



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

Washington Comprehensive  
Assessment Program

# TA Script of Student Directions

## Smarter Balanced Paper-Pencil

Spring 2024

Mathematics Assessments

Grades 6, 7, and 8

Test Administrators (TAs) are required to use this script when administering all sessions of the Smarter Balanced paper-pencil mathematics summative assessments.

### School Test Coordinator Contact Information

Name:

---

Phone:

---

Cell:

---

Email:

---



# Table of Contents

---

Table of Contents.....2

Preparing for Testing.....3

Summative Student Directions–Math Grades 6, 7, and 8, Session 1 .....6

Summative Student Directions–Math Grades 6, 7, and 8, Session 2..... 11

Summative: Student Directions–Math Grades 6, 7, and 8, Session 3..... 14

Revision Log..... 17

## Preparing for Testing



This document contains the TA Script of Student Test Directions for the administration of the Smarter Balanced Paper-Pencil Mathematics Summative Assessment. It is required that Test Administrators (TAs) review the test-specific script and directions prior to administering a state assessment. Contents of this document include best practices for testing (before, during, and after) and the student directions. It is highly recommended that students are provided an opportunity to take the paper-pencil practice tests prior to taking the summative assessment.

### Before Testing (Day Prior or Morning of)

- TAs should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the TA should encourage students to do their best.

### During Testing

- Follow professional practices and test security protocols, as outlined in the *Professional Assessment Standards*.
- At least one trained TA must supervise students throughout the test session and until materials have been collected and accounted for. Students left unattended will have their test results invalidated.
- Provide all tools, supports, and/or accommodations according to each student’s plan. If the correct features are unavailable, do not continue testing and notify your School Test Coordinator (SC) immediately.
- TAs must ensure that students cannot access non-approved digital, electronic, or manual devices during testing.
- Break schedules should be followed according to the *Test Administration Manual (TAM)*. Additional breaks may be provided based on student needs and TA judgment.
  - Students who have not completed the assessment must be monitored during breaks and lunches.
- Should a testing incident occur during your session, you should stop testing immediately and notify your SC.
- Share your plan for students who finish early.
  - Do students leave the testing room, and if so, where do they go?
  - How are materials processed and accounted for?
  - If students remain in the testing room, what quiet activity is available?
  - Electronics are not permitted.
- This script must be used and followed exactly when a test is administered. When reading directions to students:
  - Read all material printed in boxes next to the word SAY. The italicized text outside of the SAY boxes is information for you and should not be read to students.
  - Do not paraphrase the directions.
  - Read the directions to students exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “Listen again.” Then read the direction again.
  - Deviating from the printed directions is a testing violation.
  - You may repeat any part of these directions as many times as needed.

- Do not provide suggestions to students on how to respond to the task or evaluate student work.
- For detailed instructions on TA support that is permitted during testing sessions, see the Supplemental Student Test Directions section below.

### After Testing

- Review early and follow the instructions in the Final Processing Steps for TAs section, prior to releasing students from the testing location.

For additional information see Appendix C: Chronological WCAP Checklists – Test Administrator in the TAM.

### Summative: TA Instructions

This document is required to administer all sessions of the Smarter Balanced Paper-Pencil Mathematics Summative Assessment.

### Ensuring Test Security

The security of the summative assessment instruments and the confidentiality of student information is vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test incident to ensure the validity of the summative assessment results.

For additional information on administering the Braille and large print test refer to the *Braille and Large Print Administration Instructions* available on the WCAP portal.

### Monitoring Test Progress

Once students have started their tests, TAs should ensure all conditions of test security are maintained. If a TA witnesses or suspects a possible test security incident, the TA should stop the student's test session and the SC should be contacted immediately in accordance with your *Test Security & Building Plan (TSBP)*.

### Supplemental Student Test Directions

If a student asks for assistance with their paper-pencil test form, TAs are permitted to:

- Re-read student directions in English or the student's native language.
- Acknowledge that the student's response is clearly recorded in the test booklet.
- Turn pages to help the student get to the correct page.

