NJSLA-S

New Jersey Student Learning
Assessment for Science

SPRING 2018
TEST COORDINATOR
MANUAL

SPRING 2018
Computer-Based & Paper-Based Testing
Science

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

NJSLA-S Contact Information

For Questions about	Whom to Contact	Contact Information and Resources

• Technology, including PearsonAccess^{next} and TestNav
• Test administration
• Test materials
	NJSLA-S Support Center	**Web:** www.measinc.com/nj/science
		  Manuals: www.measinc.com/nj/science
		  Training Modules:
		  https://parcc.pearson.com/training-modules/
		Hours: 8:00 a.m.–5:00 p.m. Eastern
		Telephone: 888-705-9416
		Chat: Log in to PearsonAccess^{next} and select **Click here for Live Chat** under **Contact Us** in the right side panel.

• Test Administration Policies • Test security	LEA or NJSLA-S State Contact	Follow **Appendix C** on whom to contact (LEA or NJSLA-S State Contact).

Testing Window for NJSLA-S

Spring 2018 Field Test Administration – Testing Window	
Computer-Based Tests – Elementary School, Middle School and High School	**May 7 – June 8**
Paper-Based Tests – Elementary School, Middle School and High School	**May 14 – May 25**

Table of Contents

NJSLA-S

1.0 Overview

The NJSLA-S will be administered in either computer-based (CBT) or paper-based (PBT) format. These assessments will focus on actively engaging students in scientific and engineering practices to apply crosscutting concepts of the core ideas in these fields.

Each assessment comprises multiple units. Refer to Section 2.4 for additional information about the number of units for each assessment.

1.1 About this Manual

This manual provides instructions applicable to Test Coordinators and Technology Coordinators for the administration of the computer-based and paper-based versions of the NJSLA-S assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.

🖥️	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests.
✎	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to paper-based tests.

This manual also contains the policies related to test security and test administration that all school staff must follow.

This manual refers to documents on the NJSLA-S website at www.measinc.com/nj/science and also to documents on Avocet, PARCC's Documentation Library. Some PARCC documents are applicable to NJSLA-S, but other documents are specific to the assessment. All Avocet documents can be found at http://avocet.pearson.com/PARCC/Home.

All administration instructions for Test Administrators are included in the *Test Administrator Manuals (TAMs)*. The *TAM* also includes administration scripts, which are also available as separate documents at the link below. In addition to English, the scripts are translated into Spanish. The translated scripts are available at www.measinc.com/nj/science.

Note: For students who have an accommodation for a test administrator to read test directions in a language other than English or Spanish, districts will need to translate the directions themselves, as no prepared scripts exist for other languages.

1.2 Roles of Individuals

The **Local Education Agency (LEA)/District Test Coordinator (DTC)** is the individual at the LEA/district level who is responsible for the overall coordination of test administration. For the purpose of this manual, the term LEA Test Coordinator is used. When testing issues arise, the LEA Test Coordinator is the main point of contact with your NJSLA-S State Contact and the NJSLA-S Customer Support Center.

The **School Test Coordinator (STC)** is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee.

This individual is responsible for coordinating test administration at his or her school. This individual is also responsible for all post-testing procedures (e.g., stopping all online test sessions, returning of all secure materials).

A **Test Administrator (TA)** is an individual at the school who is responsible for administering the assessment. Refer to **Appendix C** for specific qualifications. In reference to roles such as Test Examiner, for the purpose of this manual, the term Test Administrator is used.

In general, the following individuals may serve as a Test Administrator:

- Individuals employed by the LEA as teachers
- LEA- and school-level administrators
- Other certified educational professionals

Parents or legal guardians may NOT serve as a Test Administrator for their own child. In addition, student teachers may NOT serve as Test Administrators.

A **Proctor** is an individual who may be called on to help a Test Administrator monitor a test unit under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to **Appendix C** for more information.

🖥️	A Proctor is recommended for all test sessions due to the nature of computer-based testing.
✏️	A Proctor is recommended for all test sessions with more than 25 students.

A **Technology Coordinator (TC)** is an individual at the school or LEA/district level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring each testing device meets technology requirements
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Installing ProctorCache
- Precaching test content
- Purging test content from ProctorCache
- Installing the TestNav application, if not using a browser-based TestNav
- Configuring PearsonAccess[next]
- Helping with the Student Registration/Personal Needs Profile (SR/PNP) file
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for School Test Coordinators and Test Administrators

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of the NJSLA-S is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. School Test Coordinators are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements.

School Test Coordinators must implement chain-of-custody requirements for materials as described in this section. School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials, and securely destroying (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying) certain specified materials after testing as described throughout Section 5.0.

School Test Coordinators are required to maintain a tracking log to account for collecting and securely destroying secure test materials. Scratch paper written on by students must be securely destroyed. Schools must retain the Chain-of-Custody Form or tracking log of secure materials for at least three consecutive assessment cycles. Copies of the Chain-of-Custody Form for computer-based testing can be found at:

http://www.state.nj.us/education/assessment/parcc/forms/ChainofCustodyFormForComputerBasedTestingMaterials.pdf.

Copies of the Chain-of-Custody Form for paper-based testing will be included in each LEA or school's test materials shipment and can be found at:

http://www.state.nj.us/education/assessment/parcc/forms/ChainofCustodyFormForPaperBasedTestingMaterials.pdf.

Test Administrators are NOT to have extended access to test materials before or after administration. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

	The following test materials are secure: • Student testing tickets • Scratch paper written on by students • Human Reader scripts (if applicable) • Tactile graphics (if applicable)
	The following test materials are secure: • Test booklets • Answer documents • Large print and braille test booklets • Scratch paper written on by students • Human Reader scripts (if applicable) • Tactile graphics (if applicable)

2.1.1 Test Coordinator Responsibilities for Maintaining Security

- Before testing, develop a security plan that aligns with school, LEA, NJDOE, and NJSLA-S policy.
- Authorize specific personnel to serve as Test Administrators and train them to properly administer NJSLA-S tests. Designate other school and/or LEA personnel as necessary to maintain a secure test administration and train them in NJSLA-S security requirements.
- Keep secure testing materials in locked central storage when NJSLA-S tests are not being administered.
- Monitor the receipt and distribution of all test materials.
- To ensure the integrity of the test administration, School Test Coordinators may wish to periodically check student login records in PearsonAccess[next] to ensure that students in their school have only been logged in to TestNav on days they were expected to be testing.

2.1.2 Test Administrator Responsibilities for Maintaining Security

1. **Receive training in administering test units properly and securely.**
   - Review the *TAM* and all relevant test security requirements before administering test units.
   - Attend any training session(s) led by the STC/designee before test administration.
   - Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.

2. **Administer all tests according to appropriate protocols.**
   - Administer tests during the NJSLA-S testing window, and administer units in the prescribed order.
   - Follow the directions and read the scripts in the *TAM* verbatim to students.
   - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
   - Provide students with all required test materials listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing units. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test unit, including after a student turns in his or her test materials, or during a break (See exception listed in Section 2.2.1).

3. **Focus full attention on the testing environment at all times during testing.**
   - Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, for paper-based testing, **a Test Administrator may view students' test booklets and answer documents for the sole purpose of confirming that students are working in the correct unit**. A Test Administrator may not review test booklets and answer documents, and/or confirm whether a student has responded to all test items.
   - Ensure that students are supervised during testing, including during breaks.
   - Ensure students are working only on the unit being administered. If a Test Administrator observes a student working in the incorrect unit of the test or reviewing the incorrect unit of the test, this can be a testing irregularity that must be reported to the STC. See **Appendix C** for instructions on how to handle these situations.

4. **Ensure that students do NOT participate in any form of cheating.**
   - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

5. **Do NOT provide unauthorized assistance to a student that could impact his or her answers.**
   - At any time during a test session, a Test Administrator may repeat a portion of the *TAM* script if necessary for clarification.
   - However, Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact his/her answers. Examples of unauthorized assistance include, but are not limited to:
     - Providing answers to a student
     - Indicating that a student has answered a question incorrectly or left a question blank
     - Defining words or providing synonyms
     - Spelling words
     - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
     - Altering, explaining, simplifying, or paraphrasing any test question, stimulus, prompt, or answer option
     - Suggesting that a student write more on a question, check his or her work, or review or reconsider a response to a question

6. **Follow proper test security procedures for providing accessibility features or accommodations.**

- Ensure that students are ONLY provided accommodations that are listed specifically for use during NJSLA-S testing in an approved IEP or a 504 plan, or an EL plan for English Learners. See "extended time and/or frequent breaks policies" in **Appendix C** for the applicable EL recommendation.

- Follow guidelines on proper administration of accommodations or accessibility feature as prescribed in the *PARCC Accessibility Features and Accommodations (AF&A) Manual*.

7. **Follow chain-of-custody requirements to return all test materials after testing each day.**

2.1.3 Security Forms

To document proper test administration and security procedures, the following forms must be used:

- Chain-of-Custody Form
- Security Agreement
- Form to Report a Testing Irregularity or Security Breach
- Form to Report Contaminated, Damaged, or Missing Materials
- Post-Test Certification Form

You may be required to submit security forms online. To submit a security form online:

- Go to http://pearsonaccessnext.com > **Support** > **Support Requests** > **Select Tasks** > **Create/Edit Requests** > **Start**.

- Select your **Organization** and **Category** from the drop down menus and provide a brief explanation in the field provided.

- Attach your security form by selecting the **Choose Files** button and selecting your form, and then click the blue **Create** button.

For your convenience, copies of the security forms are included as appendices in this manual, and templates are available at http://www.state.nj.us/education/assessment/district/. Refer to **Appendix C** for further instructions.

2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.

2.2.1 Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break.
    - Exception: Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment ONLY in cases of emergencies or when timely administration assistance is needed. LEAs may set additional restrictions on allowable devices as needed.

- Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Refer to the *PARCC Accessibility Features and Accommodations Manual* for specific information.

- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times.)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Unlocking a test in PearsonAccess[next] during non-testing times without NJDOE approval
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the test administration window without NJDOE approval

- **Test Materials Irregularities and Breaches**
  - Losing a student testing ticket
  - Losing a student test booklet or answer document
  - Losing Human Reader scripts
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the passages or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature or accommodation which requires a Test Administrator to access passages or test items
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
  - Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
  - Removing secure test materials from the school building or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the *TAM*
  - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
  - Allowing unauthorized visitors in the testing environment
    - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.

- Authorized Visitors—Visits by New Jersey assessment office monitors, LEA monitors, and NJDOE-authorized observers are allowed as long as these individuals do not disturb the testing process. Refer to **Appendix C** for details about observation visits.

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, refer to **2.2.1.** If an incident must be reported, follow the protocol outlined below:

- The incident must be reported to the School Test Coordinator immediately.

- The School Test Coordinator or LEA Test Coordinator contacts your NJSLA-S State Contact.

- The Form to Report a Testing Irregularity or Security Breach (refer to **Appendix D**) must be completed and submitted within two school days of the incident, unless otherwise directed by your LEA Test Coordinator or NJSLA-S State Contact.

- If follow-up documentation is required by your LEA Test Coordinator or NJSLA-S State Contact, complete any additional documentation. Return any defective test booklets to Measurement Incorporated.

- Occasionally, individuals will contact the New Jersey Department of Education office with allegations of testing irregularities or security breaches. In these instances, the NJSLA-S State Contact may contact the School Test Coordinator or LEA Test Coordinator and ask the individual to investigate the allegations and report back to the NJSLA-S State Contact.

2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day. Refer to **Appendix C** for information on what students may do after testing.

- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.

- The testing sign in **Appendix C** in the *Test Administrator Manual* should be posted on the outside of the room door.

- Prohibited classroom resources (described in "Materials Prohibited in Testing Environment") must be removed or covered.

Administration Considerations for Students

The School Test Coordinator has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, School Test Coordinators may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English learner:

- Small-group testing
- Frequent breaks
- Time of day
- Separate or alternate location

- Specified area or seating
- Adaptive and specialized equipment or furniture

For more information on administrative considerations that are available for ALL students, refer to Table 2 of the *PARCC Accessibility Features and Accommodations Manual*.

Materials Prohibited in the Testing Environment
Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following materials may NOT be used at any time during a unit, including after a student has completed testing (e.g., turns in his or her test booklet and answer document) or during a break. Students, Test Administrators, Proctors, or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Units**
  - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception)
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English learner.
  - Any manipulative not approved through a unique accommodation request prior to testing (refer to Section 6.2 for more information).

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is NOT allowed in the testing environment.

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in his or her possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Other materials may be permitted after a student has completed testing. Refer to **Appendix C** for specifics.

Exceptions for Test Accommodations
A student with a disability or a student who is an English learner may be allowed to use certain tools or materials that are otherwise prohibited during testing, if the accommodation is documented in the student's IEP, 504 plan, or EL plan. Refer to *PARCC Accessibility Features and Accommodations Manual* for details.

2.4 Scheduling and Testing Time

Administration Dates

All test units, including make-up testing (refer to **Appendix A** for definitions of *session* and *unit*), must be completed during the New Jersey testing window (refer to **Appendix C**).

Testing Time

NJSLA-S tests are strictly timed, and no additional time may be permitted (with the exception of an extended time accommodation as noted in Section 2.4.3). Test Administrators are responsible for keeping time during testing.

Administration Time is the total time that schools should schedule for each unit. It includes the unit testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, closing units, and collecting test materials (shown in Table 2.0 below).

Example: When the unit testing time is 60 minutes, schools might schedule a total of 85 minutes: 15 minutes for reading directions + 60 minutes of testing + 10 minutes for closing the unit.

Test administration times are shown in Table 2.0 (note that times vary by grade). In planning the school's NJSLA-S assessment administration schedule, School Test Coordinators should plan for the entire unit testing time for each unit.

Table 2.0 Administration Time

	Task	Administration Time
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
	2. Distribution of test materials to students	5 minutes
	3. Administration of unit	Refer to Unit Testing Times below (30, 45, or 60 minutes)
	4. End-of-unit activities, including logging students out of TestNav and collecting test materials	5–15 minutes

Unit Testing Time is the amount of time that must be provided to any student who needs it to complete the unit. Tables 2.1–2.3 show the amount of time for each unit. Test Administrators are responsible for keeping track of time during testing.

If **all** students have completed testing before the end of the unit testing time, the unit may end. Once the unit testing time has been reached, the unit must end, except for students with extended time accommodations. Refer to **Appendix C** for information about what students may do if they complete a unit prior to the end of the unit testing time.

