Colorado Measures of Academic Success
Colorado Alternate Assessment Program

Procedures Manual

English Language Arts & Mathematics (PARCC)

Colorado Spanish Language Arts

Science & Social Studies

Spring
2017

All testing materials associated with the Colorado Measures of Academic Success (CMAS) and Colorado Alternate Assessment (CoAlt) Assessments are confidential and secure. To protect the validity of the assessments, secure materials must remain secure at all times and cannot be viewed by any individual or entity prior to or after testing. Secure assessment materials may not be provided to any persons except those participating in the assessment administration and those being tested. *Procedures Manuals*, *CMAS Test Administrator Manuals*, *CoAlt Examiner's Manuals*, training materials, and the *PAnext User Guide* are nonsecure materials and should be reviewed prior to testing.

School staff must comply with the requirements and instructions contained in this manual. A standardized test administration elicits original, independent student work and is necessary for test results to be valid, reliable, and meaningful. School staff must familiarize themselves with sections of this manual, the *CMAS Test Administrator Manual*, *CoAlt Examiner's Manual*, and the *PAnext User Guide* that apply to their role(s) in CMAS and CoAlt assessment administration. They must also review all relevant training materials before testing so they understand their respective responsibilities.

Where can I learn more?

- CMAS: Science and Social Studies www.cde.state.co.us/assessment/newassess-sum
- CoAlt: Science and Social Studies www.cde.state.co.us/assessment/newassess-coaltsss
- CMAS: PARCC ELA and Math www.cde.state.co.us/assessment/newassess-parcc
- Colorado Spanish Language Arts (CSLA) www.cde.state.co.us/assessment/csla
- To view all CDE assessment trainings, visit: www.cde.state.co.us/assessment/trainings

Spring 2017 Administration Window

CMAS		
Assessment	**Grade Level**	**Testing Dates**
English Language Arts and Mathematics (PARCC)[2]	Grades 3 – 9	
Colorado Spanish Language Arts (CSLA)[3]	Grades 3 – 4	
Social Studies[4]	Grades 4 and 7	April 10–28, 2017[1]
Science	Grades 5, 8, and High School (Grade 11)[2]	
CoAlt		
Assessment	**Grade Level**	**Testing Dates**
English Language Arts and Mathematics (DLM)[2]	Grades 3 – 9	
Social Studies[4]	Grades 4 and 7	April 10–28, 2017[1]
Science	Grades 5, 8, and High School (Grade 11)[2]	

All students in grades 5, 8 and 11 will take the CMAS or CoAlt Science assessments.

[1]Districts are encouraged to complete testing as efficiently as possible while meeting security and standardized test administration policies and procedures. **Many schools will not need the entire administration window to complete testing.**

[2]Districts may apply to CDE for extended/early testing options for ELA and mathematics (online only) and high school science. The ELA and mathematics administration window may open as early as March 13, 2017 for districts testing online. This will provide up to three additional weeks to complete ELA and mathematics assessments to accommodate device availability in districts. The CoAlt DLM administration window may open as early as March 15, 2017. Additional information regarding CoAlt DLM is found in the DLM manual available at http://www.dlm.com. An early option for high school science administration will be available as early as March 27, 2017. Schools that participate in the early high school science window must complete testing within three weeks and return materials at that time. There is no early window option for elementary and middle school science and social studies.

[3]CLSA is an accommodated language arts form for qualifying English learners who are Non-English Proficient (NEP) or Limited English Proficient (LEP), have had instruction in Spanish Language arts within 9 months prior to the assessment, and have been in the US for five years or less. This form of the language arts assessment would be taken in place of the CMAS: PARCC ELA assessment; however, students taking the CSLA would still take the CMAS: PARCC math assessment.

[4]Social studies assessments will be administered on a sampling basis each year. During the 2016-2017 school year the grade 4 and 7 social studies assessments will be administered in one-third of the schools. Only elementary and middle schools selected for the social studies sample plan will take the grade 4 and 7 social studies assessments.