If you notice that a student is off task, you may read the statement below verbatim.

**Off Task**

**SAY:** It is important that you do your best. Do you need to take a break?

If the student responds with yes, you may read the next say box.

**Off Task**

**SAY:** Close your test booklet and take a break.

If a student is concerned about a question, you may support the student by reading the applicable response below verbatim.

**Question  
Concern**

I cannot help you check your work.  
**SAY:** Read the question again and think about what the question is asking you to do.  
Try your best and choose the answer that makes the most sense to you.

### Material Guidance

Calculators are not permitted for session 1. For sessions 2 and 3, a scientific calculator is allowed.

- Calculators must be available for students who choose to use them
- Calculator memories must be cleared before and after testing

Graph paper is required for grades 6-8 and high school and should be passed out to students at the beginning of each test session.

### Final Processing Steps for TAs

1. If students are allowed to leave the room when they finish testing, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. Prior to releasing students who have completed their test, you must collect and account for all testing materials provided to students during this test session. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in when finished testing. Electronic devices are not permitted.
2. For security reasons, only trained TAs may handle secure test materials.
3. Collect and account for all test booklets, answer booklets, individual ancillary materials, and calculators, as distributed and permitted for each test session (e.g., scratch paper and glossaries).
  - Calculators for students requiring additional time should remain with the student's test booklets.
  - Calculator memories for students requiring additional time should not be cleared until students complete the testing session. For students who have completed testing, clear all calculator memories before students exit the testing location.
4. Per your district-approved testing plan, students who need more time may remain in the same testing room or move to another location to finish the assessment.
  - For students remaining in the same room, redistribute test materials and instruct students to continue with the assessment.
  - For students moving to a new location, go to the new location and then redistribute test materials and instruct students to continue with the assessment. Students are not permitted to transfer secure materials.
5. When testing has been completed, promptly return all testing materials (e.g., accommodated forms, test and answer booklets, scratch paper, and glossaries) to your SC according to your school's *Test Security and Building Plan*.

## Summative Student Directions—Math Grades 6, 7, and 8, Session 1

---

Before you begin administration of the Session 1 Mathematics Pencil-Paper Summative Assessment, verify that you have all the necessary materials to support this testing session:

- test booklet
- answer booklet with student pre-ID label affixed to the front cover
- graph paper
- scratch paper
- state-approved mathematics glossary
- two sharpened number 2 pencils with erasers

**Calculators are NOT permitted for Session 1.**

Sessions 1 and 2 of the mathematics test may be administered to students in a single day or over multiple days. Each SAY box has a label to the left specifying whether the instruction pertains to the whole test (ALL) or to specific situations.

Read the SAY directions verbatim to the students.

<b>ALL</b>	<b>SAY:</b> If you have a bag, cell phone, or any other electronic device, raise your hand and I will show you where to put it. If you have a cell phone or other electronic device during the test, it will be reported, and you will get a zero on your test.
------------	---

*Pause. Show students where to place their electronics and bags. Students should not retrieve their cell phones, or other non-approved electronic devices at any time during their tests, including during breaks. Test scores will be invalidated for any student who is in possession of a cell phone or non-approved electronic device during testing.*

<b>ALL</b>	<b>SAY:</b> I am now going to pass out your test materials. Do not open your test booklet or answer booklet until I tell you to do so.
------------	--

*Pass out a test booklet, answer booklet, graph paper, scratch paper, a state-approved mathematics glossary, and two number 2 pencils to each student.*

<b>ALL</b>	<p>Make sure your name is on your test booklet and answer booklet. If you have any questions, raise your hand.</p> <p><b>SAY:</b> Look at the cover of your answer booklet. In a minute, I will tell you to write your name on the line next to student name. When you sign your name, you are saying “I understand that this test is private and that I cannot copy or talk about any part of this test with anyone.”</p> <p>If you have any questions, raise your hand.</p>
------------	---

*Pause to answer any questions the students might have. If students have concerns, assure them that you can assist them during the test, but this statement is a reminder that they should not talk about the passages or stimuli sections, the questions, or their answers on the test outside of the testing room or (as an example) on social media.*

**ALL** **SAY:** Now sign or print your first and last name, on the front cover of your answer booklet, on the line next to student name.

