

## COMPONENT IV: POST-APPLICATION ~

### PRE-EXAM ACTIVITIES

#### 1) SEATING ARRANGEMENTS

Seating arrangements should allow for more efficient and effective exam supervision, excellent test security and customer convenience.

##### A. Seating Chart

Having a permanent record of applicants in the form of a seating chart (SEE APPENDIX “L-1” - “L-4”) is absolutely invaluable. A seating chart:

- helps proctors to assist examinees to their seats quickly and quietly
- helps proctors take roll quickly
- allows the Examiner to immediately identify the name of an examinee
- allows staff to identify/ move a problem examinee out of the room quickly and quietly
- is a “double check” to the sign-in list of who attended and who did not
- displays the location of left-handed desks and tables for larger-sized examinees before the examinees enter the room
- allows the Examiner to determine at a glance whether a seat is supposed to be empty for the entire exam or just for that particular subject area test
- allows the Examiner to easily double-check the test booklet forms after the exam scores have arrived to see if an examinee who received a score which is obviously “out-of-line” with his or her other scores, actually recorded an incorrect booklet form on the blue GED score sheet.)

A seating chart should show the following at a glance:

- name of the Chief Examiner and proctors for that day
- what tests were given to which students
- which proctors were assigned to assist each row or section
- which students were seated in the front of the room for special accommodations (visual, aural, physical or emotional disabilities) or in the back (physical disabilities, such as back pain, requiring applicant to stand periodically)
- which students should have been (or were) seated in special seats
- proctors’ responsibilities for any particular subject area test

Although all this information is written elsewhere, nowhere does this information come together in an easily scanned form as on the seating chart. The seating chart also serves as a “second witness” to a student’s claim that his answers were incorrectly scanned by the GED Office in Tallahassee. *(It is not unheard of for a student to memorize sequences of answers from one test administration to another. Yet when examinee is unwittingly confronted with a different form of a subject area test, he sometimes relies on memorized answers, thus failing that*

*test. The seating chart confirms the test form that an examinee completed.)*

The seating chart should remain with all records for each particular test administration. The seating chart is an invaluable tool for double-checking on a seemingly-unexplainable test score.

## **B. Seat Assignment**

The term “retesters” refers to examinees that have tested at least once. A retester’s seat should be assigned based on the restriction against retesting on the same test form. The assignment of seats to retesters is one of the most critical and detailed jobs at the testing center. Each retester’s transcript (score history) should be interpreted after scores arrive from a test administration. The forms the retester may not take should be clearly written on the transcript so as to avoid any misinterpretation.

No matter what the configuration of the room, the Examiner should be able to explain the relationship of a seat location to the test-booklet form and number. The dissemination of tests according to forms should be logical and replicable. Knowing a site format well assists in double-checking what test booklets are “out” (being used) and “in” (secured at the examiner’s station in the testing room).

For never-before-tested examinees, seats should be assigned randomly based on a describable procedure such as:

- first registrants are assigned seats beginning on the left
- all applicants on the east side of the tables will be tested on form “--”

There is no one/best way to parcel out seats. Each center should keep a few front-row seats unassigned until the very last day of registration for individuals needing a closer seat to the Examiner, to the clock, to the blackboard or to the easel where the test times are posted.

## **C. Special Seating**

If the testing center has prior knowledge of or contact with individuals who have a history of disturbing behavior in a class or in testing session, it is to the Examiner’s advantage to seat them as near to the exit door and Examiner’s station as possible. As examinees are being seated and it becomes immediately obvious that an individual is attempting to communicate with other examinees inside the testing room, being seated in the front row allows for the proctors to remove the examinee without having to be obvious or disruptive to the rest of the room. *(Sometimes the local Examiner will know that applicants referred from one classroom site will be well-behaved or well “prepped” by a specific instructor. Based on the odds, those examinees can be placed in areas where a disturbance would cause the least disruption.)*

Extra individual tables with large seats should be placed in the room for examinees that may request them at the last minute. *(If a pregnant female is signed up for the exam at 6 months, it is more likely than not that she will need a*

*seat exchanged for a table in order to be comfortable enough to remain in the room for the entire test.)*

Arrangements should be made for sufficient other tables to be located in full view of the examinees, yet inaccessible to them, until after they are dismissed for breaks. All personal items such as large purses, coats, drinks and lunches should be secured on those tables, away from the seating areas. Only small purses or wallets should be allowed to be placed underneath or inside the desks, with the proviso that they are not to be touched until after the examinee has relinquished all testing materials. Prior to each subject area test, proctors should walk the room, carefully checking each desk to ascertain that each examinee has properly secured personal items.