Table 2.1 Unit Testing Times for Grade 5

Unit	Unit Testing Time (Minutes)
Unit 1	30
Unit 2	30
Unit 3	30
Unit 4	30

Table 2.2 Unit Testing Times for Grade 8

Unit	Unit Testing Time (Minutes)
Unit 1	45
Unit 2	45
Unit 3	45
Unit 4	45

Table 2.3 Unit Testing Times for Grade 11

Unit	Unit Testing Time (Minutes)
Unit 1	60
Unit 2	60
Unit 3	60
Unit 4	60

2.4.1 Guidelines for Scheduling

Units may be scheduled at any time on regular school days during the student's normal school hours throughout the scheduled testing window.

Schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. A test session may be scheduled across multiple days with one or more units administered each day. **No more than two units per day** for any given student may be scheduled. When scheduling multiple units for a single day, schools should account for breaks between units (refer to Section 2.4.4 for the policy on breaks).

Each student is expected to complete a unit in a single sitting (i.e., all at once), with limited exceptions due to illness during testing (refer to Section 2.4.2 below). **Units must be administered in sequential order with the exception of make-up testing.**

🖥	For security purposes, each unit (e.g., Unit 1, Unit 2) should be scheduled **as close together as possible** for all students within the same grade with the exception of make-up testing (refer to Section 2.4.2).
✎	For security purposes, each unit (e.g., Unit 1, Unit 2) must be completed by all students within the same grade **on the same school day**—with the exceptions of make-up testing (refer to Section 2.4.2) and students with an extended time accommodation (refer to Section 2.4.3).

2.4.2 Make-up Testing

Students who are NOT tested on the regular administration date should participate in make-up testing. Make-up tests may be scheduled after the original unit as long as it falls within the testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled units.

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency) without finishing that unit, he or she may be allowed to complete that unit on a different day. Test Administrators must note the exact place in the unit where the student stopped and the amount of time remaining. Students are NOT allowed to alter any previously entered or written responses. They must pick up exactly where they left off.

🖥	Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously entered responses.
✎	Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously written responses.

For make-up testing, it is recommended that the student who missed a unit continue testing with his or her original testing group when he or she returns. The student will then complete the missed unit during make-up testing. Alternatively, if the school is able to schedule the make-up unit before the original testing group moves onto the next unit, the school may allow the student to make up the unit and then continue with his or her original testing group. School Test Coordinators should advise Test Administrators that the same test security and administration protocols must be in place for make- up tests as for the tests administered on the regularly scheduled days. When establishing a testing schedule, School Test Coordinators should identify specific make-up testing day(s).

> For make-up testing for computer-based testing, step-by-step directions are available in the *Make-Up Testing Directions for Computer-Based Testing* guidance document available at http://avocet.pearson.com/PARCC/Home. Make-up testing days may be used to test students who are affected by technology failures or interruptions.

2.4.3 Extended Time

A student may be allowed an extended time accommodation beyond the unit testing time up to the end of the school day to complete a unit ONLY IF this accommodation is listed in his or her IEP, 504, or EL plan. It is highly recommended these students be scheduled to test in a separate setting. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, each unit must be completed on the day on which it begins).

> When establishing a testing schedule, School Test Coordinators should account for students with extended time accommodations and consult with the Technology Coordinator regarding proctor caching requirements for devices used in the separate setting.

2.4.4 Break Policy

School Test Coordinators must determine and discuss procedures for breaks with Test Administrators prior to testing day. For breaks during testing, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including short breaks between units.

Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices. NJSLA-S policies for breaks are below.

	During short breaks, visual blocks should be applied to students' computer screens (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test. The Test Administrator should also ensure the security of students' scratch paper.)
	The Test Administrator should ensure the security of students' test booklets, answer documents, and scratch paper.

Restroom breaks during a unit: During a unit, individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Unit time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing unit.

Classroom stretch break during a unit: At the discretion of the Test Administrator, a classroom may take one "stand-and-stretch" break of up to three minutes during testing, and the Test Administrator may adjust unit time by no more than three minutes.

Breaks between units: If administering two or more units back-to-back, scheduled breaks are highly recommended between units. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed.

Frequent breaks: Frequent breaks may be offered as an administration consideration. (Refer to **Appendix C**.)

3.0 Before Testing

This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first day of testing. Since Section 3.1 only provides a checklist of tasks, refer to Sections 3.2–3.12 for more details.

3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete before Testing

Completing tasks during the timelines in this checklist is strongly recommended.

CBT/PBT	LTC	STC	TC	Task	Reference
				At Least Two Months before Testing	
🖥✏	❏	❏		Complete PearsonAccess^next Setup: https://nj.pearsonaccessnext.com • Register students (including PNP to ensure accommodated materials are ordered in the initial shipment). • Assign user roles.	Section 3.2 and https://nj.pearsonaccessnext.com
🖥✏	❏	❏		Develop security, training, and logistics plans for test administration.	Section 3.3
🖥✏	❏	❏		Establish the test schedule.	Section 2.4

CBT/PBT	LTC	STC	TC	At Least One Month before Testing	
🖥✏		❏		Review student accommodations/accessibility features list and develop a plan to track accommodations use. AF&A Manual: http://avocet.pearson.com/PARCC/Home#pdf=4900_10616	*AF&A Manual*
🖥		❏	❏	Meet with Technology Coordinators: • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test day activities.	Section 3.4
🖥✏	❏	❏	❏	Complete relevant training modules. http://parcc.pearson.com/manuals-training	http://parcc.pearson.com/manuals-training and Section 3.3.1
🖥			❏	Complete Technology Setup: *http://avocet.pearson.com/PARCC/Home#pdf=4886_16165* • Check every device and inventory software applications— some applications will need to be closed/disabled on all testing devices on test days. • Verify content filter/firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. • Download and install ProctorCache. • Run App Check. • Run Assess Testing Capacity in PearsonAccess^next. • Create/edit TestNav configuration in PearsonAccess^next • Load and configure a supported browser or TestNav App that is compatible with the testing devices. • Conduct Infrastructure Trial (recommended). • Prepare Test Administrator devices for testing.	Section 3.5 and *Infrastructure Trial Readiness Guide*
🖥✏		❏		Schedule and administer tutorials and practice tests (recommended). Tutorials: https://parcc.pearson.com/tutorial/ Practice tests: www.measinc.com/nj/science	https://parcc.pearson.com/tutorial/ www.measinc.com/nj/science and Section 3.7

CBT/PBT	LTC	STC	TC	**At Least One Month before Testing, continued**	
	❏	❏		Review security, training, and logistics plans for test administration.	Section 3.3
		❏		Schedule and conduct trainings for Test Administrators and Proctors, including accommodations training.	Section 3.3.1
		❏		Meet with students to review test day procedures.	Section 3.12
	❏	❏		Update student registration and PNP as needed in PearsonAccessnext. https://nj.pearsonaccessnext.com Instructions: http://parcc.pearson.com/manuals-training	http://parcc.pearson.com/manuals-training https://nj.pearsonaccessnext.com

CBT/PBT	LTC	STC	TC	**At Least Two Weeks before Testing**	
		❏		Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.	Section 3.11
		❏		Ensure all staff have reviewed and signed a New Jersey security agreement.	**Appendix B**
		❏		Meet with Test Administrators and Proctors: • Discuss test security and administration protocols and plans. • Review day of test activities.	Section 3.8

CBT/PBT	LTC	STC	TC	**At Least One Week before Testing**	
		❏		Receive, document, and store materials: • Ensure each test booklet has a corresponding answer document for the appropriate grade (5, 8, 11). • Account for damaged test materials. • Submit additional orders, as needed.	Sections 3.10.2–3.10.4
		❏	❏	Set up test sessions in PearsonAccessnext: • Print student testing tickets. • Confirm Test Administrator accounts are active. • Check that online form assignments and PNPs are correct. • Ensure students are in the correct test sessions, including students requiring Human Reader test sessions. https://nj.pearsonaccessnext.com	Section 3.2.3, Section 6.2, and *PearsonAccessnext Online User Guide* https://nj.pearsonaccessnext.com
		❏	❏	Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing. *Infrastructure Trial Readiness Guide* http://avocet.pearson.com/PARCC/Home#pdf=4886_16165	*Infrastructure Trial Readiness Guide*
		❏	❏	Verify test sessions and confirm that online form assignments and PNPs are correct. https://nj.pearsonaccessnext.com https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide	Section 3.2.4, Section 6.2 and *PearsonAccessnext Online User Guide* https://nj.pearsonaccessnext.com
		❏	❏	Precache operational tests. https://nj.pearsonaccessnext.com	*PearsonAccessnext Online User Guide* https://nj.pearsonaccessnext.com

CBT/PBT	LTC	STC	TC	Day of Testing	
		❏	❏	Confirm that tests are precached. *Proctor Caching Guide* https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache	*Proctor Caching Guide*
		❏		Start test sessions in PearsonAccess[next] and unlock the first test unit. https://nj.pearsonaccessnext.com	*PearsonAccess[next] Online User Guide* https://nj.pearsonaccessnext.com

3.2 PearsonAccess[next] Setup

LEA and School Test Coordinators must ensure all data and information for the LEA and school are properly configured in PearsonAccess[next] (https://nj.pearsonaccessnext.com), the management system for online and paper testing. The following sections provide guidance on the tasks for the setup of PearsonAccess[next]. For each of these tasks, step-by-step instructions are available in the PearsonAccess[next] training modules (available at http://parcc.pearson.com/manuals-training).

3.2.1 Student Registration and PNP

Review the Student Registration/Personal Needs Profile (SR/PNP) training module and guidance documents before registering your students to ensure that the student registration data load successfully. Test Coordinators or their designee should complete the SR/PNP training module (available at http://parcc.pearson.com/manuals-training) and carefully review the *PARCC Student Registration PNP Field Definitions* document (available at https://pearson.app.box.com/s/5uy89z5p3xahz7954z903lja1qh9ssyw).

	In order to receive test materials, such as paper-based accommodated test materials, tactile graphics for computer-based testing, and Human Reader Scripts, Test Coordinators must note any paper accommodations in the SR/PNP by the initial order deadline or place an additional order after the receipt of initial shipment of test materials.
	In order to receive student ID labels and the correct amount of test materials, Test Coordinators must ensure student registration data are uploaded to PearsonAccess[next] by New Jersey's deadline.

Guidance for accessing, navigating, and using PearsonAccess[next] is available in the *PearsonAccess[next] Online User Guide*.

3.2.2 Assign and Update User Roles

Staff administering the test or who need to make updates in PearsonAccess[next] will need to be provided with user accounts for PearsonAccess[next]. Refer to the User Roles Training Module and the *User Role Matrix* document at http://www.nj.gov/education/assessment/district/PARCCUserRoleMatrix.pdf for detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles (and additional add-on roles) they are assigned. If you cannot access the site, contact your LEA or NJSLA-S State Contact.

Returning users may need to reset their passwords in PearsonAccess[next]. After 180 days of inactivity, passwords are no longer valid.

🖥 3.2.3 Create and Manage Test Sessions (Computer-Based Testing Only)

Test sessions are groupings of students who will take the same test at the same time and place. Use an easily identifiable naming convention (e.g., Ms. Smith's Science Classroom) for the session name in PearsonAccess[next]. In PearsonAccess[next] test sessions, School Test Coordinators may need to view or edit test session details (e.g., add, remove, or move students) and add or change the test form assigned to students. Test sessions will also be used to generate and print student testing tickets.

Scheduling a date and time for a test session in PearsonAccess[next] is intended for planning purposes. A test session will NOT start until the Test Administrator clicks **Start** on the **Students in Sessions** screen, regardless of the scheduled start date and time. You can update the details (e.g., date, time, location) of each test session any time before a session is started.

Note: Human Reader test sessions must be set up separately from other test sessions. Refer to the PearsonAccess[next] Students in Sessions Training Module available at
http://parcc.pearson.com/manuals-training/.

🖥 3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

To ensure students have the correct accessibility features and accommodations before test administration begins, follow the process below:

1. Register students for testing using the SR/PNP Import or User Interface.

   - All PNP information must be included in the upload for students needing accessibility features and accommodations.
2. Run the PNP/Accommodations for Student Tests operational report and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations.
3. Confirm test session setup and add students to test sessions.
4. Precache tests.
5. Prepare test sessions.
6. Verify form assignments (for form-supported accommodations).

   - In PearsonAccess[next], select **Testing** > **Students in Sessions**.
   - On the **Students in Sessions** screen, add test sessions to the **Sessions List** by typing the test session name in the **Add** text field.
   - Check for an accommodation indicator next to the State Student ID (SSID).

Prior to testing, it is a best practice to review your school's SR/PNP data loaded in PearsonAccess[next] and form assignment within test sessions. Once a student starts a test with the incorrect PNP form assignment, the task of correcting the PNP form assignment requires more steps. If accommodations are not assigned correctly and the student completes testing, the score may be invalidated. For more information on available accommodations, see the *AF&A Manual* and Section 6.2 of this manual.

For additional information and step-by-step directions, refer to the *NJSLA-S Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document *available at* http://avocet.pearson.com/PARCC/Home#pdf=4852_10522#page=1.

3.3 Develop a Test Administration Plan

3.3.1 Training Plan

School Test Coordinators are responsible for training all School Technology Coordinators, Test Administrators, Proctors, and all other staff with access to secure materials. Training attendance should be documented and kept on file. An effective training plan will familiarize all school staff with their individual responsibilities and NJSLA-S Test Security policies listed under Section 2.0. The School Test Coordinator will:

- Explain chain-of-custody requirements.
- Distribute and/or provide links to the *Test Administrator Manuals* to Test Administrators before this meeting.
  - Manuals are available at www.measinc.com/nj/science
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. A script-only document, as well as translated scripts in Spanish, is available at www.measinc.com/nj/science.
- Show and discuss the Test Administrator training modules found at http://parcc.pearson.com/manuals-training or direct them to this location for viewing at their convenience.
- Ensure applicable staff receive administration and technical updates from www.measinc.com/nj/science.
- 🖥 Ensure Technology Coordinators are trained on the technology setup resources at http://parcc.pearson.com/technology-setup
- 🖥 Ensure all relevant staff understand their user roles in PearsonAccess[next] and how to complete tasks (as applicable).
- 🖥 Ensure all relevant staff are familiar with tutorials and practice tests.
- 🖥 Indicate how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.
- 🖥 Review plans for an Infrastructure Trial.