*Pause to allow students time to write their names. Assist students as needed.*

**ALL** **SAY:** In this session, the only materials you are allowed to use are scratch paper, graph paper, and a state-approved mathematics glossary. The glossary is for some items in your test booklet that include words where a definition may help you understand a test question. Do not use the glossary as scratch paper.

Write your name at the top of each piece of paper. I will collect the papers at the end of the test session.

*Pause to allow students time to verify materials and write their names. Assist students as needed.*

**ALL** **SAY:** You will be taking session 1 of the mathematics test. Do not look at any other sessions in the test.

You may only use a number 2 pencil with an eraser, other writing tools are not allowed. You may write in this test booklet or on the graph paper and scratch paper provided. You may also mark, underline, or circle keywords, and cross out answers in this test booklet. Mark your final answers in your answer booklet. If you have any questions, raise your hand.

Open your test booklet to page 1. Now open your answer booklet to page 1.

*Pause to answer any questions the students might have and make sure that the students are on the correct pages. Do not read the sample questions aloud. Note that the glossary includes at least one word for the sample questions. TAs may answer student questions about the glossary while going through the sample questions as well as during testing.*

**ALL** **SAY:** We will begin by doing some sample questions. Your test booklet contains several different types of questions as shown below. Each sample shows what a certain type of question looks like in the test booklet. You will mark your answers to the sample questions in the SAMPLES box above session 1 in your answer booklet. After you have marked your answer to the sample question we are working on, please wait quietly for my next instruction. When marking your answers, be sure to fill in bubbles completely and make your marks heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. Let's practice!

For Sample A, fill in only the bubble that goes with the answer you choose. If you have any questions, raise your hand.

*Pause. Give students time to answer Sample A and answer any questions the students might have. Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 2. However, wait until students answer all sample items (A-E) in their answer booklet before directing them to check their answers on page 2.*

<b>ALL</b>	<b>SAY:</b> Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. If you have any questions, raise your hand.
------------	--

*Pause. Give students time to answer Sample B and answer any questions the students might have.*

<b>ALL</b>	<b>SAY:</b> Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question that contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. If you have any questions, raise your hand.
------------	---

*Pause. Give students time to answer Sample C and answer any questions the students might have.*

<b>ALL</b>	<b>SAY:</b> Now go to Sample D. For some questions in the test, you will need to write your own response. Other questions on the test may contain blank lines for you to write your answer. For Sample D, draw a point on the number line to show your answer. If you have any questions, raise your hand.
------------	--

*Pause. Give students time to answer Sample D and answer any questions the students might have.*

<b>ALL</b>	<b>SAY:</b> Now go to Sample E. For some questions in the test, there are blank boxes for you to write your answer. Answer Sample E by writing your answer in the box. If you have any questions, raise your hand.
------------	--

*Pause. Give students time to answer Sample E and answer any questions the students might have.*

<b>ALL</b>	<b>SAY:</b> Now turn to page 2 in your test booklet. At the top of page 2, you will see a completed answer key for the sample questions A-E. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet. Do not look ahead to the next page until I tell you to.  If you have any questions, raise your hand.
------------	--

*Make sure that the students are on the correct page. Give students time to read the sample responses in their test booklet. Do not read the samples aloud or answers aloud. The Sample Item answers are provided here for your information: Sample A: choice B, Sample B: choice A and B, Sample C: a. N, b. N, c. Y, Sample D: Point placed at the line representing  $1 \frac{2}{3}$ , Sample E:  $\frac{3}{4}$  or .75. Pause to answer any questions the students might have.*



This session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to choose one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, completely fill in the bubble for your answer.

**ALL** **SAY:** When you come to the STOP symbol at the bottom of the page, you have finished this session. If you finish early, please close your booklets and sit quietly.

Near the end of the session, I will let you know that it is time to check your work and make sure that you answered all the questions in session 1 only. When you continue to session 2, you will *not* be able to go back and change any answers in session 1. If you have any questions, raise your hand.