Spring 2017 CMAS and CoAlt Critical Dates

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	S/SS ePATs and ELA/Math Practice Tests Currently Available https://co.PearsonAccessnext.com	Released Items Currently Available http://www.cde.state.co.us/assessment/CoAlt-Items.asp	CMAS: Students exposed to TestNav online testing environment and item types. CoAlt: Students and Test Examiners may use released items to become familiar with assessment format. It is recommended that students have an opportunity to access S/SS ePATs, ELA/math practice tests, or CoAlt items prior to testing.	CMAS S/SS ePATs (Practice Test Environments) contain released items and guides with student performance data for Test Administrators. ePATs include accommodations, accessibility features, and approximately 15 items per grade, including: - selected response items - constructed response items - technology-enhanced items - social studies performance events - science simulations CMAS ELA/math practice tests mirror the test design of the operational assessments.	Test Administrators, CoAlt Test Examiners, Educators
	-	October 27 – November 10	Regional CoAlt Administration Trainings	1. North Central Region – Greeley – 10/27/16 2. Metro Region – Golden – 10/28/16 3. Southwest Region – Alamosa – 11/2/16 4. Southeast Region – La Junta – 11/3/16 5. West Central Region – Grand Junction – 11/7/16 6. Northwest Region – Glenwood Springs – 11/8/16 7. Northeast Region – Limon – 11/10/16 8. Pikes Peak Region – Colorado Springs – 11/11/16	DAC
☐	November 8 – 18	-	Regional CMAS Administration Trainings	1. West Central Region – Grand Junction – 11/8/16 2. Northwest Region – Carbondale – 11/9/16 3. North Central Region – Brush – 11/11/16 4. Southwest Region – Alamosa – 11/14/16 5. Southeast Region – La Junta – 11/15/16 6. Pikes Peak Region – Colorado Springs – 11/16/16 7. Northeast Region – Limon – 11/17/16 8. Metro Region – Golden – 11/18/16	DAC

	CMAS	CoAlt	Activity	Additional Information	Roles
☐	November 7 – April 7		Create and update district and school level user accounts in PAnext	- Sensitive Data - School Assessment Coordinators - Technology Coordinators - Test Administrators - CoAlt Test Examiner	DAC
☐	November – Prior to testing		Sign Security Agreement form	Return DAC's Security Agreement form through Syncplicity or to CDE representatives during November regional trainings.	DAC
☐	December 15	-	Unique Accommodation Requests (UARs) due to CDE Assessment Unit	UAR Forms available in *Appendix G*. **UARs that do not include the appropriate documentation (e.g., no data, inapplicable data) cannot be approved.**	
☐	December 15		Notify CDE of expanded (CBT PARCC) or early (HS science) testing window	CDE will indicate test format in state load of student data if notified by this date.	
☐	Prior to January 9		State loads student data from Data Pipeline (as of EOD 12/16/16) for districts	Students are registered in PAnext for ELA/math and S/SS.	CDE
☐	January 9 – 27		Confirm student registrations for initial orders	Must indicate: -test format (CBT or PBT) -PBT accommodations -CBT accommodations with physical materials (human reader/oral script)	DAC and Sensitive Data
☐	-	January 9	Begin assigning users with CoAlt Test Examiner role to students in PAnext		DAC or SAC
☐	February 1 – Prior to creating test sessions	-	Begin assigning CBT special forms (e.g., accommodations, TTS) and creating test sessions in PAnext after indicating all special forms		DAC or SAC
☐	February 27 – April 7	-	Finalize computer-based testing preparation activities in PAnext:	- Check student registration - Verify test session accuracy - Confirm accommodated form assignments	DAC
☐	February 27 – April 7		Finalize computer-based test preparation activities:	- Select proctor caching servers - Finalize system readiness - Check student workstations - Configure TestNav	DTC
☐	February 27 (PARCC) March 20 (HS Science) March 27 (S/SS)	-	Proctor caching test content begins	Must be completed prior to testing	DTC, DAC, or SAC
☐	**Accommodated PBT material for**		Materials scheduled to	- Distribute secure materials to	DAC