3.3.2 Security Plan

School Test Coordinators must develop a security plan for their school. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and sign the Security Agreement (refer to **Appendix B**).
- Establish and document the chain of custody of test materials (described in Section 2.1).
  - Ensure that test materials are accounted for at all times before, during, and after test administration.
  - Chain-of-Custody Form templates are available under "Forms and Templates" at http://www.state.nj.us/education/assessment/district/.
- Designate a locked central location with limited access for secure storage of test materials.
- Document that Technology Coordinators, Test Administrators, and Proctors have received necessary materials and training for successful, secure administration of the NJSLA-S assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration (described in Sections 5.1.2 (CBT) and 5.2.3 (PBT)).

Note: Failure to implement an effective security plan may result in test invalidations.

Security Agreement

Appendix B lists security protocols that all individuals with access to secure materials must follow.

Before testing, all staff (e.g., LEA Test Coordinators, School Test Coordinators, Test Administrators, Proctors, observers) with access to secure test materials should review and sign the security agreement (**Appendix B**). Refer to **Appendix C** for information regarding submitting and archiving security forms. Schools are required to maintain signed copies (paper copies or scanned forms stored electronically) for at least 3 consecutive assessment cycles.

3.3.3 Prepare the Testing Environment
When choosing testing locations, School Test Coordinators should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good and working condition.

Changes to the setting, including the testing location and conditions within the testing environment, can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings.

⌨ 3.4 Meet with Technology Coordinators (Computer-Based Testing Only)
Meet with your school's Technology Coordinator to explain the procedures for the NJSLA-S assessment, the infrastructure preparations that will need to be made at your school and the level of technical support that your school may need from this individual during testing. These meetings should include but are not limited to the following tasks:

To maintain security in a computer-based testing environment, the following ideal configurations for seating students are suggested:
- Seat students in every other seat.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a semicircle.
- Seat students in widely spaced rows or in every other row.

If an ideal appropriate seating configuration is not possible, physical and visual barriers between testing devices should be used to prevent students from viewing other monitors. Schools may already have one or more of the following materials available that can be adapted for this purpose:
- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

In the event that laptops or other modular devices are used, they must be monitored and may NOT be removed from the test setting during test administration.

Before Testing

- Review NJSLA-S resources available for preparing for computer-based testing, including training modules and the technology set-up page available on http://parcc.pearson.com/technology-setup.
- Review the technology specifications for testing and discuss your school's technology readiness. **IMPORTANT:** Be sure to check the current specifications and requirements. Specifications and requirements can be found at http://parcc.pearson.com/technology-setup.
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Create PearsonAccess^{next} user accounts for technology coordinators.
- Schedule and plan an Infrastructure Trial. Show and discuss the Infrastructure Trial training module or direct them to its location online (http://parcc.pearson.com/manuals-training) for viewing at their convenience.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinator remain in the school building to assist with troubleshooting during the days that students will be testing, and create an escalation protocol for technical issues on or before testing day.
- Discuss your school's security plan, including creating and maintaining a secure testing environment.
- Review the Security Agreement and receive a signed copy (refer to **Appendix B**).

3.5 Complete Technology Setup (Computer-Based Testing Only)

3.5.1 Plan an Infrastructure Trial

The Infrastructure Trial introduces students to the TestNav testing interface through the online test content and prepares Test Administrators to understand their responsibilities in PearsonAccess^{next}.

This is a dress rehearsal to confirm that:

- TestNav is configured correctly.
- ProctorCache software is installed, if applicable.
- Devices and assistive technology can successfully interact with TestNav.
- Your network can support school-wide testing.
- Participating staff know the proper procedures for administering computer-based tests.
- Students are familiar with the computer-based tools and format, including the use of student testing tickets.

All instructions required to run an Infrastructure Trial are included in the *Infrastructure Readiness Guide* posted on http://avocet.pearson.com/PARCC/Home#pdf=4886_16165#page=1.

The Infrastructure Trial should take approximately 60 minutes to administer. Schools are encouraged to provide any feedback on the Infrastructure Trial to LEAs.

3.5.2 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed on another computer must be turned off.

- Any applications that can automatically launch on a testing device should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and e-mail message notifications. These will cause TestNav to close.
- If using tablet devices, determine whether the school will use external keyboards (which are highly recommended). The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see Section 3.9.1).

Maximize the number of wireless access points, and limit the number of testing devices per wireless access point. Positioning testing devices as close as possible to wireless access points is preferable, as well as limiting obstructions between testing devices and wireless access points.

Use the Assess Testing Capacity tool in PearsonAccess[next] to verify that the school has the appropriate amount of bandwidth for online testing.

Note: Refer to the technology set-up page on http://parcc.pearson.com/technology-setup for more information. Schools may instead use a TestNav desktop application or Firefox 52 Extended Support Release, available at http://download.testnav.com/.

3.5.3 Prepare Test Administrator Testing Devices and a Proctor Caching Computer

Test Administrators will require a computer or device that meets the PearsonAccess[next] system requirements in the testing environment to start, monitor, and manage test sessions in PearsonAccess[next]. Position the Test Administrator computer in a location where all students can be seen while monitoring student testing statuses. Set up testing computers or devices so that the URL shortcut for PearsonAccess[next] is available.

It is highly recommended that you designate a school or LEA computer as the proctor caching computer. The proctor caching computer downloads and stores test data, such as multimedia or test questions, and then serves that data to individual testing devices from within the local network. This enables faster test page loading times and more efficient test taking. Because cached test content is closer to testing devices, test delivery is accelerated, and the amount of internet bandwidth required for online testing is reduced. Proctor caching software needs to be downloaded from (Web site). Refer to the *PearsonAccess[next] Online User Guide* for complete proctor caching details and instructions at:
https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache

3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling sessions. If applicable, check with your LEA Test Coordinator to determine whether the LEA has more specific requirements for testing dates and times. Units must be administered in order, with the exception of make-up testing.

3.7 Schedule Tutorials and Practice Tests

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that School Test Coordinators develop a plan to provide students with an opportunity to become familiar with the NJSLA-S assessment using the PARCC tutorials and NJSLA-S practice tests available online. PARCC tutorials familiarize students and educators with the same item types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav (CBT only) that will be used for NJSLA-S assessments. They are available at https://parcc.pearson.com/tutorial/. Practice tests provide a similar testing experience for each grade. In addition, answer keys are available. Practice Tests are available at the NJSLA-S website at www.measinc.com/nj/science and via an infrastructure trial in PearsonAccess[next].

NJSLA-S

During the test, Test Administrators will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during tutorials and practice tests. LEAs and schools may set their own schedules, but the tutorials and practice tests should be administered on a separate day before the NJSLA-S assessment is administered. Note that there may be changes in TestNav from year to year. Therefore, it is important to administer the current tutorials and practice tests each year, so that students have an opportunity to practice with any new functionality.

3.8 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the NJSLA-S assessment, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school's security plan and emphasize the following:
  - Chain-of-custody requirements
  - Testing irregularities and security breaches
  - When to unlock test units in PearsonAccess[next]
  - Policies on testing time
  - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review NJSLA-S policies and procedures (refer to **Appendix C**), and emphasize the following:
  - Test Administrators must use timing boxes.
  - For paper-based testing, Test Administrators may post "Go On" and "Stop" signs as visual cues for students at the start of testing (a copy of the sign is available in the *TAMs*).
  - Test Administrators and Proctors shall NOT comment on any student work at any time.
  - Test Administrators and Proctors shall NOT help students in any way except to clarify the general instructions or provide directions as specified in the *TAM* for paper-based testing.
  - Clarify the types of questions from students Test Administrators can answer during testing.
  - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
  - All test items and all student responses, including student work on scratch paper, in the NJSLA-S assessment are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
  - Procedures for breaks
  - Procedures for students who finish early, including allowable materials for students after testing
  - Procedures for dismissing ill or disruptive students
  - Escalation protocol for technical issues on testing day

- Review accessibility features and accommodations that will be available in the NJSLA-S assessments.
- Ensure that Test Administrators who will administer accessibility features or accommodations that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Administrators and Proctors with their assigned group of students for testing.
- Provide a copy of the testing schedule to Test Administrators and Proctors, and explain how it will be implemented for your school.
- Inform Test Administrators and Proctors of your school's procedures for make-up testing.
- Review the security agreement and receive signed copies (refer to **Appendix B**).

⊑ Ensure that PearsonAccess^next user accounts for Test Administrators have been created before testing, and review tasks for PearsonAccess^next as needed. Refer to the PearsonAccess^next training module for task-based modules on how to start, monitor, and end test sessions.

⊑ Review common TestNav errors and how to resolve them.

⊑ 3.9 Organize Test Materials for Computer-Based Testing

LEA and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access.

⊑ 3.9.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration. Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Administrators.

Test materials that must be distributed to and collected from Test Administrators include:

- **NJSLA-S-supplied materials (printed from PearsonAccess^next by the LEA or school test coordinator)**
  - Student testing tickets
- **NJSLA-S-supplied materials (shipped by vendor):**
  - *TAMs*
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank or lined) for each student. Students can request more scratch paper during the unit, if needed.
    - Test Administrators are responsible for collecting all used scratch paper, which is to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Testing devices that meet the minimum technology specifications set forth by NJSLA-S (Note: A student should NOT supply his or her own device for testing.)
  - Headphones (see Headphones section for more information)

- Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
- Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
- "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms (a copy of the sign is available in the TAMs)
- Computer or tablet for Test Administrators if they are managing test session

Headphones

Headphones are needed for students who receive the text-to-speech accessibility feature.

Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones for this purpose, Test Administrators are responsible for ensuring that the headphones are NOT plugged into any device.

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have fewer headphones than students testing at the same time, schools can separate classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones.

Students cannot adjust the volume level once the test begins. Therefore, for computer-based tests (accessibility features/accommodations), students will be prompted to check the volume levels on their headphones at the start of each unit.

Note: Music programs on all testing devices should be closed and not running in the background.

Human Reader Scripts

Schools will receive paper copies of Human Reader scripts for students registered to test with the Human Reader accommodation. The scripts are required to be used when providing a Human Reader accessibility feature.

These scripts are necessary for the completion of testing and are considered secure materials. If students were not properly registered prior to the deadline, Test Coordinators must place an additional order for these materials. Refer to Section 3.10.4 for guidance on placing an additional order. Be sure to select "CBT Reader Scripts" from the materials drop-down on the **Edit Materials Order** screen.

✎ 3.10 Organize Test Materials for Paper-Based Testing

LEA and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Test materials will be automatically generated through the SR/PNP, provided the deadline is met. Secure materials should be kept in centrally located, locked storage with limited access.

3.10.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration. Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Administrators.

Test materials that must be distributed to and collected from Test Administrators include:

- **NJSLA-S-supplied materials (shipped by vendor)**
  - Test booklets
  - Answer documents (grades 5, 8, and 11)
  - *TAMs*
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
    Note: Mechanical pencils must NOT be used; students should bring No. 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank or lined) for each student. Students can request more scratch paper during the unit, if needed.
    - Test Administrators are responsible for collecting all used scratch paper, which is to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
  - "Testing — Please Do Not Disturb," "Go On" (PBT only), and "Stop" (PBT only) signs to post on the doors of the testing rooms or the board (a copy of the sign is available in the PBT *TAMs*)

3.10.2 Receive, Document, and Store Materials

Test booklets and answer documents are shrink-wrapped separately and packed in boxes, clearly labeled with the school's name, and shipped to the LEA Test Coordinator (refer to **Appendix C** for the dates that materials are scheduled to arrive and for shipping procedures).

Shrink-wrapped packages may be opened by the STC within two school days prior to the day of testing, as noted in **Appendix C**.

Each day before and after test administration, both scorable and nonscorable test materials must be stored in a secure location, and daily distribution and collection must be documented using the Chain-of-Custody Form (refer to Section 2.1). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and School Chain-of-Custody Form from box 1.

- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify the LEA if additional materials are needed. Place the Test Coordinator Kit, and all of its contents, in a secure location to be retrieved after the completion of testing. The kit contains the following items:

- Resealable plastic bag (holds all materials)
- Paper bands for bundling and returning scorable answer documents
- Return Labels for **scorable** materials (Scorable and nonscorable labels will be different colors.)
- Return Labels for **nonscorable** materials (Scorable and nonscorable labels will be different colors.)
- FedEx Ground Return Labels for **scorable** and **nonscorable** materials
- Pre-printed/pre-gridded Header Sheet for Scorable Materials
- FedEx Paks
- Return Instructions Sheet
- Shipping Carrier Return Instructions

- Count the materials received to verify that the quantities listed on the school packing list were shipped as indicated, and also that there is an adequate number of Test Administrator Manuals, test booklets, and answer documents (for grades 5, 8, and 11) for students in the school. Schools will be provided a three percent overage of these testing materials. If additional materials are needed, submit an additional order through PearsonAccess[next]. See also "approving additional orders" in **Appendix C**.

  - One Test Administration Manual will be provided for every 25 students registered in PearsonAccess[next].

- Ensure that any missing or damaged test booklets and answer documents are replaced. If additional materials are needed, submit an additional order through PearsonAccess[next]. See also "approving additional orders" in **Appendix C**.

- Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to the School Test Coordinator for secure storage immediately after testing using the Chain-of-Custody Form.

- Remind Test Administrators that all test materials are secure and must be returned immediately after testing.

- Keep all boxes in which the test materials were delivered for returning materials when testing is complete.

- Report the following occurrences immediately to Measurement Incorporated using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - Non-receipt of any packages of test booklets or answer documents listed on the School Packing List
  - Discovery of a damaged test booklet or answer document
  - Discovery of missing or duplicate sequence numbers on any test booklets or answer documents. Barcodes for test booklets are on the front cover in the lower right-hand corner.

3.10.3 Account for Damaged Test Booklets and Answer Documents (Paper-Based Testing Only)

Review your shipment for damaged materials. Return damaged test booklets and answer documents with all other nonscorable materials.

During testing, if a student discovers a damaged test booklet or answer document, give the student a replacement test booklet or answer document. When the student completes all units, follow the directions for transcription in Section 5.2.2. Grid all student demographic information on the replacement answer document (grade 5, 8, or 11). Then follow instructions in Section 5.2.2 for "Do Not Score."

3.10.4 Additional Orders

Do NOT submit additional orders prior to receiving your initial shipment of test materials. All test materials should be inventoried prior to submitting any additional orders.

Procedures: Ordering additional materials is a two-step process:

1. Orders are created, edited, or canceled by the LEA DTC or by a user with the Request Additional Order add-on role.
2. Orders are approved by MI. See also "approving additional orders" in Appendix C.