*Pause to answer any questions the students might have. When you are sure that the students understand the directions,*

**ALL** **SAY:** Turn to page 6 in your test booklet and make sure that your answer booklet is on page 2. You may begin testing.

*Make sure that students are on the correct pages.*

### Monitoring Testing

- As students are testing, you should circulate through the room to ensure that all conditions of test security are maintained and that students are working independently.*
- When a student is off task or asks for assistance, refer to the Supplemental Student Test Directions section on page 4 for directions.*

### Finishing a Paper Test Session

*When there are approximately ten minutes left in the test session, the TA should give students a brief warning.*

**ALL** **SAY:** You have 10 minutes left to test. Finish the question(s) you are working on. Then check your answers to all the questions you answered on the previous pages in session 1 only. When you are done raise your hand.

*When it is time to end this test session,*

**ALL** **SAY:** It is time to stop testing. Put the papers you used during this test inside the front cover of your answer booklet. Close your test booklet and answer booklet, and I will collect your materials.

If you have not finished and need more time, please raise your hand.

*Pause. Refer to the Final Processing Steps for TAs instructions on page 5 for extended time testers and instructions on processing and securing materials.*

### Continue Testing Today

*If continuing to session 2 today be sure to give students a break between sessions. While students are taking a break, test booklets and answer booklets must remain closed on students' desks, the TA will collect all used scratch paper and graph paper, check to make sure that students did not use the glossary to take notes in session 1, and pass out new scratch paper and graph paper for session 2.*

*After students return from the break you will refer to the mathematics session 2 section, with **SAY** directions beginning on page 11, under the header **Administering [Session 2 Same Day](#)**.*

*6<sup>th</sup>-grade students: a four-function calculator is allowed for session 2.*

*7<sup>th</sup> and 8<sup>th</sup>-grade students: a scientific calculator is allowed for session 2.*

*Ensure that calculator memories have been cleared before and after session 2.*

## Summative Student Directions–Math Grades 6, 7, and 8, Session 2

---

Before you begin administration of the Session 2 Mathematics Paper-Pencil Summative Assessment, verify that you have all the necessary materials to support this testing session:

- test booklet
- answer booklet with student pre-ID label affixed to the front cover
- graph paper
- scratch paper
- state-approved mathematics glossary
- two sharpened number 2 pencils with erasers

6<sup>th</sup>-grade students: a four-function calculator is allowed for session 2.

7<sup>th</sup> and 8<sup>th</sup>-grade students: a scientific calculator is allowed for session 2.

Calculator memories must be cleared before and after session 2.

Session 2 of the mathematics test may be administered to students on the same day as session 1, or on a different day. Read the **SAY** directions verbatim to the students. Each **SAY** box has a label to the left specifying whether the instruction pertains to administering sessions 1 and 2 on the same day, or on different days.

### Administering Session 2 on a Different Day

Begin here when administering session 2 on a different day from session 1.

#### **Session 2 Different Day**

**SAY:** If you have a bag, cell phone, or any other electronic device, raise your hand and I will show you where to put it. If you have a cell phone or other electronic device during the test, it will be reported, and you will get a zero on your test.

*Pause. Show students where to place their electronics and bags. Students should not retrieve their cell phones, or other non-approved electronic devices at any time during their tests, including during breaks. Test scores will be invalidated for any student who is in possession of a cell phone or non-approved electronic device during testing.*

#### **Session 2 Different Day**

**SAY:** I am now going to pass out your test materials. Do not open your test booklet or answer booklet until I tell you to.

Pass out a test booklet, answer booklet, graph paper, scratch paper, a state-approved mathematics glossary, and two number 2 pencils to each student.

Now continue to the next **ALL SAY** box.

### Administering Session 2 Same Day

Begin here when administering session 2 on the same day as session 1. Make sure that scratch paper from session 1 has been collected and securely stored. If students are returning from a break, make sure that desks are cleared of non-test-related items. Pass out new graph paper and scratch paper. If you are administering Session 2 on a different day than Session 1, you will continue here after reading the **Session 2 Different Day SAY** boxes.