	CMAS	CoAlt	Activity	Additional Information	Roles
	early testing windows February 27 (PARCC 3/13 start) March 6 (PARCC 3/20 start) March 13 (PARCC 3/27 start) March 17 (HS Science 3/27 start) March 20 (PARCC 4/3 start) **All material for PARCC PBT only districts and all Elementary/Middle School S/SS** March 27		arrive in districts	SACs no more than **one** week prior to the start of each school's testing window. - Manuals can be distributed to SACs as soon as they are received.	
☐	As soon as manuals are received	-	Distribute Test Administrator Manuals (TAMs) to Test Administrators	Secure materials must not be sent to schools more than **one** week prior to the start of each school's testing window.	SAC
☐		Start on March 27 for Elementary/Middle School S/SS, March 17 for HS Science	CoAlt Test Examiners are given access to materials to prepare accommodations		SAC
☐	After initial shipment arrives – April 25		Additional Orders – Secure Materials	-For each assessment, additional orders must not be placed until all materials in the initial shipment have arrived and have been inventoried.	DAC
☐	After initial shipment arrives – May 3		Additional Orders – Non-Secure Materials	-Additional orders for accommodated material **will not be approved** unless they can be matched to student registrations.	DAC
☐	Prior to testing		Sign CO Security Agreement forms and submit to SAC/DAC	-New CO Security Agreements must be signed each year by all individuals involved in CMAS and/or CoAlt administration -Signed forms must be kept on file locally for three years (electronic or physical)	DAC, DTC, SAC, Sensitive Data, Test Administrators, CoAlt Test Examiners
☐	Prior to testing		Send Verification of District Training Form to CDE through Syncplicity	-All individuals involved in CMAS and/or CoAlt administration must complete training each year	DAC
☐	At Least One Day Prior to testing	-	Prepare online test sessions in PAnext after accommodations have been confirmed and proctor caching has taken place	Before preparing sessions, confirm proper CBT special form assignments* for individual students in test sessions: - Text-to-speech - Spanish text-to-speech - Oral script/human reader for translation	Test Administrators

	CMAS	CoAlt	Activity	Additional Information	Roles
☐				PARCC-only accommodations: - ASL Video - Closed captioning for ELA - Assistive technology - AT screen reader *Confirm indication of need for color contrast settings, as appropriate.	
☐	**April 10 – April 28**		**State Testing Window** (Districts/schools may not need the entire administration window to complete testing.)	Requests must be sent to CDE by 12/15/16 for participation in expanded or early window options. 3/13 start – PARCC CBT only schools 3/20 start – PARCC CBT only schools 3/27 start – PARCC CBT only schools; HS Science (3/27-4/14 or 4/3-4/21) 4/3 start - PARCC CBT only schools	**ALL**
☐	-	Test Examiners - Immediately after testing; DAC or SAC - Before packaging materials for return to Pearson	Sign "Secure Return Form: CoAlt Manipulatives".	CoAlt task manipulatives must be returned to Pearson in a secure return envelope.	DAC, SAC, and CoAlt Test Examiner
☐	Immediately After Testing		Sort scorable[1] and nonscorable[2] materials.	Districts may choose to securely destroy/shred Student Testing Tickets or return them to Pearson. **S/SS - Any <u>used</u> scratch paper must be returned to Pearson.** Districts may also choose to return used PARCC scratch paper to Pearson.	DAC and SAC
☐	After Testing is Completed by Assessment (ELA/Math, CSLA, S/SS) – May 1		Schedule UPS **scorable[1]** pickups	See *5.2.4 Package Materials for Return Shipping* for details. **HS Science -** Districts participating in the early high school science window must return **all** materials the week following the close of their three

	CMAS	CoAlt	Activity	Additional Information	Roles
				week testing window (i.e., week of 4/17 for 3/27 start; week of 4/24 for week of 4/3 start).	
☐	May 3		Last day for **scorable**[1] material pickup by UPS.	**Note: If scorable materials are not picked up by May 3, *there is no guarantee* that records for these PBT students will be included in SBD or scored.**	DAC
☐	May 5		Last day for **scorable**[1] material to **arrive** at Pearson.		DAC
☐	-	After Testing is Completed – May 3	Enter CoAlt scores into PAnext (Test Examiner must have PAnext CoAlt Test Examiner role)	**Note: If student scores have not been entered by May 3, the student will not receive a student report.**	CoAlt Test Examiner or DAC
	After Testing is Completed by Assessment (ELA/Math, CSLA, S/SS) – May 3		Schedule UPS **non-scorable**[2] pickups	See *5.2.4 Package Materials for Return Shipping* for details.	DAC
	May 5		Last day for **non-scorable**[2] material pickup by UPS.		DAC
☐	By May 5		Return Post Test Compliance Report to CDE through Syncplicity.		DAC
☐	Prior to May 12		Initial PAnext Clean-up (School and District level)	In PAnext, stop all started test sessions. Verify all students are accounted for with test registrations. Indicate invalidation coding with appropriate not tested or void codes.	DAC, SAC, and Sensitive Data
☐	May 15 - 17		Final PAnext Clean-up (District level)	In PAnext, Verify all students are accounted for with test registrations. Indicate invalidation coding with appropriate not tested or void codes.	DAC and Sensitive Data
☐	May 22 – June 1		Student Biographical Data (SBD) Review	In Data Pipeline, indicate/verify invalidation coding with appropriate not tested or void codes. Verify student demographics.	Data Pipeline Respondents

[1] Scorable materials are used test books/answer documents that are to be scored.
[2] Nonscorable materials are secure materials that contain test content or sensitive student data/personally identifiable information (PII) that are *not* to be scored.