Refer to the *User Role Matrix* document posted on the **Support** > **Documentation** page of PearsonAccess^next for more information.

Additional orders may be placed by submitting an order through the **Orders & Shipment Tracking** page in PearsonAccess^next.

Be sure to review orders carefully. Once an additional order is approved, plan for up to five business days for orders to arrive.

For a detailed list of materials that are included in accommodated kits, see Section 6.2.

Note: If you would like detailed steps for how to place additional orders, visit the PearsonAccess^next training module available at http://parcc.pearson.com/manuals-training. This module describes the process for ordering additional orders through PearsonAccess^next.

> - Additional copies of the *Test Coordinator Manual* and/or the *Test Administrator Manual* can be ordered using the additional order process.
> - If you have students requiring paper-based accommodated test materials, tactile graphics, or Human Reader scripts, their student registration import must be completed by the initial order deadline to receive an initial order of accommodated materials. Otherwise, you will need to place an additional order for paper-based accommodated test materials.

3.11 Finalize Preparations for Computer-Based and Paper-Based Testing

Before testing, School Test Coordinators must confirm the following tasks have been completed:

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent cheating.
- Ensure testing rooms are clear of all instructional displays (refer to Section 2.3 for prohibited materials).
- Prepare to distribute testing materials to Test Administrators.

	For computer-based testing, School Test Coordinators must also: • Confirm that all the testing devices meet the requirements needed to administer the computer-based tests. • Confirm that headphones are available for every student taking computer-based tests for accessibility purposes only. • Print student testing tickets. • Confirm that precaching activities are complete, if applicable. • Create computer-based test sessions in PearsonAccess^{next}. • Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form. • If needed, remind Test Administrators that there are task-based PearsonAccess^{next} training modules on how to start and stop test sessions.
	For paper-based testing, School Test Coordinators must also record all test materials (with security numbers listed on the secure documents) in chain-of-custody documentation in preparation for hand-off to Test Administrators on testing day.

3.12 Meet with Students

Prior to testing, it is recommended School Test Coordinators meet with students to review the following information:

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., headphones, recreational book for after testing)
- Policy that making calls, texting, taking pictures, and browsing the internet are NOT allowed in the testing environment
- Any local school procedures during testing (i.e., procedures for breaks)

4.0 During Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days. Section 4.1 provides directions for schools administering computer-based testing and Section 4.2 provides directions for schools administering paper-based testing.

🖥 4.1 Computer-Based Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) during testing days. Section 4.1.1 contains the checklist for all activities related to computer-based testing while Sections 4.1.2–4.1.6 contain specific details for tasks during testing.

4.1.1 Checklist of Tasks for Test Coordinators to Complete during Computer-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

LTC	STC	TC	Task	Reference
			Day of Testing	
	❑	❑	Ensure that Test Administrators have a computer or tablet available.	Section 3.5
	❑		Distribute test materials to Test Administrators.	Section 3.9
	❑		Manage test sessions in PearsonAccess^next.	Section 4.1.2
	❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.1.4
❑	❑		Investigate all testing irregularities and security breaches and follow New Jersey policy for reporting these incidents.	Section 2.2
❑	❑		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
	❑		Schedule and supervise make-up testing.	Sections 2.4.2 and 4.1.5
	❑		Create make-up test sessions in PearsonAccess^next.	Section 4.1.5
		❑	Respond to all technology-related issues.	Section 4.1.3
	❑		Collect materials from Test Administrators.	Section 4.1.5
	❑		For each testing day, ensure that all units are locked after testing.	Section 4.1.2

4.1.2 Managing Test Sessions in PearsonAccess^next (Day of Testing)

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to PearsonAccess^next, prepare each test session, start each test session, check accommodated form assignments, and unlock the appropriate unit for students. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their browsers. Table 4.0 describes the possible statuses for a student during each unit.

Table 4.0 Student Statuses in PearsonAccess[next]

Status	Description
Ready	The student has not yet started the unit.
Active	The student has logged in and started the unit.
Exited	The student has exited TestNav but has not submitted test responses. (Student cannot resume testing unless authorized by Test Administrator.)
Resumed	The student has been authorized to resume the unit. Resume a unit when a student exits a unit (either intentionally or unintentionally), before finishing the unit and you want the student to continue the same unit. Only students in **Exited** status can be resumed. Students in **Ready**, **Completed**, or **Marked Complete** statuses cannot be resumed.
Resumed-Upload	Resume Upload should only be used in rare circumstances when TestNav cannot locate the Student Response File (SRF) and an error code appears on the student testing device. Resume Upload will force the user to browse for an SRF on the testing device.
Completed	The unit has been submitted by the student through TestNav and has been processed.
Marked Complete	The Test Administrator or School Test Coordinator must mark a unit complete when a student has exited TestNav and will not return.

Refer to the *PearsonAccess[next] Online User Guide* at https://support.assessment.pearson.com/display/PAsup for instructions on logging into PearsonAccess[next] and performing the tasks described in this section.

In addition, Test Coordinators or Test Administrators may unlock or lock units at the session level or unlock or lock individual units for individual students. Only the unit being tested should be unlocked for a student (only one unit can be unlocked for each student at a time). Refer to the PearsonAccess[next] Students in Session training module for more information.

Note: Ensure students do not have any programs or apps running prior to launching TestNav. These programs may interrupt testing or cause a testing irregularity or security breach.

4.1.3 Technology Tasks during Testing

Troubleshooting Computer-Based Testing
Technology Coordinators or their designee should be on hand to help address any technology issues. They should be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed:

- If a student has the wrong form assignment for accommodated testing (Refer to
  Section 4.1.4.)
- If a student exits TestNav (either unintentionally or intentionally) follow the directions below.

If a student exits TestNav (either unintentionally or intentionally) before completing a test:

- Verify that TestNav is shut down for the student.
- Resume the student's test in PearsonAccess[next].
  - The student's test will resume from the point at which the test was interrupted.
  - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the NJSLA-S Customer Support Center

when troubleshooting guidance is needed. However, Technology Coordinators must NOT take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at https://support.assessment.pearson.com/display/TN/Error+Codes.

4.1.4 Monitor Test Activity and Maintain Test Security

The LEA Test Coordinator or the School Test Coordinator must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. School Test Coordinators must be available during testing to answer questions from Test Administrators and Proctors. LEA Test Coordinators must monitor reports of testing irregularities and security breaches and ensure that School Test Coordinators follow proper procedures for reporting such events. (Refer to **Appendix C** for reporting procedures.)

School Test Coordinators must ensure that during each unit of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct unit and section (if applicable). At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, Test Administrators may help students log in if issues arise.

In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, refer to *NJSLA-S Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at http://avocet.pearson.com/PARCC/Home#pdf=4852_10522#page=1).

4.1.5 End-of-Unit Tasks

Collect Materials
Immediately after each unit is completed, collect the test materials listed below from Test Administrators.

- Student testing tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials

At the end of each day of testing, ensure all materials from the NJSLA-S assessment have been returned to the locked storage area. Verify units have been locked for absent students during sessions and that all units for all students are locked overnight. For more information, refer to the PearsonAccess[next] Students in Session training module at https://support.assessment.pearson.com/display/PAsup/Training+Modules.

Ensure TestNav Logout and Lock Units/Sections
As students complete each unit, Test Administrators will use the instructions at the end of the administration script or in the *TestNav Login and Logout Instructions* (available at http://avocet.pearson.com/PARCC/Home) to help students log out of TestNav. Test Administrators may provide navigational guidance as students click through the logout steps and may reference a printed copy of the *TestNav Login and Logout Instructions* during testing.

Test Coordinators may check to ensure all students have logged out of TestNav by reviewing student statuses on the **Testing** > **Students in Sessions** page in PearsonAccess[next]. Students logged in to TestNav will appear in an **Active** status. Those student testing devices should be checked to make sure TestNav has been exited after testing.

During Testing

Only mark student tests complete in PearsonAccess[next] if the student started, but will NOT complete the unit.

After all students are logged out of TestNav, the School Test Coordinator must ensure that all units in PearsonAccess[next] are locked.

Administer Make-up Testing

If a student is NOT tested during the regular administration, he or she may be moved into a new make-up test session in PearsonAccess[next] (refer to the directions in the PearsonAccess[next] *Online User Guide*). However, if the student will rejoin the regular administration for any remaining units, it is recommended that you leave that student in the original test session in PearsonAccess[next]. For students taking a make-up test, unlock the appropriate unit in PearsonAccess[next] to allow the student to log in to the missed unit. The test session should not be stopped until all students in the test session have completed testing. Refer to the *Make-up Testing Directions for Computer-Based Testing* document available at http://avocet.pearson.com/PARCC/Home#pdf=4851_10520#page=1 for additional information on make-up testing.

Within a grade, multiple test sessions and/or units may be tested at once according to the directions available at http://avocet.pearson.com/PARCC/Home#pdf=7453_16202#page=1.

Note: Make-up test sessions must reflect the original test session (e.g., a test session with a Human Reader will need a make-up test session with a Human Reader).

4.1.6 Managing Testing for Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. (**Reference Appendix C** for specific information on student transfers.) In the event of a student transfer, student registration information in PearsonAccess[next] must be updated. This can be done via the user interface, the data file upload process, or by submitting a Work Request. Step-by-step directions for these processes can be found in the *Transfer Student (CBT) Guidance* document posted at http://avocet.pearson.com/PARCC/Home#pdf=4854_10525#page=1. All transfers will require the student's original school/district and new school/district to complete tasks before they are finalized.

Students will resume their tests in TestNav at the new school. Transferring student test registrations will require coordination between schools.

✎ 4.2 Paper-Based Testing

This section describes activities for the School Test Coordinator (STC) during testing days. Section 4.2.1 contains the checklist for all activities related to paper-based testing while Sections 4.2.2–4.2.5 contain specific details for tasks during testing.

4.2.1 Checklist of Tasks for Test Coordinators to Complete during Paper-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

LTC	STC	TC	Task	Reference
			Day of Testing	
	❑		Distribute test materials to Test Administrators.	Section 3.10
	❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.2.2
❑	❑		Investigate all testing irregularities and security breaches and follow New Jersey policy for reporting these incidents.	Section 2.2
❑	❑		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.2.2
	❑		Schedule and supervise make-up testing.	Sections 2.4.2 and 4.2.4
	❑		Follow the protocol for contaminated or damaged test materials, and refer to New Jersey policy for reporting these incidents.	Section 4.2.3
	❑		Collect materials from Test Administrators and ensure all test booklets and answer documents have a student name and/or student ID label.	Section 4.2.4

4.2.2 Monitor Test Activity and Maintain Test Security

The LEA Test Coordinator or the School Test Coordinator must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. LTCs must also monitor reports of testing irregularities and security breaches and ensure that STCs follow proper procedures for reporting such events. Refer to **Appendix C** for this information.

STCs must be available during testing to answer questions from Test Administrators and Proctors. STCs must ensure that during each unit of the test, TAs and Proctors walk around the room and check that students are working in the correct unit and section (if applicable).

In addition, ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features. Remember, the Human Reader script must be used if a human reader is administering the assessment, and Human Reader scripts are secure test materials.

In PearsonAccess[next], there are operational reports STCs may run that provide a summary of student participation statuses. For a full list of these reports and their purposes, refer to the *PARCC Operational Report Guidance* available at
http://avocet.pearson.com/PARCC/Home#pdf=4857_10529#page=1

During Testing

4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

Contaminated Test Materials
If any test materials (e.g., test booklets, answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or answer document), the following procedures must be followed.

1. The Test Administrator must immediately:
   a. Stop testing for the student or group, as needed.
   b. Record the amount of time remaining.
   c. If possible, record the item number and page number where the student stopped testing.
   d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the test unit prior to the disruption. Testing may then resume. The affected students must be provided with a replacement test booklet and/or answer folder.
   a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement answer document, the Test Administrator must provide the student with a new test booklet or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
   b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement answer document, the student must be given the opportunity to retake those units using a replacement test booklet and answer document during make-up testing. Contact NJDOE for further guidance if necessary.
4. After testing is complete, the School Test Coordinator must:
   a. Apply the student ID label to the replacement answer document prior to returning it.
   b. Record the security barcode number of the contaminated test booklet or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
   c. Record the security barcode number of the replacement test booklet or answer document on the Chain-of-Custody Form.
   d. If applicable, transcribe the completed response from the contaminated test booklet or answer document into a replacement one.
   i. Follow the guidelines for transcribing student responses in Section 5.2.2.
   ii. Return the replacement answer document to Measurement Incorporated along with the rest of the scorable materials.
   e. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated materials to Measurement Incorporated.
   f. Compile a list of contaminated test booklets and answer documents and maintain it on file for three consecutive assessment cycles, as noted in **Appendix C**.
5. The School Test Coordinator must notify the state or LEA Test Coordinator as soon as reasonably possible according to the procedures specified in **Appendix C**.

Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement answer document.
   a. Answers must be transcribed following the guidelines for transcribing student responses in Section 5.2.2.
   b. The School Test Coordinator must immediately notify the LEA Test Coordinator who in turn must notify NJDOE according to the procedures specified in **Appendix C**.
2. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet and/or answer document.
3. After testing is complete, the School Test Coordinator must:
   a. Apply the student ID label (if available) to the replacement answer document or fill out the data grid completely.
   b. Record the security barcode number of the replacement test booklet and/or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
   c. Return the replacement answer document to Measurement Incorporated along with all other scorable materials.
   d. Pack the damaged test booklet and/or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).
   e. Compile a list of all damaged test booklets and answer documents and maintain it on file for three consecutive assessment cycles, as noted in **Appendix C**.

4.2.4 End-of-Unit Tasks

Collect Materials

Immediately after each unit is completed, collect the test materials listed below from Test Administrators.

- All used and unused test booklets (Ensure all test booklets have a student name written on them.)
- All used and unused answer documents (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper and periodic tables (Unused scratch paper may be reused.)
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer.)

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the NJSLA-S assessment have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing; if materials are missing, complete the *Contaminated, Damaged, or Missing Materials form* and submit it as specified in **Appendix C**.

Administer Make-up Testing

Students who are NOT tested on the regular administration date due to a temporary illness or other excused absence should be tested during the make-up testing period. For guidelines, refer to Section 2.4.2.

During Testing

4.2.5 Managing Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. In the event of a student transfer, student registration information in PearsonAccess^next must be updated. This can be done via the user interface, the data file upload process, or by submitting a Work Request. Step-by-step directions for these processes can be found in the *Transfer Student (PBT) Guidance* document posted at http://avocet.pearson.com/PARCC/Home#pdf=4855_10526#page=1 and in Transfer Student (CBT) Guidance document posted at
http://avocet.pearson.com/PARCC/Home#pdf=4854_10525#page=1.