**ALL**

**SAY:**

Make sure your name is on your test booklet and answer booklet. If you have any questions, raise your hand.

In this session, the only materials you are allowed to use are scratch paper, graph paper, a state-approved mathematics glossary, and a calculator. Do not use the glossary as scratch paper.

Write your name at the top of each piece of paper. I will collect the papers at the end of the test session.

*Pause to allow students time to verify materials and write their names. Assist students as needed. Verify that 6<sup>th</sup>-grade students have access to four-function calculators, and 7<sup>th</sup> and 8<sup>th</sup>-grade students have access to scientific calculators if they choose to use them.*

**ALL**

**SAY:**

You will be taking session 2 of the mathematics test. Do not look at any other sessions in the test.

You may only use a number 2 pencil with an eraser, other writing tools are not allowed. You may write in this test booklet or on the graph paper and scratch paper provided. You may also mark, underline, or circle keywords, and cross out answers in this test booklet. Mark your final answers in your answer booklet. If you have any questions, raise your hand.

*Pause to answer any questions the students might have.*

**ALL**

**SAY:**

This session includes different types of questions. Read each question carefully and follow the directions. The questions will ask you to choose one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, completely fill in the bubble for your answer.

When you come to the STOP symbol at the bottom of the page, you have finished this session. If you finish early, please close your booklets and sit quietly.

Near the end of the session, I will let you know that it is time to check your work and make sure that you answered the questions in session 2 only. When you continue to session 3, you will *not* be able to go back and change any answers from previous sessions.

*Pause to answer any questions the students might have. When you are sure that the students understand the directions,*

**Grade 6**

**SAY:**

Turn to page 14 in your test booklet. Now turn to page 4 in your answer booklet. You may begin testing.

*Make sure that all grade 6 students are on the correct pages.*

**Grade 7**

**SAY:**

Turn to page 14 in your test booklet. Now turn to page 3 in your answer booklet. You may begin testing.

*Make sure that all grade 7 students are on the correct pages.*

**Grade 8**

**SAY:**

Turn to page 14 in your test booklet. Now turn to page 3 in your answer booklet. You may begin testing.

*Make sure that all grade 8 students are on the correct pages.*

**Monitoring Testing**

- As students are testing, you should circulate through the room to ensure that all conditions of test security are maintained and that students are working independently.*
- When a student is off task or asks for assistance, refer to the **Supplemental Student Test Directions** section on page 4 for directions.*

**Finishing a Paper Test Session**

*When there are approximately ten minutes left in the test session, the TA should give students a brief warning.*

**ALL**

**SAY:**

You have 10 minutes left to test. Finish the question(s) you are working on. Then check your answers to all questions you answered on the previous pages in session 2 only. When you are done, raise your hand.

*When it is time to end this test session,*

**ALL**

**SAY:**

It is time to stop testing. Put the papers you used during the test inside the front cover of your answer booklet. Close your test booklet and answer booklet, and I will collect your test materials and clear your calculator memory.  
If you have not finished and need more time, please raise your hand.

*Pause. Refer to the **Final Processing Steps for TAs** instructions on page 5 for extended time testers and instructions on processing and securing materials.*

## Summative: Student Directions–Math Grades 6, 7, and 8, Session 3

Before you begin administration of the Session 3 Mathematics Paper-Pencil Summative Assessment, verify that you have all the necessary materials to support this testing session:

- test booklet
- answer booklet with student pre-ID label affixed to the front cover
- graph paper
- scratch paper
- state-approved mathematics glossary
- two sharpened number 2 pencils with erasers

6<sup>th</sup>-grade students: a four-function calculator is allowed for session 3.

7<sup>th</sup> and 8<sup>th</sup>-grade students: a scientific calculator is allowed for session 3.

Calculator memories must be cleared before and after session 3. Read the **SAY** directions verbatim to the students.