Table of Contents

1.0 Colorado Measures of Academic Success & Colorado Alternate Assessment

1.1 Program Overview

1.1.1 Background

All public school students enrolled in Colorado are required by state law to take a standards-based summative assessment each year in the specified content areas and grade levels. This means that every student, regardless of language background or ability, must be provided with the opportunity to demonstrate their content knowledge.

The Colorado Measures of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS). A very small number of students with significant cognitive disabilities may take the Colorado Alternate (CoAlt) assessment based on the Extended Evidence Outcomes (EEOs) of the CAS.

The CMAS and CoAlt assessments are collaboratively developed by the Colorado Department of Education, the Colorado educator community, and Colorado's assessment contractor, Pearson. The data should be used to keep abreast of individual student, school, and district progress toward attaining higher student achievement levels.

1.1.2 About this Manual

This *Procedures Manual* provides instructions for coordination of the Colorado Measures of Academic Success (CMAS) and Colorado Alternate (CoAlt) assessment administrations. Instructions include the protocols that all district and school staff must follow related to test security and test administration. The manual also includes the procedural steps that must be taken before, during, and after test administration.

This manual is not all inclusive. Supplementary documents including the *PARCC Test Coordinator Manual (TCM)*, *PARCC* and *Colorado Measures of Academic Success Test Administrator Manuals (TAMs)*, the *Colorado Alternate Assessment Examiner's Manual*, and the *PAnext User Guide* should also be reviewed. Additionally, updates and clarifications will be provided to District Assessment Coordinators through email as more information becomes available.

1.2 Roles & Responsibilities

This section outlines the district and school level roles that are needed to ensure that the CMAS and CoAlt assessments are administered successfully.

For information about role-based permissions in PAnext, see the PAnext User Roles and Permissions table in *Appendix H*. For each role, the table includes PAnext permissions related to administrative management, organizations, student data,

What's New for Spring 2017?

1. New "Prepare Session" feature in PAnext.

2. Science and social studies shipping labels included in SAC kits.

3. Early high school science testing option. The three week high school science window may be opened two weeks prior to the official state assessment window. Request must be submitted to CDE by December 15, 2016.

4. Science and social studies uses the term "units" instead of "sections."

5. Computer-based science and social studies assessments will not contain sample items.

test management, and test setup. For the complete PAnext User Roles and Permissions guidelines, refer to the *PAnext User Guide* located at https://co.PearsonAccessnext.com > Support.

Some roles in PAnext provide access to personally identifiable information (PII). These roles include Sensitive Data Role, Student Test Update Role, and Published Reports. All official District Assessment Coordinators (DACs) registered with CDE are assigned these roles as superintendents have confirmed that they may have access to PII. DACs must make sure any individual to whom they confer these roles is allowed to have access to PII.

1.2.1 Annual Training Requirements

All district and school personnel involved in the administration of Colorado's state assessments must be familiar with test security protocols and with their individual responsibilities. Training is required on an annual basis for all district and school personnel involved in any aspect of Colorado's state assessments.

Thorough training is one of the best ways that districts can ensure successful assessment administrations and prevent misadministrations from occurring. DACs must meet with School Assessment Coordinators (SACs) to ensure that a training plan is in place for training Test Administrators, Test Examiners, Technology Coordinators, and any other district or school staff handling secure materials.

Districts are required to collect, from all personnel who have completed training, signed documentation that demonstrates an understanding of the policies and procedures set forth by the State of Colorado and the district.

District-developed trainings must be based on the live trainings, webinars, and PowerPoint slides provided by CDE and/or the assessment contractor. Additional information should be included in trainings to provide district-specific policy information. CDE recommends that training be provided in a format that allows participants to receive immediate feedback and ask questions.