All transfers will require the student's original school/district and new school/district to complete tasks before they are finalized.

Whenever possible, it is recommended that students complete testing at the original school before transferring. Test Coordinators must follow procedures listed in **Appendix C** for securely transferring test booklets and answer documents or testing using a new test booklet and answer document. Transferring student tests and registrations will require coordination between schools.

4.3 Procedures for Testing Irregularities (Day of Testing)

4.3.1 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. The school or LEA must submit a Form to Report a Testing Irregularity or Security Breach within two school days unless otherwise directed by your LEA Test Coordinator or NJSLA-S Coordinator. Refer to **Appendix C** for procedure on dismissing students for misconduct.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials. The school or LEA should complete the Form to Report a Testing Irregularity or Security Breach in **Appendix D** and follow directions in **Appendix C** for submitting the form.

> If a student is dismissed, the Test Administrator must exit the student's test in TestNav and ensure the student's unit is locked in PearsonAccess^next.

4.3.2 Item Irregularities during Testing

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, use the following steps:
- For computer-based testing: If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining item by contacting their Technology Coordinator or by using troubleshooting guidance available at Avocet (http://avocet.pearson.com/PARCC/Home). If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or School Test Coordinator should call the NJSLA-S Support Center to report the issue.

- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the test.
  - Note the grade level, form ID (CBT only), item number, test format (online or paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Form to Report a Testing Irregularity or Security Breach. Actual wording from the question should never be included either verbally or in writing.

- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

4.3.3 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event that there is a building evacuation, lockdown, or school closure that occurs **before** the start of a unit, follow the protocol outlined below:

- Proceed with testing only if the unit can be completed that day.
  - If the unit cannot be completed, schedule the unit during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.
- Refer to **Appendix C** for information about reporting safety threats and severe weather.

In the event that there is a building evacuation, lockdown, or school closure that occurs **during** the unit, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits. For computer-based testing, lock the test units in PearsonAccess[next], if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Test Administrators must inform students how many minutes remain in the unit.
  - Test Administrators must write on the board the updated start time and stop time of the unit.
  - Students may need to be Resumed in PearsonAccess[next].
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.
- Refer to **Appendix C** for information about reporting safety threats and severe weather.

5.0 After Completion of All Testing

🖥 5.1 Computer-Based Testing

5.1.1   Checklist of Tasks for Test Coordinators and Technology Coordinators after Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Some or all tasks in this section may be applicable to the LEA Test Coordinator (LTC). Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

LTC	STC	TC	Task	Reference
			Day of Final Test Unit	
	❑		Stop all test sessions. Student tests are not submitted for scoring until the session is in Stop status.	Section 5.1.3
	❑	❑	Notify the Technology Coordinator that all testing is complete and have him or her purge the cached test content.	*PearsonAccess^next Online User Guide*

LTC	STC	TC	Within One Week of Final Test Unit	
	❑		Destroy scratch paper written on by students.	Section 5.1.2
	❑		Destroy all printed student testing tickets.	Section 5.1.2
	❑		Recycle *Test Administrator Manual* and blank or unused scratch paper and periodic tables.	Section 5.1.2
	❑		Complete the Post-Test Certification Form.	Section 5.1.4
	❑		Keep records according to New Jersey's policy.	Section 5.1.5
	❑		Resolve critical warnings in PearsonAccess^next.	*PearsonAccess^next Online User Guide*
	❑	❑	Purge cached test content, if applicable.	*PearsonAccess^next Online User Guide*

5.1.2   Collect and Organize Materials

Secure Materials
Immediately after the final unit is administered, collect the test materials listed below from Test Administrators.

Secure test materials that must be securely destroyed:

- Student testing tickets
- Student rosters containing TestNav usernames and passwords
- Any reports or other documents that contain personally identifiable student information
- All used scratch paper and periodic tables

Secure test materials that must be shipped back to Measurement Incorporated:

- All answer documents, if applicable. Accommodated responses must be transcribed (Sections 4.2.4 and 5.2.2) into a standard answer document in order to be scored.
- Human Reader Scripts
- Tactile graphics

Again, ensure all materials from the NJSLA-S assessment have been collected. Take inventory of all secure materials to be sure that none are missing. If any secure materials are missing, follow the

steps in **Appendix C**. **Note:** All paper-based test booklets, answer documents, Human Reader scripts, and tactile graphics are secure materials that must be shipped back to Measurement Incorporated. Ship these secure materials back to Measurement Incorporated within 5 school days after the paper-based testing window closes.

Materials to Be Securely Destroyed
The LEA Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper and periodic tables written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., PearsonAccess^next generated reports or any school rosters)
- All accommodated responses once these responses have been transcribed into answer documents (Do NOT destroy test booklets, answer documents, and Human Reader scripts.)

Once secured destruction of materials is complete, it must be documented on the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Do NOT return these materials to Measurement Incorporated.

Nonsecure Materials to Be Recycled
The LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused periodic table of the elements

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Measurement Incorporated.

Note: If no paper-based or accommodated materials were shipped to the school/district, there may not be anything that needs to be shipped to Measurement Incorporated.

5.1.3 PearsonAccess^next Cleanup Activities for Computer-Based Testing

Stop Test Sessions
If all students have completed testing and submitted their responses, stop test sessions by clicking the **Stop** button on the **Students in Sessions** screen on PearsonAccess^next. Test sessions must be stopped in order for responses to be submitted for scoring. Test sessions cannot be stopped until:

- Students in **Ready** status have been moved to a make-up test session in PearsonAccess^next or have been removed from the test session.
- All students are in **Completed** or **Marked Complete** status.

Refer to the *Stopping Test Sessions Guide* posted at http://avocet.pearson.com/PARCC/Home#pdf=4856_10527#page=1 for step-by-step directions, or the training modules at http://parcc.pearson.com/manuals-training/.

Remove Students in Ready Status
Students' tests that have NOT been started must be removed from the test session in PearsonAccess^next before the test session can be stopped.

Mark Tests Complete
School Test Coordinators or their designee must manually mark student tests complete for students who exited the test and did not resume testing or exited a test instead of clicking **Submit**. The reason the test is being **Marked Complete** must be entered in PearsonAccess^next. Do NOT mark a student's test complete if it is in **Ready** status.

Manage Student Tests

After test sessions have been stopped, Test Coordinators may need to update student test registrations on the **Setup > Students** page in PearsonAccess^next^, mark tests as **Not Tested** or **Void** (as needed), and resolve critical warnings (e.g., missing demographic information). Specific instructions for each task can be found at http://avocet.pearson.com/PARCC/Home.

Not Tested and Voided Tests

Students with test registrations who did NOT participate in testing (e.g., absent for the entire testing window), but may need to be accounted for, should be marked as **Not Tested** in PearsonAccess^next^. Refer to **Appendix C 5.2.5** for **Not Tested** reasons.

Voiding a test means the test will NOT be scored or used for reporting purposes. This task (Void) occurs at test level. Only students with a test attempt should be marked as **Void**. If a test attempt should be marked **Void**, follow the codes in **Appendix C 5.2.5**.

Refer to the *Not Tested and Void Score Guidance* document posted at http://avocet.pearson.com/PARCC/Home#pdf=4614_9628#page=1 for step-by-step directions on how to complete these tasks.

Resolve Critical Warnings

PearsonAccess^next^ will show critical warnings for students who have key demographic information missing. Refer to the *Resolve Student Warnings and Errors* section of the PearsonAccess^next^ *Online User Guide* at https://support.assessment.pearson.com/display/PAsup/Resolve+Student+Data+Errors+and+Warnings for guidance on resolving critical warnings.

5.1.4 Complete the Post-Test Certification Form

The purpose of the form is for the Principal and STC to certify that the security and integrity of your school's test administration was maintained before, during, and after testing. Once materials have been securely destroyed or recycled, the School Test Coordinator must complete and sign the Post-Test Certification Form and provide a copy to the LEA Test Coordinator. The Principal, if different from the School Test Coordinator, must also sign the form. Refer to **Appendix F** or Avocet at http://avocet.pearson.com/PARCC/Home#pdf=5026_10806#page=1 for a copy of the form. Refer to **Appendix C** for guidance on the use and submission of this form.

5.1.5 Keep Records

The following records (physical or electronic) must be maintained by your school for three consecutive assessment cycles, as noted in **Appendix C**:

Required:
- Chain-of-custody documentation (refer to Section 2.1)
- If not already included in chain-of-custody documentation, test group/classroom roster noting who administered each test session (both Test Administrator and Proctors), and the names of students assigned to that group
- Copies of all signed Security Agreements (refer to **Appendix B**)
- A copy of your signed Post-Test Certification Form (refer to **Appendix F**)

If Applicable:
- Copies of any Forms to Report a Testing Irregularity or Security Breach (refer to **Appendix D**)
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials (refer to **Appendix E**)

5.2 Paper-Based Testing

5.2.1 Checklist of Tasks for District Test Coordinators after Testing
This section describes activities for the District Test Coordinator (DTC) to perform after testing is complete. Since Section 5.2.1 only provides a checklist of tasks, refer to Sections 5.2.2–5.2.7 for more details.

LTC	STC	TC	Task	Reference
			Day of Final Test Unit	
	❏		Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form.	Section 5.2.2

LTC	STC	TC	**Within One Week of Final Test Unit**	
	❏		Organize and return scorable and nonscorable test materials.	Sections 5.2.2–5.2.4
	❏		Destroy scratch paper written on by students.	Section 5.2.3
	❏		Recycle *Test Administrator Manuals*.	Section 5.2.3
	❏		Return secure materials and ensure that all return boxes have appropriate labels within five business days of the LEA testing end date within five school days after the paper-based testing window closes.	Section 5.2.4
	❏		Complete the Post-Test Certification Form.	Section 5.2.6
	❏		Keep records.	Section 5.2.7

LTC	STC	TC	**At the End of Each Administration***	
	❏		Resolve rejected student test alerts in PearsonAccess^next.	PearsonAccess^next *Online User Guide*

*For paper-based testing, this process will begin after all paper materials have been received and processed by Measurement Incorporated.

5.2.2 Collect and Organize Materials
Immediately after the final unit is administered, collect the test materials listed below from School Test Coordinators. Take inventory of all secure test materials using the Chain-of-Custody Form and organize them in preparation for shipment. If any secure materials are contaminated or missing, follow the steps in **Appendix C**.

- All used and unused test booklets
- All used and unused answer documents
  - Answer documents are considered used in any instance where a student has tested, including incomplete or partially complete answer documents.
- Human Reader Scripts
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- Used and unused periodic tables
- *Test Administrator Manual*

Report Contaminated and Damaged Test Materials

If a test booklet or answer document becomes contaminated or damaged, follow the steps listed in **Appendix C** and complete the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**. Refer to Section 4.2.3 for how to handle contaminated or damaged test materials.

Report Missing Test Materials

Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the District Test Coordinator must contact the NJSLA-S coordinator as specified in **Appendix C** and complete the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.

Transcription of Student Test Responses

Certain situations require a student's responses to be transcribed into a **standard answer document.** These situations may include:

- Answers were recorded in another student's answer document in error.
- An answer document became damaged or contaminated (e.g., torn, wrinkled).
- A student took the test using a special test format (e.g., large print, braille).
- The student used a speech-to-text converter, augmentative communication device, or assistive technology device.
- As an accommodation, a student recorded answers on blank paper, instead of on the required test booklet or answer document.

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

1. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized LEA Test Coordinator or School Test Coordinator. Refer to **Appendix C** for additional information.
2. The student's responses must be transcribed verbatim into the answer document. If applicable, confirm that the replacement and original answer documents are for the same form (e.g., main or accommodated). Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation in the *AF&A Manual* for guidance and an example.
   - Mark the original answer document "Do Not Score" according to the directions in the following section.
   - Exception: A scribe for a student who signs his or her responses in ASL will write the student's responses in English (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house.")
3. Braille transcription: ONLY an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under his or her direct supervision may transcribe the student's responses into the standard, scorable answer document included in the Braille kit. The transcriber must be able to fluently read Unified English Braille (UEB).
4. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely destroyed.

Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score.

"Do Not Score" Test Materials

If there is an answer document already assigned for a student in one of the categories below, write "DO NOT SCORE" in large letters or draw a large "X" across the front cover. Both methods are acceptable for indicating materials should not be scored.

- A student whose answer document became damaged/unusable (Refer to Transcription of Student Test Responses above for instructions on transcribing the student's responses to an answer document.

- A student whose student ID label has already been applied to a test booklet or answer document but did not participate in any testing (e.g., absent with or without medical documentation)

Figure 5.0 Do Not Score Test Materials

5.2.3 Demographic Information and Destroying Materials

Labels: Apply student ID labels to the front covers of the answer document in the lower left-hand corner.

- Locate the student ID labels that were shipped in the resealable package labeled "Test Coordinator Kit."

- ONLY the STC or designee may apply labels; parents/guardians and students are prohibited from doing so.

- Before applying a label on top of box C on the booklet cover, confirm that the name that has been handwritten in box A at the top of the front cover of the test booklet matches the name on the label.

- **The student ID label will override any bubbled demographic information.**
- If a student ID label includes incorrect information, apply the label to the student's answer document and update the student's information in PearsonAccess[next].
- Set aside student ID labels that were not used (e.g., labels for students who transferred out of the school before testing began) to be securely destroyed/shredded.

It is recommended that schools apply the student ID labels after testing. However, schools may apply Student ID Labels for Paper-Based Testing within two school days prior to testing.

Figure 5.1 Sample Student ID Label


```
PUBLIC, JOHN Q                          NJSLA-S  2018
BIRTHDATE: 99/99/9999                         SPRING
CDS CODE: 01-0110-010                          GR: 11
DIST: ATLANTIC CITY                       GENDER:  M
SCH: ATLANTIC CITY HIGH SCHOOL

                                     SID: 9999999999


        9999999999
```

Hand Grid Demographic Pages
If there is no student ID label available for the student, **all information** on the student demographic data grid must be marked on the answer document using a wooden No. 2 pencil. If there is a label for a student, only box A will be completed.