## **2) DAY BEFORE THE EXAM**

### **A. Necessary and Helpful Items**

Sharpen twice the number of pencils than examinees and pack a sufficient number of working pens to serve about half-again as many examinees that have registered for the WRITING SKILLS TEST. Pens dry up and pencils break in the hands of nervous examinees. No one wants to hear the noise of an electric or manual pencil sharpener while attempting to concentrate on an exam. Check to see that your tools are in working order!

It is also important to prepare the following items to take to the room:

- chalk or dry-erase markers (test times must be posted)
- the official, battery-run clock (never rely on an electric wall clock in a classroom. Take a large clock of 13" or more in diameter and ensure that it will hang on the wall in full view of all examinees)
- plenty of clean scratch paper (colored paper is better, since it cannot easily be 'stashed away' to be taken out and shared with friends)
- tissues and paper towels (for examinee use, to avoid purse or pocket rummaging)
- wrapped mints (for those with noisy coughs)
- a small, non-noisy snack (for the Examiner or proctor who must work over the lunch or dinner hour)
- transparent tape (to tape names on tables, Row Charts on desks, helpful 'little signs,' etc.)
- clipboards (to hold and mark on seating charts)
- paper clips (to secure incoming score sheets to logs, applications forms, etc.)
- antibacterial moisture wipes (staff should use these periodically throughout the exam to help suppress the exchange of germs and avoid contagious diseases)

It may seem picayune to recommend that all these items be readied and packed to go a day in advance of the exam, but no matter how many times an exam is given, it is easy to forget to carry one or two small items to the testing room. At the actual exam time, it is very difficult to find someone who is free to go back to

the office to pick something up that was inadvertently left out in the “rush” to get everything together.

## **B. Room Preparation**

Check the examination room to see that:

- special seating arrangements are in place
- HVAC and lights are working and controllable
- proper tables for holding student possessions are in place
- secure tables within the area of the Examiner’s station are ready for the test booklets, for checking-in test booklets, for the application packets, etc.
- examinees are separated from the Examiner’s station by a physical barrier
- room key is available and works easily

## **3. ADMINISTRATOR’S FINAL REVIEW/APPROVAL**

The Administrator of the “testing team” might be the Chief Examiner, the Alternate Examiner or the GED Administrator. The purpose of the final review and approval of an applicant’s paperwork is to give the GED Administrator a chance to ensure that all paperwork is accurate and ready for the implementation of the exam, so that potential problems do not first appear while examinees are in the testing room. *(Before the example center instituted this “final, pre-exam review” of paperwork, errors of a nature that will be touched on below occurred on exam day. This administrative review takes from 15-45 minutes and serves as a double-check on all the GED-exam paperwork, uncovering even minor errors.)*

A day or so before the exam, the staff in charge of preparing the individual examinee packets, collects the following documentation:

- “Master Alpha List” (an alphabetical print-out of all examinees)
- GED Application Packets
  - copy of the Social Security card, and Florida picture ID
  - Florida GED Application Form
  - examinee’s individual log with locally-needed questions and information
  - blue, GED score sheet completely and accurately bubbled in and checked by staff
  - official GED predictive scores and instructor recommendation - for applicants 16/17 years of age only
  - a fee receipt, Fee Deferment Forms, Fee Waivers, or Rescheduling Permits
  - transcript card containing the DOE record of GED scores and eligibility requirements
- Pre-GED Data Report (SEE APPENDIX “U”) containing only the names of students enrolled in the test center’s home institution
- Packet Checklist to be completed by the GED office staff
- Document-Consistency Checklist to be completed by the testing team Administrator

The Administrator first checks to see if the Packet Checklist is complete; then completes the items on the Document-Consistency Checklist.

## **A. Packet Checklist and Explanations**

Included in this component, you will find the Packet Checklist, with two sets of questions. The first set of questions (“A”) is what the Administrator uses to ensure that the paperwork is complete and accurate and that all eligibility constraints have been followed. The second set of questions (“B”) is reviewed after the test has been taken, the scores have been received and the GED Test Folder (for that particular test administration date) is ready to be archived. (*The Packet Checklist: Explanations answers why each question on the Checklist was important.*)

## **B. Consistency Checklist and Explanations**

In this Component, you will find the Document-Consistency Checklist, followed by the Document Consistency Checklist: Explanations. The answers to the questions on this Checklist ensure that no information is missing during the three stages of the GED Examination process. Those three stages are:

- “A”~ administering the exam
- “B”~ submitting the paperwork to the state GED Office
- “C”~ maintaining the database of scores

Section “A” is the only section of the Document-Consistency Checklist that should be completed before the GED exam is administered.