1.2.2 Testing Coordinators

District Assessment Coordinator (DAC)

The DAC is the individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. For purposes of the Colorado state-administered assessments, the DAC is:
- Responsible for attending all required trainings.
- The point person for all communications to and from CDE's Assessment Unit. **The DAC disseminates important assessment information to the district, schools, teachers, and parents.**
    - Read all communications from CDE (e.g., Weekly Assessment Update Email) and distribute as appropriate.
    - Serve as the liaison between School Assessment Coordinators (SACs) and Pearson/CDE. During testing, school personnel may have direct communication with Pearson for technical assistance, should it be needed.
- Serve as local expert on all CMAS and CoAlt procedures and requirements.
    - Ensure that all SACs know how to contact you for each day of testing should they have questions or issues that need immediate attention.
- The district core assessment team leader who oversees the training of SACs, CMAS Test Administrators, and CoAlt Test Examiners to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations.
- Responsible for authorizing individuals to be involved in technology setup for the district (District Technology Coordinator) and working with student data (Sensitive Data).
    - Work collaboratively with Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- Responsible for ensuring student registration data is accurate for initial material orders, and placing additional orders for test materials and accommodated test materials as necessary.
- Responsible for overseeing the management of the district's test administration calendar(s) to ensure that the state's deadlines are met.

- Responsible for overseeing the data and reporting procedures and functions for the assessments.
- Responsible for creating PAnext user accounts for district personnel.
- Responsible for ensuring that all secure materials are returned to the vendor on time after testing. Documentation of missing materials must be submitted to CDE.
- Responsible for ensuring that appropriate student records are coded with correct Not Tested or Void Test Score Reasons/Codes.
  - o "Marked Complete Reasons" **do not** invalidate tests. To invalidate tests that were marked complete, the appropriate Void Test Score Reason/Code must be applied.

The DAC has access to Personally Identifiable Information (PII) in PAnext.

School Assessment Coordinator (SAC)

The SAC is the individual at the school level responsible for the overall coordination of test administration. This individual is responsible for coordinating test administration at his or her school. For purposes of the Colorado state-administered assessments, the SAC will:
- Attend all district trainings for state assessments.
- Authorize individuals to be involved in test administration, including School Technology Coordinators, CMAS Test Administrators, and CoAlt Test Examiners.
- Serve as local expert on all CMAS and CoAlt procedures and requirements.
  - o Read all communications from the DAC and distribute as appropriate.
- Serve as liaison between Test Administrators/Test Examiners and the DAC.
  - o During testing, school personnel may have direct communication with Pearson for technical assistance should it be needed.
- Develop and implement a security plan for test administration and follow all protocols in this manual related to security, including investigating testing irregularities, reporting test security breaches to the DAC, and collecting a signed *Colorado Security Agreement* (*Appendix B*) from each individual authorized to be involved in test administration.
  - o Review the school's security plan with the DAC.
  - o Distribute a copy of the *Test Security and Administration Policies* from Section 2.0 of this manual along with your security plan to all individuals authorized to be involved in test administration, including Technology Coordinators, Test Administrators, and Test Examiners.
- Train all individuals in test security and administration protocols, including Test Administrators, Test Examiners, and any individual authorized to be involved in test administration, and oversee these individuals during testing.
- Work collaboratively with District/School Technology Coordinators to ensure that computer-based testing environments function as needed for testing.
- Assemble and maintain a master list of all students and their accommodations and form-dependent accessibility features (i.e., text-to-speech and color contrast). Coordinate test preparations accordingly.
  - o Must verify that students are assigned the necessary accommodations and form-dependent accessibility features **prior** to testing.
  - o In PAnext, review PNP indications on **Manage Student Tests** screen, markers next to SASIDs on **Students in Session**s screen, and/or **PNP Report** (Reports > Operational Reports > Students & Registrations > PNP Report - Accessibility Features and Accommodations for Student Tests).
- Assign tests (including accommodated form and accessibility feature assignments) in coordination with Sensitive Data in PAnext.
- Receive, inventory, and distribute test materials through a chain of custody process—including alerting DACs to the need for additional test materials and accommodated test materials, as necessary, so the DAC may place additional orders.
- Ensure that all materials are secured at all times.
  - o Test materials must be kept in a secure, locked district/school location at all times when not being used for testing.
  - o Test materials must not be stored in classrooms.