Table 5.0: Instructions for Hand Gridding Demographic Pages
(complete all fields if there is not a label)

Box	Description	Instructions
A	Student Name, School Name, District/LEA Name	Test Administrators will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or district name and are not required to do so.
B	Student Name	Using the student's legal name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.
		Print the student's first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.
		Print the first letter of the student's middle name in the box under the section for "MI." Leave the box blank if the student does not have a middle name.
		Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes at the end of their name, fill in the empty bubbles at the top of the column.
C	Student ID labels	If a school does not have a pre-printed student ID label, this box should remain blank.
D	Gender	Fill in the bubble that corresponds to the student's gender.
E	Date of Birth	Fill in the bubbles for the Day, Month, and Year for the student's date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by "Mar" in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column.
F	State Student Identifier	Enter the student's State Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified).

Materials to Be Securely Destroyed
The LEA Test Coordinator must ensure the following test materials are destroyed/shredded immediately after all testing is complete (either by the LEA or school):

- Scratch paper or periodic tables written on by students during testing
- Any reports or other documents that contain personally identifiable student information

Once shredding (or other method of securely destroying test materials) is complete, it must be documented on the Chain-of-Custody Form or other tracking log. Secured destruction of materials and documentation may be done at the school. Do NOT return these materials to Measurement Incorporated.

Nonsecure Materials to Be Recycled
The LEA Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused periodic tables

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Measurement Incorporated.

5.2.4 Package Materials for Return Shipping

Before calling FedEx, sort and package the materials according to the directions below so that you can return all materials with a single call. Refer to the Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level, NOT the district level. Materials must be shipped no longer than 5 days after your LEA/district testing window closes. Materials returned late risk not receiving scores.

- **Scorable materials**
  - Used answer documents (grades 5, 8, and 11)
  - Transcribed answer documents (grades 5, 8, and 11)

- **Nonscorable materials**
  - All test booklets
  - Unused answer documents
  - Used answer documents that have been marked "Do Not Score"
  - Human Reader scripts
  - Tactile graphics
  - Large print test booklets
  - Braille test booklets

Required Ancillary Materials for Return

The following will be needed for all materials being returned:

- Scorable
  - Paper bands
  - Header Sheet for Scorable Materials (do not photocopy)
  - Yellow scorable return labels
  - FedEx return labels
- Nonscorable
  - Green nonscorable return labels
  - FedEx return labels

If you do not have a sufficient amount of these materials, place an additional order in PearsonAccess[next]. Refer to Section 3.10.4 for additional information on additional orders.

Header Sheet for Scorable Materials and Paper Bands

- Complete a Header Sheet for Scorable Materials for each grade.
- Place paper bands around each stack of scorable answer documents (grades 5, 8, and 11, no more than 25 per band).
- If you may have more than one stack of banded documents per grade, only complete ONE Header Sheet and slip it in the first bundle for that grade.

Figure 5.2 Sample Header Sheet for Scorable Materials

Note: Do NOT photocopy any Header Sheets for Scorable Materials. Use the original documents provided in your school's shipment.

Return Scorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes. FedEx Paks are provided in the Test Coordinator Kit for small shipments.

Place all scorable materials in the shipping boxes as shown in Figure 5.3. Do NOT place more than one school's materials in a box. Within a school, materials for different grades (under a grade-appropriate header sheet) can be placed in the same box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, manuals).

After Completion of All Testing

Figure 5.3 Packing Diagram for Scorable Test Materials
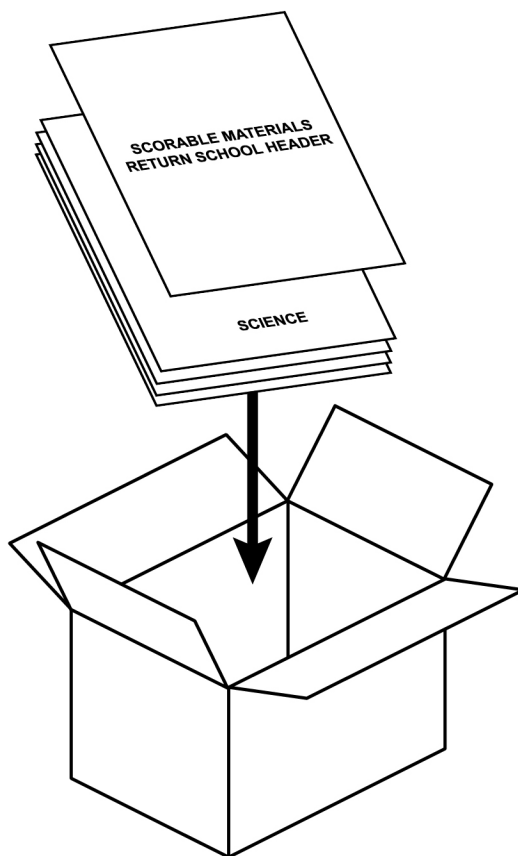
Note: Box scorable and nonscorable materials separately.

Do NOT overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do NOT use packing peanuts. Seal the boxes securely with packing tape. Remove any previous FedEx shipping labels and cover any previous markings before applying the new shipping label.

Locate the resealable package labeled "Test Coordinator Kit" provided in the initial materials shipment. This package contains Measurement Incorporated return shipping labels. Refer to Figure 5.4 for sample labels.

- Place one scorable materials label on the side of each box.
- Count the total number of scorable and nonscorable boxes.
- On the line that reads "BOX _ OF _" fill in the sequence of all boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable and nonscorable boxes together in the same sequence.
- Do NOT write anything else on the labels.
- DO include your nonscorable box count with your scorable box count.

Find a FedEx return label in the resealable package labeled "Test Coordinator Kit" as shown on the left side of Figure 5.4. Apply the FedEx label to the top of each box. It is recommended that schools or LEAs maintain FedEx tracking numbers.

Figure 5.4 Sample Measurement Incorporated Scorable Materials Return Shipping Label

FedEx Return Label	Measurement Incorporated Scorable Return Label Example

Return Nonscorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes. FedEx Paks are provided in the Test Coordinator Kit for small shipments.

Place all nonscorable materials in the shipping boxes. Do NOT place more than one school's materials in a box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, manuals).

Seal the boxes securely with packing tape and remove any previous FedEx shipping labels from the boxes before applying the new shipping label.

The "Test Coordinator Kit" contains Measurement Incorporated nonscorable materials return shipping labels. Refer to Figure 5.5 for sample labels.

- Place one nonscorable label on the side of each box.
- Count the total number of scorable and nonscorable boxes.
- On the line that reads "BOX _ OF _" fill in the sequence of all boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable and nonscorable boxes together in the same sequence.
- Do NOT write anything else on the labels.
- DO include your scorable box count with your nonscorable box count.

Find a FedEx return label in the "Test Coordinator Kit," as shown on the left side of Figure 5.5. Apply one FedEx label to the top of each box of nonscorable materials.

Figure 5.5 Sample Measurement Incorporated Nonscorable Materials Return Shipping Label

FedEx Return Label	Measurement Incorporated Nonscorable Return Label Example

Contact FedEx to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit for return shipping instructions. Refer to **Appendix C** for return shipping responsibilities.

Pick-ups must occur as soon as possible after testing is complete (see the deadline for return in **Appendix C**). Materials must be shipped for return within 5 school days of the end of the paper-based testing window.

After Completion
of All Testing

Pick-ups must be scheduled at least 24 hours in advance. Call FedEx at 800-463-3339. FedEx customer service is available 24 hours a day, 7 days a week. Tell the FedEx representative you are calling for a pickup request for Measurement Incorporated and will be using their "Return Service." You must provide FedEx with the following information:

- The physical location from where packages are to be picked up
  (i.e., where materials were originally delivered to)
- The estimated number of packages to pick up
- A tracking number from any one of your FedEx labels

Once the pickup is scheduled, the district will receive a confirmation number from FedEx. The number can be referenced in the future if questions or changes arise. It is recommended that LEAs maintain FedEx tracking numbers.

5.2.5 PearsonAccess[next] Cleanup Activities for Paper-Based Testing

Not Tested and Voided Tests
Students with test registrations who did not participate in testing (e.g., absent for the entire testing window) but may need to be accounted for should be marked as **Not Tested** in PearsonAccess[next]. (Refer to instructions in **Appendix C 5.2.5**.)

Answer documents that have been returned to Measurement Incorporated for scanning and processing can be marked **Void** only AFTER being scanned by MI. Voiding a test means the test will NOT be scored or used for reporting purposes. Only students with a test attempt should be marked as Void. If a test attempt should be marked Void, follow the instructions in **Appendix C 5.2.5**.

Refer to the *Not Tested and Void Score Guidance* document posted at
http://avocet.pearson.com/PARCC/Home#pdf=4614_9752#page=1 for step-by-step directions on how to complete these tasks.

Rejected Student Tests
Rejected Student Test Alerts will be created for all scanned paper-based student tests that cannot be matched to a current student record in PearsonAccess[next]. These alerts will appear on the **Testing** > **Rejected Student Tests** page in PearsonAccess[next] after the answer documents have been scanned by Measurement Incorporated. LEA Test Coordinators assigned the Rejected Student Test role must complete the data clean-up process for these tests to be scored. Refer to the Data Clean-up: Rejected Student Tests document posted at
http://avocet.pearson.com/PARCC/Home#pdf=4858_10532#page=1 for step-by-step directions.

5.2.6 Complete the Post-Test Certification Form

Once materials have been shipped and materials securely destroyed or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test Coordinator, must also sign the form. This form certifies that all materials have been tracked using the Chain-of-Custody Form or other tracking log and were accounted for upon packing and shipping. Refer to **Appendix F** or Avocet for a copy of the form: http://avocet.pearson.com/PARCC/Home. Refer to **Appendix C** for guidance on this form.

5.2.7 Keep Records

The following records (physical or electronic) must be maintained by your school as noted in **Appendix C**:

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- The security barcode for testing documents assigned to each student
- If not already included in chain-of-custody documentation, test group/classroom roster noting who administered each test session (both Test Administrator and Proctors), and names of students assigned to that group
- Copies of all signed Security Agreements (refer to **Appendix B**)
- A copy of your signed Post-Test Certification Form

If applicable:

- Copies of any Forms to Report a Testing Irregularity or Security Breach
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- FedEx tracking numbers

6.0 Accessibility Features and Accommodations

The *PARCC Accessibility Features and Accommodations Manual, 6th Edition (AF&A Manual)* is available online at: http://avocet.pearson.com/PARCC/Home. Schools/LEAs must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

6.1 Accessibility Features and Accommodations
NJSLA-S's accessibility system includes three levels of support for students as shown.

Figure 6.0 The Accessibility System
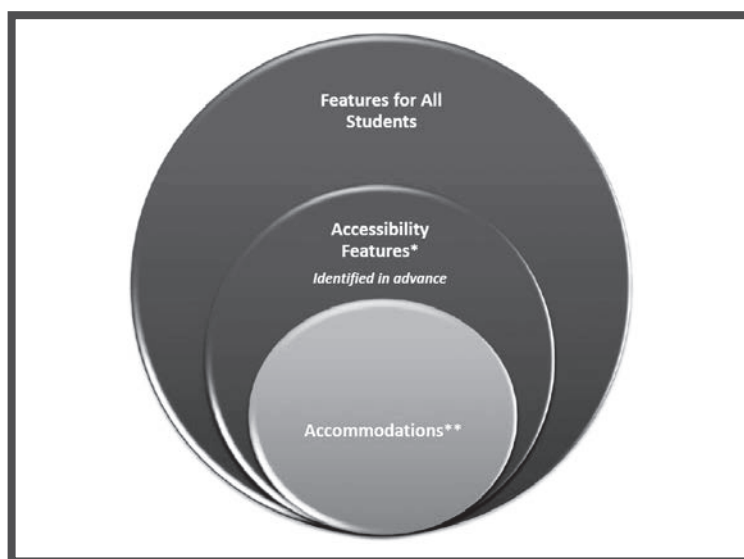
* Available to all participating students
**For students with disabilities, English learners, and English learners with disabilities

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the NJSLA-S assessments. A small selection of **accessibility features** available to all students need to be **identified in advance**.

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/ or English language proficiency level and provide equitable access for students with disabilities or English learners (ELs). Accommodations do NOT reduce learning expectations. All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or an EL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or LEA.

All accessibility features and accommodations used on NJSLA-S assessments should be generally consistent with those used in daily instruction.

Administration Guidance in the *AF&A Manual*
In Sections 2, 3 and **Appendix A** of the *AF&A Manual*, guidance is provided for Test Coordinators and Test Administrators on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

The examples below are excerpted and adapted from the *AF&A Manual*.

Accessibility Feature Example from Section 2:

	Accessibility Feature	Administration Guidelines

1r	**Text-to-Speech for the Science Assessments** *(SR/PNP Reference CD)*	**Before Testing:**
		• Identification for SR/PNP: The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Proctor caching is strongly encouraged. If this content is not cached, it may present challenges for the student during testing. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment.
		• Test Administrator Training: Refer to the Text-to-Speech Tutorial on https://parcc.pearson.com/ for full training on tool functionality. https://parcc.pearson.com/resources/tutorial/parcc-text-to-speech-functionality.pdf
		  • Differences Between Text Only and Text Plus Graphics:
		    ○ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images.
		    ○ Text Only—Reads printed text but does not read any alternate text descriptions for images.
		
		During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.

Accommodations Example from Section 3:

Accommodation	Administration Guidelines

3f **Large-Print Edition**[12] *(SR/PNP Reference BM)*	**Before Testing:**
	• Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.
	• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, when appropriate.
	• Test Administrator Training: Test Administrators of students with visual impairments must review:
	   ○ Appendix M: NJSLA-S Assessments for Students with Visual Impairment, Including Blindness.
	   ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based NJSLA-S Assessments.
	
	During Testing: A large-print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the NJSLA-S large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the *TAM* Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).
	
	After Testing:
	• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be an LEA or School Test Coordinator.
	• Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

[12]Distribution quantities for any paper based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accommodations and accessibility features for students registered after the deadline for paper registration must be ordered via Additional Orders.

6.2 Before Testing: Preparing for Accessible Test Administration

Reference the *AF&A Manual*: Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the before-testing activities necessary for Test Administrators to successfully provide students with each accessibility feature and accommodation.

Identification of Accessibility Features and Accommodations in the Student Registration/ Personal Needs Profile (SR/PNP)

The PNP portion of the SR/PNP should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase access during instruction and assessment. Observations based on a student's interaction with the online testing platform can be made through the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

- For *students with disabilities*, the IEP team or 504 plan coordinator will collect student information to populate the PNP.

- For *English learners*, the educators responsible for selecting accommodations (or an English learner team, if available) will identify the accessibility features in the PNP for the student.

- For *English learners with disabilities*, the IEP team or 504 plan coordinator (which includes an adult familiar with the language needs of the student) will make PNP decisions.