**ALL**

**SAY:**

If you have a bag, cell phone, or any other electronic device, raise your hand and I will show you where to put it. If you have a cell phone or other electronic device during the test, it will be reported, and you will get a zero on your test.

*Pause. Show students where to place their electronics and bags. Students should not retrieve their cell phones, or other non-approved electronic devices at any time during their tests, including during breaks. Test scores will be invalidated for any student who is in possession of a cell phone or non-approved electronic device during testing.*

**ALL**

**SAY:**

I am now going to pass out your test materials. Do not open your test booklet or answer booklet until I tell you to do so.

*Pass out a test booklet, answer booklet, graph paper, scratch paper, a state-approved mathematics glossary, and two number 2 pencils to each student. Make sure students have their own test booklet and answer booklet. Students will record their answers in their answer booklet.*

**ALL**

**SAY:**

Make sure your name is on your test booklet and answer booklet. If you have any questions, raise your hand.

In this session, the only materials you are allowed to use are scratch paper, graph paper, a state-approved mathematics glossary, and a calculator. Do not use the glossary as scratch paper. Write your name at the top of each piece of paper. I will collect the papers at the end of the test session.

*Pause to allow students time to verify materials and write their names. Assist students as needed. Verify that 6<sup>th</sup>-grade students have access to four-function calculators, and 7<sup>th</sup> and 8<sup>th</sup>-grade students have access to scientific calculators if they choose to use them.*

**ALL**

**SAY:**

You will be taking session 3 of the mathematics test. Do not look at any other sessions in the test.

You may only use a number 2 pencil with an eraser, other writing tools are not allowed. You may write in this test booklet or on the graph paper and scratch paper provided. You may also mark, underline, or circle keywords, and cross out answers in this test booklet. Mark your final answers in your answer booklet. If you have any questions, raise your hand.

*Pause to answer any questions the students might have. When you are sure that the students understand the directions,*

**Grade 6**

**SAY:**

Please open your test booklet to page 28. Now open your answer booklet to page 6. Read the directions at the top of page 28 in your test booklet along with me as I read them aloud.

*Make sure all grade 6 students are on the correct pages.*

**Grade 7**

**SAY:**

Please open your test booklet to page 34. Now open your answer booklet to page 6. Read the directions at the top of page 34 in your test booklet along with me as I read them aloud.

*Make sure all grade 7 students are on the correct pages.*

**Grade 8**

**SAY:**

Please open your test booklet to page 36. Now open your answer booklet to page 6. Read the directions at the top of page 36 in your test booklet along with me as I read them aloud.

*Make sure all grade 8 students are on the correct pages.*

**ALL**

**SAY:**

This session is a performance task. Read the following information about your task. Then provide answers for each of the problems that follow, you can look back at this information as often as you need.

When you come to the STOP symbol at the bottom of the page, you have finished the session. If you finish early, please close your booklets and sit quietly.

Near the end of the session, I will let you know that it is time to check your work and make sure that you answered all the questions in session 3 only.

*Pause to answer any questions the students might have.*

**ALL**

**SAY:**

You may begin testing.

### Monitoring Testing

- As students are testing, you should circulate through the room to ensure that all conditions of test security are maintained and that students are working independently.*
- When a student is off task or asks for assistance, refer to the **Supplemental Student Test Directions** section on page 4 for directions.*

### Finishing a Paper Test Session

*When there are approximately ten minutes left in the test session, the TA should give students a brief warning.*

            
**ALL**            **SAY:**    You have 10 minutes left to test. Finish the question(s) you are working on. Then review your work for the performance task only. When you are done, raise your hand.

*When it is time to end this test session,*

            
**ALL**            **SAY:**    It is time to stop testing. Put the papers you used during the test inside the front cover of your answer booklet. Close your test booklet and answer booklet, and I will collect your test materials and clear your calculator memory.  
If you have not finished and need more time, please raise your hand.

*Pause. Refer to the **Final Processing Steps for TAs** instructions on page 5 for extended time testers and instructions on processing and securing materials.*



## Revision Log

---

Updates applied to this script after February 28, 2024, will be noted below.

Page	Section	Description of Revision	Revision Date