

Islamic Studies Standardized Test Series



TEST ADMINISTRATION DIRECTIONS

**All versions, test booklets, answer documents, and materials related to the Islamic Studies Standardized Test (ISST) are SECURE.
Do not copy or duplicate any materials in any manner and keep all materials in a locked location.**

GENERAL INFORMATION

Introduction

This manual provides direction for the administration of the Islamic Studies Standardized Test. As this manual contains information regarding materials and general testing procedures, you will need these directions to administer the test.

Purpose

This test series has been developed by accredited Islamic educators to measure student competency in four core content areas: 1) Qur'anic Studies; 2) Sirah and Hadith; 3) Aqidah, Fiqh, and Akhlaq, and; 4) Islamic Social Studies. Not all of these content areas may be included in the tests you are administering today. These tests are meant to be used diagnostically—to better understand students' strengths and instructional needs and to evaluate curriculum.

Teachers will not have to score these tests. The tests will be scored by an external scoring company (Strategic Measurement and Evaluation, Inc). All tests must be treated as SECURE material.

Timeframe for Administration

It is important that all students at each grade level in a building are assessed within the narrowest timeframe possible (the same date/time, if feasible) to minimize security issues during testing. (For example, test all 2nd graders the same morning.)

Time Allotment for Testing

Students are scheduled to have no more than 1.5 hours (90 minutes) of actual test-taking time. Test-taking time does not include reading the instructions to the students. It is important that students who require the time are permitted the entire time allotted. However, after 1.5 hour, stop the test session for all students. If all students complete the test prior to the allotted time, you may collect all booklets.

Students who need special accommodations due to a disability or special needs should be administered the test with accommodations based on the documentation provided in their IEPs or Section 504 plans.

REMINDER: These tests are secure material and may NOT be duplicated or photocopied in ANY form. If you require more materials, please contact your School Testing Coordinator.

PREPARING TO ADMINISTER THE ISLAMIC STUDIES STANDARDIZED TEST

Materials Needed for Testing

For test administration, you must have the following materials available:

- Test Booklets (one test booklet for each student and one for each administrator)
- Answer Documents (one answer document for each student)
- This Administration Manual (one for each test administrator)
- Sharpened No. 2 pencils (at least one for each student, plus several extras)
- A watch or clock
- Silent work for each student, to be used if they complete the test early

Rather than using separate answer sheets, students in Grade 2 may be instructed to mark their answers directly in the test booklet by circling the appropriate response. This decision is to be made on the individual school level. If you elect this option, ALL Grade 2 students must respond in the test booklet. In this event, the test booklets must be returned for processing and new booklets purchased for this grade level for future test administration. If you elect to have Grade 2 students mark directly in the test booklet, please ensure that the student name and school are written on the back cover of the test booklet.

Note: Appropriate accommodations, as documented in an IEP or 504 plans, should be afforded to students with disabilities who will be taking this test. Dictionaries cannot be used except as allowed by law for children with appropriate IEPs. (See the end of this manual for definitions of these plans.)

Preparing the Room for Test Administration

Provide each student with a well-lit, well-ventilated work space that is large enough to accommodate an open test booklet. Student desks should be cleared of all materials except a pencil. Students should be seated at a comfortable distance from each other to reduce opportunities for copying. To avoid interruptions, hang a “Do Not Disturb” sign on the door.

ADMINISTERING THE TEST

Completing the Student Identification Information

Test Booklets are reusable and, as such, students should NOT write their name on the booklet or respond to questions in the booklet. (**NOTE:** If you elect to have Grade 2 students mark directly in the test booklet, the test booklets must be returned for processing and new booklets purchased for this grade level for future test administration.) Students will be recording their names and demographic information on the front page of the answer document. This includes Last Name, First Name, MiddleInitial; Racial/Ethnic Group; Grade Level; Gender; School Name; and, Teacher Name. **All information is required.** (Alternatively, teachers

can complete all of the student identification information on the front of the answer documents prior to test administration. In this case, be certain to provide the CORRECT answer document to each student when distributing test materials.)