- For students *without* disabilities, and who are NOT English learners, PNP decisions will be made based on the student's education-related needs and preferences by a team, which may include the:
    - Student (as appropriate)
    - Parent/guardian
    - Student's primary educator in the assessed content area(s)

The following accessibility features and accommodations are delivered via separate forms of the test and some cannot be combined:

Paper-Based Testing

- Only Unified English Braille (UEB) versions of the NJSLA-S will be available now that the UEB transition plan has been completed.
- Large Print Test Kit
- Read Aloud Test Kit

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- Text-to-Speech (TTS)
- Human Reader

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the SR/PNP to PearsonAccess[next] as described in the *Student Registration/Personal Needs Profile Field Definitions* document. Once the SR/PNP has been uploaded, Test Coordinators and Test Administrators can run the PNP report to review students' assigned accessibility features and accommodations. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Administrator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator and/or School Test coordinator will need to correct the form assignment. Refer to step-by-step directions in the *PARCC Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document on Avocet available at http://avocet.pearson.com/PARCC/Home#pdf=4852_10522#page=1 and follow protocols to contact NJDOE for further guidance.

Training for Test Administrator Delivered Accessibility Features and Accommodations
Students who use embedded accessibility features and accommodations will test independently; therefore, there is no during testing role for the Test Administrator. However, there are some accessibility features and accommodations that the Test Administrator provides external to the testing platform for computer-based testing. For these features and accommodations, the *AF&A Manual* indicates where the Test Administrator must review any training documents before testing.

Accommodation	*AF&A Manual* References
Human Reader	**Appendix B**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments. Note: This appendix also applies to NJSLA-S assessments. **Appendix J**: Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read. Note: This appendix also applies to NJSLA-S assessments. **Appendix J**: Audio Guidelines for Mathematics, used to ensure consistency in how items are read. Note: This appendix also applies to NJSLA-S assessments. **Human reader scripts**: Secure materials (shipped with test materials) used to ensure assessments are read consistently. Note: This appendix also applies to NJSLA-S assessments.
Human Scribe	**Appendix C**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix L**: Human Signer Guidelines
Extended Time	**Appendix E**: Guidance for Selecting and Administering the Extended Time Accommodation
Large Print and Braille	**Appendix M**: Assessments and Students with Visual Impairment including Blindness
Assistive Technology (Screen Reader and Non-Screen Reader)	**Assistive Technology Guidance** available at https://parcc.pearson.com/technology-setup/

Accommodated Materials
See a list of accommodated materials below:

What is included in a Spanish Test Kit?

- Spanish test booklet
- Spanish answer document
- English test booklet

What is included in a Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test booklet
- Answer document

What is included in a Human Reader Test Kit?

- Human reader script
- 2 standard test booklets
- Answer document

Note: If you order a Large Print Spanish or Spanish Human Reader Test Kit, you will receive Spanish versions of each item in the kit.

What is included in a Braille Test Kit?

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet
- Standard answer document
- Additional Braille paper
- Duplicate pages (when appropriate)

Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *AF&A Manual*. The New Jersey Department of Education will review requests for unique accommodations on an individual basis. Approval will be given ONLY if the requested accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements). The Unique Accommodation Request Form is available at http://avocet.pearson.com/PARCC/Home#pdf=4635_9770#page=1

For guidance on how to submit a request for unique accommodations, contact the NJSLA-S coordinator for assistance.

Preparing the Test Environment for Accessibility Features and Accommodations

Based on the needs identified in their SR/PNP, some students may require externally provided accessibility features and/or accommodations during testing. The Test Administrator must review each student's PNP to ensure the classroom is prepared with any materials the students need. Examples include: noise buffers, word prediction external device, and a hard copy Braille edition.

Tables 1, 3, 4, 5, and 7 of the *AF&A Manual* indicate when Test Administrators must check to make sure materials are available for the student during testing. For paper-based testing, refer to **Appendix A** of the *AF&A Manual*.

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

Test Administrators may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test

Test Administrators may need to provide the following accommodations to a student with an IEP/504 plan during testing:

- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response

Test Administrators may need to provide the following accommodations to an English learner during testing:

- Extended Time
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language

Special Accommodations Circumstances during Testing

For special circumstances regarding the administration of accommodations, refer to the appendices of the *AF&A Manual*:

- **Appendix G**: Emergency Accommodation Form
- **Appendix H**: Student Accommodation Refusal Form

Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the NJSLA-S assessment window (e.g., a student breaks his or her arm and needs a scribe). An emergency accommodation should be given ONLY if the accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements). The emergency accommodation form is available at http://avocet.pearson.com/PARCC/Home#pdf=4633_9766#page=1.

This form must be completed and maintained in the student's assessment file. The parent/guardian must be notified that an emergency accommodation was provided. For additional information regarding Emergency Accommodation Request Forms, refer to **Appendix G** of the *AF&A Manual.*

Refusal of Accommodations

If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The Student Accommodation Refusal Form must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent/guardian. The School Test Coordinator should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or EL plan may want to consider discussing this issue at the student's next meeting.

Accessibility and Accommodations

6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator

Reference the *AF&A Manual*: Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the after-testing activities for each accessibility feature and accommodation.

The Test Coordinator and Test Administrators will have no after-testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed/transcribed or in cases where the student produces secure testing material.

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students with IEPs or 504 plans:

- Assistive Technology
- Hard Copy Braille Edition
- Large Print Edition
- Braille Note-taker
- Braille Writer
- Speech-to-Text Device
- Human Scribe/Signer

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students who are English learners:

- Speech-to-Text Device
- Human Scribe

Appendices

Appendix A

Glossary of Terminology

Glossary of Terminology

This glossary contains NJSLA-S terms. The manual covers NJSLA-S policies, and New Jersey-specific policies are listed in **Appendix C**. For issues not addressed in **Appendix C**, contact John Boczany, NJSLA-S Science Content Specialist/Coordinator, at 609-376-3460 or john.boczany@doe.state.nj.us.

Term	Definition
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan. More information on NJSLA-S accommodations is available at http://parcc.pearson.com/manuals-training/.
Accessibility Feature	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the NJSLA-S assessments. A small selection of accessibility features available to all students need to be identified in advance.
Administration Time	Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
IEP, 504 Plan, or EL Plan	IEP plan refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Local Education Agency (LEA)	Commonly referred to as a school district, an LEA oversees local schools.
LEA Test Coordinator	The LEA Test Coordinator is the individual at the local education agency/district level responsible for the overall coordination of test administration. Although New Jersey has an individual in the role of District Test Coordinator, for the purpose of this manual, the term LEA Test Coordinator is used.
Non-secure	Test materials that have been made available to the public, including manuals and user guides. The availability of nonsecure materials does not compromise test security or score validity.
PearsonAccess[next]	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the NJSLA-S assessments. PearsonAccess[next] requires username and password setup. More information about setup and operation for the NJSLA-S assessments is available in the *PearsonAccess[next] Online User Guide*.

Term	Definition
Precache	Precache is the action of downloading and storing test content to the local ProctorCache computer.
ProctorCache	ProctorCache software pulls and stores test content from Measurement Incorporated to a local ProctorCache computer. This stored or "cached" test content is then distributed to TestNav clients during testing sessions.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents.
Session	In PearsonAccess[next], a session is the group of students registered to test a content area together (same time and location).
SR/PNP	The Student Registration File and Personal Needs Profile have been combined into one file layout: Student Registration/Personal Need Profile (SR/PNP). This is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take the NJSLA-S.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The application used to administer the computer-based NJSLA-S assessment is available at http://PARCC.testnav.com.
Unit	The NJSLA-S assessment is comprised of units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide unit details.
Unit Testing Time	Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.

Appendices

NJSLA-S

Appendix B

Security Agreement

NJSLA-S

2018 NJSLA-S Assessment
Security Agreement

The content of the NJSLA-S assessment is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the NJSLA-S assessment or have access to test materials, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in sanctions by NJDOE including (but not limited to) score invalidation or employment and licensure consequences.

For School Test Coordinators

- I will establish and carry out a NJSLA-S security plan.
- I will provide training in NJSLA-S's test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain of custody of secure test materials, and I will keep all test materials locked in a secure storage area with limited access when they are **not** in use.
- I will follow all security policies and test administration protocols described in the *Test Coordinator Manual* (*TCM*).

For School Test Coordinators, Technology Coordinators, Test Administrators, Proctors, and Authorized Observers

- I will not view test content or student responses except if necessary to administer certain accommodations.
- I will not reproduce test content or student responses in any way (e.g., photographing, copying by hand, typing, texting from cell phone, or photocopying).
- I will not reveal or discuss test content or student responses before, during, or after testing.
- I will not engage in any activity that adversely affects the validity, security, or fairness of the test.
- I will promptly report any testing irregularities or concerns (as specified in the *TCM* and *Test Administrator Manual* [*TAM*]).
- I will follow the procedures as specified in the *TCM* and *TAM* regarding the disposition of all test materials.

For Test Administrators and Proctors

- I will complete training necessary to understand NJSLA-S's test security and administration policies and procedures.
- I will keep test materials under my supervision at all times, and I will not leave them unattended.
- I will prepare the testing room so that no student can view another student's test materials or computer screen, and so that inappropriate visual aids are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment, and
  - Not allow students to talk, pass notes, cause disturbances, or communicate with each other in any way during testing.
  - Not allow students to access cell phones or other unapproved electronic devices during testing.
  - Not allow students to access notes, books, or any instructional materials during testing.
  - Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
  - Not coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will follow the chain-of-custody procedures for all test materials, including scratch paper and periodic table of the elements (if applicable), as specified in the *TAM* and by my School Test Coordinator.
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and test administration protocols described in the *TAM*.

I have read the NJSLA-S Security Agreement and understand my role in this test administration.

First Name (print)	Last Name (print)

Role
❑ School Test Coordinator ❑ Technology Coordinator ❑ Test Administrator ❑ Proctor ❑ Other: _____

Signature	Date

Submit this form (signed) to your School Test Coordinator, and keep a copy for your records.
The signed agreement must be maintained by the school at least three consecutive assessment cycles.

Appendix C

New Jersey Policy Addendum

NJSLA-S

Note: This appendix will provide specific information for New Jersey in the 2018 Administration.

If a New Jersey-specific policy is not provided for a particular issue, follow the protocols as outlined in this manual or follow NJDOE instructions for contacting the LEA/district or NJSLA-S State Contact.

New Jersey

NJSLA-S State Contacts: John Boczany, NJSLA-S Science Content Specialist/Coordinator, and Gilbert E. Gonzalez, Coordinator of Assessment Technology and Data, NJDOE Office of Assessments	
For questions about NJSLA-S and state policies, contact New Jersey's assessment office.	

Telephone	Email	Fax
609-376-3460 609-376-3464	john.boczany@doe.state.nj.us gilbert.gonzalez@doe.state.nj.us	(only fax if directed by NJDOE) 609-984-6032 609-984-6032

Section	Issue	New Jersey Policy
Key Dates	**Load Organizations in PearsonAccess^next**	Upload by **NJ DOE**: June 25-27, 2018
	Load LTC Users in PearsonAccess^next	**Districts** update Users: June 25-27, 2018
	Load Participation Data File PearsonAccess^next	Upload by **NJ DOE**: January 17, 2018
	Load SR/PNP files in PearsonAccess^next	Upload by **Districts**: Grade 5: January 18-March 9, 2018 Grade 8 and High School: January 18-February 2, 2018
	Additional Order Windows	April 27, 2018--May 15, 2018--All Test Materials May 16, 2018--June 12, 2018--Coordinator Kit Materials Only
	Proctor Caching Available	April 30, 2018
	Materials Due in District	4/24/18 – 4/26/18: Manuals for all districts 5/3/18 – 5/4/18: Regular Test Booklets for PBT 5/3/18 – 5/4/18: Accommodated Test Kits CBT 5/10/18 – 5/11/18: Accommodated Test Kits PBT
	Testing Window	Paper-based: May 14, 2018–May 25, 2018 Computer-based: May 7, 2018–June 8, 2018
	Processing may begin as early as	June 4, 2018
	Deadline to return scorable materials to Measurement Incorporated (1 week after testing)	To arrive at contractor no later than one week after the scheduled end-date of the paper-based test window
	Deadline to return CBT nonscorable materials to Measurement Incorporated, such as Tactile Graphics and Human Reader scripts	June 12, 2018

Section	Issue	New Jersey Policy
1.2 3.3.1	**Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors**	Supervisors, guidance counselors, teachers, and child study team members may serve as a School Test Coordinator (STC) or Test Administrator (TA). **All** STCs and TAs **must** hold one of the following endorsements: ***New Jersey Teacher Certification, Educational Services Professional Certification, New Jersey School Leader Certification, or Career and Technical Education Certification***. Paraprofessionals may **only** serve as TAs **if** they hold one of the endorsements listed above. Long-term substitutes may **only** serve as TAs **if** they hold one of the endorsements listed above **AND** have had contractual employment at the testing site for more than 20 consecutive school days <u>PRIOR</u> to the start of the testing window and will have additional continual uninterrupted employment at the school during New Jersey's prescribed testing window. Proctors do not need to hold any endorsement; however, they **must** be under the direct supervision of a TA or STC at all times **AND** they may **not** provide testing accommodations or handle secure materials at any time.
2.1.3 3.3.2 4.2.4	**Steps for Submitting Security Forms**	The following security forms: ***New Jersey Testing Irregularity and Security Breach Form; Contaminated, Damaged, or Missing Materials Form; and Post-Test Certification Form*** must be submitted online through PearsonAccess[next] under "Support." Security forms are available on PearsonAccess[next] **except** the ***New Jersey Testing Irregularity and Security Breach Form*** available at: http://www.state.nj.us/education/assessment/parcc/forms/ Each school **must** complete and provide a copy of the ***Post-Test Certification Form*** to the LEA Test Coordinator. The LEA Test Coordinator **must** upload the completed forms to PearsonAccess[next].
2.2.1	**Observation Policies**	• Office of Assessment may conduct observation visits. • LEA may conduct observation visits. • Principal may conduct observation visits. • NJSLA-S contractors may conduct observation visits **only** when accompanied by Office of Assessment representatives.
4.1.5 4.2.3 4.3.2 4.3.3	**Irregularity or Security Breach and Safety Threat/Severe Weather**	The STC contacts the LEA Test Coordinator **immediately** to report testing irregularities, security breaches, safety threats, or severe weather. The LEA Test Coordinator must contact the Office of Assessments **immediately** upon receiving call from STC. At the discretion of the LEA Test Coordinator, the STC may complete the ***New Jersey Testing Irregularity or Security Breach Form*** documenting the situation. The LEA Test Coordinator uploads the completed form to PearsonAccess[next] within five school days. An electronic version of the completed form must be sent to the appropriate NJSLA-S State Coordinator within five days. The LEA Test Coordinator must **immediately** contact the appropriate (grade level) state coordinator for directions if a student completes the wrong unit of a test.

