allowed for that test section will be counted. I will walk around the room during the test to be sure that you are working on the correct section and are marking your answers in the correct area of the answer form. If you have a question, raise your hand for assistance rather than looking around. If you are caught looking at another student's answers, you will be expelled from the program.

The use of notes, scratch paper, and foreign language or other dictionaries is not permitted. You may write in your test booklets.

If you are wearing an alarm watch, DO NOT set the alarm, as this will cause distractions for the other students. I will keep the official time during the test administration. For each test section, I will announce when five minutes remain.

Your test materials will be taken away and your test score voided if you are observed:

- looking at another student's answer form or test booklet;
- giving or receiving assistance;
- looking back at a test section for which time has already been called; or
- filling in answer bubbles after the time for that test section has been called.

Are there any questions?

Answer any questions, then proceed.

From this time forward, there must be absolutely no talking. Listen carefully to these instructions and do not open your test booklets until I tell you to do so.

Locate the section on your answer form labeled **READING**. You will mark your responses to the **READING TEST** questions in this section. Mark only one answer for each question.

You will have 45 minutes to work on the **READING TEST**. During this time, you are to work only on the **READING TEST**. If you finish before time is called, re-check your work, and then place your answer form inside your test booklet and close the booklet. Do not work on any other test section.

Set the test timer to the appropriate time limit, and then say:

You will have 45 minutes to work on this test. Open your booklet and turn to the **READING TEST**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” times for the Reading Test.

Testing staff should circulate about the room and check to be sure that students have filled out their student information properly, are working on the correct test, and are marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.

REMINDER: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce when five minutes remain and the Stop time, check your timer carefully against the times you have written down.

When your watch or timer indicates that exactly 40 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 45 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up.

You will have 25 minutes to work on the **WRITING TEST**. During this time, you are to work only on the **WRITING TEST**. If you finish before time is called, re-check your work, and then place your answer sheet inside your test booklet and close your booklet. Do not go on to the next test, and do not work on the previous test.

Set your timer to the appropriate time, and then say:

You will have 25 minutes to work on this test. Turn to the **WRITING TEST**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” times for the Writing Test.

Testing staff should circulate about the room and check to be sure that students are working on the correct test and marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.



When your watch or timer indicates that exactly 20 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 25 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up.

**NOTE:** You may allow students a short rest period at this time. Students can be allowed to go to the restroom, one at a time. Otherwise, do not allow students to leave the room. They may move around the room or stand beside their desks. Call students to attention after 10–15 minutes and then ask them to be seated. Tell them to remove their answer sheets from their test booklets. Then, continue with the directions in the next box.

You will have 30 minutes to work on the **MATH—NO CALCULATOR TEST**. During this time, you are to work only on the **MATH—NO CALCULATOR TEST**. If you finish before time is called, re-check your work, and then place your answer sheet inside your test booklet and close your booklet. Do not go on to the next test, and do not work on the previous tests.

Set your timer to the appropriate time, and then say:

You will have 30 minutes to work on this test. Turn to the **MATH—NO CALCULATOR TEST**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” times for the Math—No Calculator Test.

Testing staff should circulate about the room and check to be sure that students are working on the correct test and marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.

When your watch or timer indicates that exactly 25 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 30 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up.

You will have 15 minutes to work on the **MATH—CALCULATOR TEST**. During this time, you are to work only on the **MATH—CALCULATOR TEST**. If you finish before time is called, re-check your work, and then place your answer sheet inside your test booklet and close your booklet. Do not work on the previous tests. You may use your calculator for this test.

Distribute calculators if the school or program is providing them; otherwise, instruct students to get their calculators out. Set your timer to the appropriate time, and then say:

You will have 15 minutes to work on this test. Turn to the **MATH—CALCULATOR TEST**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” times for the Math—Calculator Test.

Testing staff should circulate about the room and check to be sure that students are working on the correct test and marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.

When your watch or timer indicates that exactly 10 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 15 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and look up.

Collect the answer sheets. Count the answer sheets to verify that the number of answer sheets distributed matches the number collected.

If you are administering the writing assessment, you will do so now. If you are not administering the writing section, collect the test booklets, count them, and dismiss the students. Remember to provide the information they will need for the next class—homework assignment, class meeting times, location, etc.

To administer the writing test using the Cambridge Assessment Service, distribute the Cambridge essay form. If you are not using the service, students will write their responses on a separate sheet of paper.

Locate your essay answer form (or separate sheet of paper, as outlined above). You will use this answer form to write an essay on the **ESSAY TEST**. You will have 30 minutes to work on the **ESSAY TEST**. During this time, you are to work only on the **ESSAY TEST**. If you finish before time is called, read over your work and make revisions on the **ESSAY TEST**; then place your essay answer form inside your test booklet and close the booklet.

Set the test timer to the appropriate time limit, and then say:

You will now have 30 minutes to work on this section. Open your test booklet and turn to the prompt on page 26. Read the prompt carefully and begin to work.

Right after you begin the section, record the Start, Stop, and “five minutes remaining” times for the Writing Test.

**REMINDER:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce the Stop time, check your timer carefully against the time that you have written down.

Testing staff should circulate about the room and check that students are working on the correct test section and no other test section, and that they are writing their essay in the appropriate place. Be on the lookout for students who appear to be having difficulty with any directions and then intervene before too much time is lost.

When your watch or timer indicates that exactly 25 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 30 minutes have passed, and you have checked the Stop time, say:



Please stop working. Put your pencil down and close your test booklet. I [we] will now collect your essay answer form and then your test booklet. If you put your essay answer form in your test booklet, remove it now so I [we] can collect them separately. Please remain quietly in your seats until I dismiss you.

To end the session, collect the essay answer form and test booklets individually. Count the test booklets and essay answer forms to verify that the number of materials distributed matches the number collected. When you are certain that all materials have been collected, dismiss the students from the testing. Depending upon your class structure, students may leave or move on to a different instructional activity. If the class session is over, remember to provide all the information that they will need for the next class—homework assignment, class meeting times, location, etc.

After students have been dismissed, make copies of their Scantron sheets in case the Scantrons are lost in the mail. Then use the provided envelope to mail the Scantrons to Cambridge's data service, AZ Prep. Make sure to include the Scantron Information Form in the envelope as well.