Provide each student with an answer document before distributing the test booklets. Ask students to print their names on the front of the answer document in the boxes marked “Last Name”, “First Name”, and “Middle Initial”. Please be sure to instruct students to print clearly and to write their **last name first**, followed by their first name. Move around the room to make sure that all students have written their names on the front of the Test Booklets. After students have completed printing their name in the name boxes, ask students to “bubble” in the corresponding letters for their name. (To ensure accuracy, demonstrating this task is recommended for younger students.)

After completing the name grid, ask students to mark their Racial/Ethnic group by filling in the appropriate bubble (“AA” = African; “AF” = African American; “AS” = Asian; “E” = Eastern European; “M” = Middle Eastern; “H” = Hispanic; and, “W” = White Caucasian.)

Following completion of the Racial/Ethnic grid, ask students to fill in the appropriate number to represent their grade in the “Grade Level” grid (e.g., fill in the “2” to represent Grade 2).

Finally, ask students to neatly print the name of the school in the “School” grid and the name of their teacher in the “Teacher” grid.

The Oral Directions Script

To ensure standardized administration conditions, this manual contains oral directions that you will read to the students. The scripts are separated by appropriate grade level. Read aloud the words that are in bold.

SAY: Today you will be taking a series of short tests. These tests measure how much you have learned about what we have been studying in class. Each test has several multiple-choice questions. You will STOP between each test before going on to the questions in the next test.

It is now time to begin. Open your test booklets to “Marking Your Answers” on page 2. Follow along as I read the directions to you. (Check that students are following along.)

To help you understand how to answer the test questions, some samples are given at the beginning of each test. The samples will show you what the questions in that test are like and how to mark your answers.

Once you decide what the best answer to a question is, you should mark your answer on your answer sheet. First you need to find the row of circles with the same number as the question. Then you can darken in the circle with the same letter as the answer you chose.

There are three important things to remember in marking:

1. *Make a dark mark.* The mark should be large enough to fill the circle, but it should not go outside. Do not waste time making very neat marks. It is more important to make dark marks. Be sure to use a pencil with soft, black lead.

2. *Keep your place on the answer sheet.* Be sure that your mark for every question is placed in the row with the same number as that question.
3. *Mark only ONE mark in a row.* If you change your mind about an answer, erase your first mark as completely as you can.

In taking any of the tests, if you do not know the answer to a question, skip it and go on. You may return to it later if you have the time. The GO ON marker at the bottom of a test page tells you to turn to the next page. Work until you reach a STOP marker, which tells you where the test ends. If you finish a test early, you may go back over your work, but do not look at any of the other tests in the booklet.

DO NOT MAKE ANY MARKS ON ANY PAGES OF THIS TEST BOOKET. Other students may use the same booklet later. DO NOT FOLD THE PAGES OF YOUR ANSWER SHEET.

SAY: It is now time to begin the test.

Providing Help During Test Administration

Do not suggest answers, and do not comment on or evaluate student work during the test. Remember, this test is meant to be used diagnostically and to aid in better understanding students' strengths and instructional needs.

After Test Administration

Collect all test materials (Test Booklets and Answer Documents) and check the answer documents in the following manner:

1. Verify that there is an answer document for each student who was tested. If you elected to have Grade 2 students mark directly in the test booklet, Grade 2 booklets must also be returned.
2. Make sure that each student has correctly completed the demographic information on the front of the answer document.
3. Complete the "Student ID" on the back of each student's answer document by printing and gridding the school ID number for each student. If the student's scores are to be excluded from averages, mark the appropriate information in the "Exclude from Averages" grid. If you elected to have Grade 2 students mark directly in the test booklet, please ensure that the student name and school are written on the back cover of the test booklet.

Sort test materials into stacks of:

- Test Booklets
- Completed answer documents
- Unused answer documents.

Be sure to mark which stack of answer documents is **UNUSED**.

Return all testing materials to your school Test Coordinator
(Test Booklets, Completed and Unused Answer Documents, and this Administration Manual)

Special Terms and Directions

IEP: An IEP is Individualized Education Plan, a detailed description of the educational goals, assessment methods, behavioral management plan, and educational performance of a student requiring special education services.

504 Plan: The U.S. **Rehabilitation Act of 1973** prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.

The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in Title I of the Americans with Disabilities Act

Test Exclusions: Student scores may be excluded from averages based on their IEP or Section 504 plan. Please discuss with the school administration whether or not these students' scores should be marked as excluded from averages.