Section	Issue	New Jersey Policy
		Cell Phone & Unauthorized Electronics All incidents involving student possession of a cell phone or other unauthorized electronic device **must** be **immediately** reported via email to the appropriate grade-level NJSLA-S State Coordinator.
2.3	**Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and His/Her Secure Materials Have Been Collected**	Recreational books (subject matter of recreational books must be unrelated to content being assessed).
2.4	**Instructions for Students AFTER a Student's Test Has Been Submitted and His/Her Secure Materials Have Been Collected**	After the student has checked his/her work, as established by district policy, the Test Administrator may either dismiss the student (if feasible) or permit the student to silently read a recreational book.
2.4.3	**Extended Time and/or Frequent Breaks Policies**	Test Administrators should **not** "stop the clock" for students with frequent breaks. For students with disabilities or English learners who may require frequent breaks, it is highly recommended that schools consider the extended time accommodation.
3.2.1	**Requirements for Completing Student Registration/Personal Needs Profile Import**	The NJDOE will upload the NJSLA-S Student Registration/Personal Needs Profile in PearsonAccess^{next}. Students enrolled in districts **after** the closing of the initial student registration import window **must** be registered by the **testing site** district in PearsonAccess^{next}.
2.4.2	**Additional Requirements for Make-Up Testing**	No additional Instructions. Follow procedures outlined in the TCM.
3.9.1 3.10.1	**Additional Requirements for Paper-Based Test Materials**	Please refer to the text in the *Test Coordinator Manual*. Copies of the Chain-of-Custody Forms must be maintained by the school for three consecutive assessment cycles. STC may open packages within two school days prior to testing.
3.10.2 5.2.4	**Shipping Procedures for Paper-Based Materials**	Test materials are shipped to the LEA and then distributed to schools. Each STC **must** return materials to the LEA Test Coordinator. The LEA Test Coordinator must contact FedEx directly to schedule "Return Service" pick up.
3.10.4	**Approving Additional Orders**	NJDOE will review and approve additional orders daily.
4.2.4 4.2.5 5.1.2 5.2.2	**Steps for Missing, Damaged and/or Contaminated Materials**	The STC contacts the LEA Test Coordinator **immediately** to report contaminated, damaged, or missing materials. The LEA Test Coordinator **must** contact the Office of Assessments **immediately** upon receiving call from STC. At the discretion of the LEA Test Coordinator, the STC may complete the form documenting the situation. The LEA Test Coordinator **must** upload the completed form to PearsonAccess^{next} within five school days. An electronic copy of the completed form **must** be sent to the appropriate NJSLA-S State Coordinator within five days.

Section	Issue	New Jersey Policy
4.3.1	**Procedures for Dismissing Students for Misconduct**	The STC **must** contact the LEA Test Coordinator to **immediately** report student misconduct (i.e., refusing to test, disruptive behavior, unauthorized electronics; cheating). The LEA Test Coordinator **must** contact the Office of Assessments **immediately** upon receiving call from STC. At the discretion of the LEA Test Coordinator, the STC may complete the *New Jersey Testing Irregularity and Security Breach Form* documenting the situation. The LEA Test Coordinator **must** upload the completed form to PearsonAccess[next] within five school days. An electronic version of the completed form **must** be sent to the appropriate NJSLA-S State Coordinator within five days.
5.2.3	**Applying Student ID Labels for Paper-Based Testing**	Schools may apply Student ID Labels for Paper-Based Testing within two school days prior to testing.
5.2.5	**Void/Not Tested Instructions**	The process for refusals and other voids is as follows: 1. Code the student "Not Tested" or "Void" in PearsonAccess[Next]. Follow instructions here: http://avocet.pearson.com/PARCC/Home#9628 2. Complete the Irregularity Report using the form available at: http://www.state.nj.us/education/assessment/parcc/forms/ 3. Upload a single Irregularity Report (one per school) with an attachment that includes the relevant information for the multiple students who have refused using directions available at: http://avocet.pearson.com/PARCC/Home#pdf=5063_10889 Students that refuse to test still need to be registered and assigned to test sessions. Then, depending on the timing of the refusals, you will code as indicated below: The "Not-Tested" codes, to be used when students have **not** logged onto TestNav for the content area, are as follows: • Reason code 1—Absent • Reason code 2—Medical Emergency • Reason code 3—Other (this includes parental refusal to begin a test) "Void" codes, to be used when students **have** logged onto TestNav for the content area, are as follows: • Void code 1—Student Cheating • Void code 2—Security Breach • Void code 3—Other (this includes parental refusals to complete a test, off-grade level testing, student did not receive appropriate testing accommodations/accessibility features, student received inappropriate testing accommodations/accessibility features)

Section	Issue	New Jersey Policy
5.1.5 5.2.7	**Requirements for Archiving Security Forms**	The signed agreements (electronic or physical) must be maintained by the school for three consecutive assessment cycles. The STC must maintain copies of the sign-in sheets and training materials that indicates all staff involved in testing have been sufficiently trained.
6.1 6.2 6.3 6.4	**Procedures for Accessibility and Accommodations**	No additional Instructions. Follow procedures outlined in the TCM.
6.3	**Steps for Unique and Emergency Accommodations**	No additional Instructions. Follow procedures outlined in the TCM.
6.3	**Translation Policy**	Spanish versions are available for all grades.
	Braille Transition Plan	As in the 2017–2018 school year, braille will be provided in Unified English Braille (UEB) language in 2018–2019.
5.2.2	**Transcription Policy for Computer-Based Testing**	No additional Instructions. Follow procedures outlined in the TCM.

N

NJSLA-S

Section	Issue	New Jersey Policy
	Additional State Considerations	**Students Required to Take NJSLA-S Assessments** All grade 5, 8, and 11 students enrolled in a requisite course are required to take NJSLA-S assessments. **Home-Schooled, Private, and Parochial School Students** Students who are full-time home-schooled or full-time at a private or parochial school are **not** eligible to take any Statewide assessment including NJSLA-S. (This excludes special education students who attend an approved private school for the disabled in which tuition is the financial responsibility of the local education agency). Please refer to New Jersey Administrative Code (N.J.A.C.) 6A:8-1.2 (a). **Homebound and Bedside Test Administration Procedures** Students receiving homebound or bedside instruction are no longer required to take the NJSLA-S assessments using paper-based tests. Districts have the option of administering either the paper-based tests OR the computer-based tests *using a district supplied portable electronic device and mobile hotspot* to these students. The mode of testing should be based on individual student need and the content area/subject being assessed. Detailed procedures and guidance are available at: http://www.state.nj.us/education/assessment/district/ **PBT Transfer Students Who Start Testing THEN Move DURING the Testing Window BEFORE Completing all Paper-Based Tests** The LEA Test Coordinator of **both** the student's new district and the student's old district **must** follow the guidance available at: http://avocet.pearson.com/PARCC/Home#10526. In addition one of the following NJDOE forms **must** be completed as specified below: **For Intra-District** (school-to-school transfers within the same district) the LEA test Coordinator **must** complete the *New Jersey Intra-District School-to-School Chain-of-Custody Form For Transferred Paper-Based Testing Materials* available at: http://www.state.nj.us/education/assessment/parcc/forms/ **For Inter-District** (transfers between districts) **both** the LEA Test Coordinator of the former district AND the new district **must** complete the *New Jersey District-to-District Chain-of-Custody Form For Transferred Paper-Based Testing Materials* available at: http://www.state.nj.us/education/assessment/parcc/forms/ **CBT Transfer Students Who Start Testing THEN Move DURING the Testing Window BEFORE Completing all Computer-Based Tests** The LEA Test Coordinator of **both** the student's new district and the student's old district **must** follow the guidance available at: http://avocet.pearson.com/PARCC/Home#10525 **Additional information regarding NJSLA-S assessments is available at:** http://www.state.nj.us/education/assessment/

NJ

Appendix D

Form to Report a Testing Irregularity or Security Breach

New Jersey Testing Irregularity and Security Breach Form
(PARCC and NJSLA-S Assessments)

Instructions for the LEA Test Coordinator or School Test Coordinator:

1. Call the appropriate Statewide Assessment Coordinator immediately to report a testing irregularity or security breach.
2. Complete this form with the required information.
3. The LEA DTC must upload the completed form to PearsonAccess[next] within five school days and email the Support Request "confirmation number", which is provided upon successful upload, to the appropriate Statewide Assessment Coordinator. Since this form contains Personally Identifiable Information (PII) such as student's name, it must never be transmitted via email.

LEA District:	**School:**
LEA/District Organization Code: NJ- ___ ___ ___ ___ ___ ___/___ ___ ___	
Contact Name: **Phone and Extension:** ( ) - ext:	**Role:** District Test Coordinator

Test Administration: Fall Block	**Type of Issue:** Test Administration

Date of Incident: /   /   **Grade:** 5   **Assessment:** Science

Test Format: Computer-Based   **Testing Device Type:** Chromebook   **Test Form:**

Unit: 1   **Item Number(s):**

Test Administrator's Name:	**Test Administrator's SMID:**

Student Name: **DOB:**   /   /

Student State ID Number (NJ SMART ID):

***Detailed Description:

SAMPLE

***When completing this form, please ensure you provide a detailed description of the incident; name of the device; investigation steps taken; and actions taken by staff to resolve the incident. Use additional paper, if necessary.

When this form is completed it must be saved as follows:

- Title of the form must be "**District Name_School Name_Year_Date**"

  o For example: "**Any District_Any School_2016_040416**"

After saving, please upload the completed form to PAN (2017-2018 Guidance for Submitting Security Forms Online Version 3.0) and email to the appropriate Statewide Assessment Coordinator. Districts are required to maintain a record of this completed form for a minimum of three consecutive assessment cycles.

You can find the digital version of the form at the link below:
http://www.nj.gov/education/assessment/parcc/forms/TestingIrregularityandSecurityBreachForm.pdf

Appendices

NJSLA-S

Appendices

Appendix E

Form to Report Contaminated, Damaged, or Missing Materials

NJSLA-S

2018–2019 NJSLA-S Assessment
Form to Report Contaminated, Damaged, or Missing Materials

Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated (Section 4.2.3), damaged (Section 4.2.3), or missing (Section 3.10.2).
2. Then report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, Test Coordinators should follow procedures listed in **Appendix C.**
3. Submit the form to Measurement Incorporated and, according to procedures listed in **Appendix C**, to your LEA Test Coordinator.

☐ Spring

Contact Name _____

Contact Phone and Ext _____

Contact Person's Role _____

Contact Email _____

School Name _____

School Organization Code _____

LEA/District Name _____

Complete this form and submit the completed form to Measurement Incorporated via one of the following methods:

Fax	**919-321-7400**
Mail	Measurement Incorporated
	423 Morris Street
	Durham, NC 27701
Email	NJScienceHelp@measinc.com

NJSLA-S Helpline   888-705-9416
(Choose Option 2)

LEA/District Organization Code _____

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 8 Science Test Booklet	1	123456789-0	Student had a nosebleed on the booklet and it has now been destroyed according to LEA protocol.

Appendices

Appendix F

Post-Test Certification Form

NJSLA-S 2017–2018 Assessment
Post-Test Certification Form

This form is to be completed <u>after test administration</u> by the school test coordinator.

! By submitting this form, I certify that administration of the NJSLA-S assessments has been completed at the following school according to NJDOE security policies. All known security breaches and testing irregularities have been properly reported.

Please print, unless otherwise noted.

First Name	Last Name
Role	
School Name	Phone Number and Extension
District Name	School CDS Code
Were any Forms to Report a Testing Irregularity or Security Breach submitted for the school? ☐ Yes ☐ No	
All secure test materials have been returned to Measurement Incorporated. Any secure test materials not returned to Measurement Incorporated have been tracked, destroyed, and/or reported using the Form to Report Contaminated, Damaged, or Missing Materials. ☐ Yes ☐ No	

Shipping Return Date	Number of **scorable boxes** shipped
	Number of **nonscorable boxes** shipped

Were any Forms to Report Contaminated, Damaged, or Missing Materials submitted for the school? ☐ Yes ☐ No	
School Test Coordinator **Signature**	Date
Full Name of Principal (*if different from above*)	Date
Principal **Signature**	

Computer-Based Testing:
Are You Ready?

- ☐ Manage test sessions and review each student's status in PearsonAccess^{next}.
- ☐ Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., TTS).
- ☐ Test Administrator logs in.
- ☐ Confirm that the Test Coordinator has prepared the test sessions.
- ☐ Start test sessions and unlock the applicable unit (lock the unit for absent students).
- ☐ Resume students (as needed).
- ☐ Ensure students have submitted completed test units.

Confirming Accessibility Features and Accommodations

Before starting every session, confirm students have the correct forms. Look for the form indicator near their names in the session. Here is what you should see:

Indicator	Accommodation
SR	Assistive Technology— Screen Reader
Non-SR	Assistive Technology— Non-Screen Reader
CC	Closed Captioning
TTS	Text-to-Speech
STTS	Spanish Text-to-Speech
S	Spanish

Note: Students utilizing a Human Reader must be placed in a Human Reader session.

If you do not see an accessibility feature or accommodation for a student who should have one, do not let the student log in. Contact your STC.

Paper-Based Testing:
Are You Ready?

- ☐ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody Form.
- ☐ Distribute test materials to students and administer the NJSLA-S assessment according to the directions in this manual and using the appropriate administration script.
- ☐ Monitor testing time.
- ☐ Supervise test administration and provide breaks (if applicable).
- ☐ Return all testing materials to the School Test Coordinator.
- ☐ Complete any documentation necessary for reporting any testing irregularity or security breach.

Paper-Based Testing:
After You're Done

Transcribe accommodated responses
(Braille, Large Print, and other Response Accommodations)

Return Materials to the School Test Coordinator

- ☐ Test Administrator Manual
- ☐ Used and unused scratch paper

Secure materials that must be returned to Measurement Incorporated (scorable or nonscorable)

- ☐ Test booklets (all grades)
- ☐ Answer documents (all grades)
- ☐ Human Reader scripts
- ☐ Braille Test Booklets
- ☐ Large Print Test Booklets
- ☐ Tactile Graphics

T C M