- Secure materials are not to be taken out of district/school buildings except during transport between district and school facilities.
- Develop and coordinate the school's test administration schedule, including the administration of make-up testing (DACs may complete this task).
- Ensure standardized testing environments for all students and designate locations for the administration of tests to students who require special accommodations.
- Set up and prepare test sessions in PAnext before testing, and stop test sessions in PAnext after testing.
- Mark tests complete in PAnext for incomplete student tests that were previously started. ("Marked Complete Reasons" **do not** invalidate tests. To invalidate tests that were marked complete, the appropriate Void Test Score Reason/Code must be applied.)
- Invalidate tests with Void Test Score or Not Tested Reasons/Codes, as needed, post-test administration. (If tests will be invalidated at the district level, SACs must communicate information to DACs regarding test invalidations that may need to be applied to student test assignments.)

1.2.3 Technology Coordinators

District Technology Coordinator (DTC)

The DTC is the individual at the district who ensures that site readiness activities, designed to ensure that testing environments are ready for testing, are completed well in advance of testing. In addition to the DTC, districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. If identified, School Technology Coordinators must coordinate with the DTC. DTCs are responsible for:

- Setting up student devices and testing environments for computer-based testing.
- Removing or disabling any software that would interfere with computer-based testing or allow secure test material on student devices to be viewed on another device during testing.
- Proctor caching test content (if being done at the district level).
- Providing technical support for DACs, SACs, and Test Administrators.

For additional information related to Technology Readiness, see the District Technology Coordinators page on the CDE Assessment Unit website at the following location: http://www.cde.state.co.us/assessment/newassess-dtc.

1.2.4 Data Support

Sensitive Data

The individual in the district who handles student data including sending, viewing, adding, and editing student data in PAnext is referred to as Sensitive Data. The individual ensures that:

- All students are registered in PAnext.
- Demographic information is correct.
- Test sessions are set-up and accommodations and accessibility features have been indicated for the appropriate students to ensure proper form assignment in PAnext (completed in coordination with the SAC).
- Appropriate void or not tested reasons/codes have been applied to student test records post-test administration.

The Sensitive Data Role has access to Personally Identifiable Information (PII) in PAnext.

1.2.5 Who May Administer the Assessments

CMAS Test Administrator (TA)

The TA is an individual at the school ultimately responsible for administering CMAS assessments. Test Administrators:

- Must be employed by the school/district.
- Must actively supervise the test administration at all times.

TAs must ensure that necessary accommodations and accessibility features, such as text-to-speech and color contrast, are available to the appropriate students.

All Test Administrators must be trained each year on the current science and social studies administration procedures prior to administering or monitoring a physical testing group in a testing environment.

- Test Administrators must read the instructions in the *CMAS Test Administrator Manual* and familiarize themselves with test administration procedures prior to administering the test to students.
- Test Administrators who are administering assessments in which students are being provided with accommodations must be trained on the specific accommodations.
- Test Administrators must be employed by the school or district. School/District employees may administer the assessments at the grade levels of their children, but they must not administer the test for their own children, nor be in the testing environment during testing.
  - Student teachers may not be Test Administrators, but may serve as proctors in the test environment.
- Test Administrators **must NOT** be assigned to a room where a relative is being tested.

Student to Test Administrator Ratio

Test sessions require a student-to-Test Administrator ratio of 30:1 or less. A test session that includes more than 30 students may be scheduled; however, an additional Test Administrator must be present for each additional 30, or fraction thereof, students.

Active proctoring is essential during the administration of the assessment. Test Administrators must be attentive and remain in the room during the entire active testing unit. They should circulate throughout the room during the test.

Note: Room configuration should be considered when determining the student- to-Test Administrator ratio. Test Administrators must be able to actively monitor the space within the testing environment. Special considerations should be made for large testing environments and for testing environments with complicated configurations.

Human Reader/Oral Scripts: While the size of these auditory presentation groups for state assessments is determined at the district level, CDE highly recommends a student-to-Test Administrator ratio of 1:1 for students receiving this accommodation due to the amount of reading required by the assessments. For questions, please contact Mindy Roden at roden_m@cde.state.co.us or 303-866-6709.

CoAlt Test Examiner (TE)

The TE is an individual at the school ultimately responsible for administering CoAlt: Science and Social Studies assessments. A Test Examiner:

- Must have a valid teaching license. **Note:** A substitute teaching license is not a sufficient license for administration of CoAlt.
- Must be employed by the school/district.
- May be a Speech Language Pathologist or School Psychologist who does not hold a teaching license, but who holds a professional license.
- May not be a volunteer.
- Must actively administer the assessment.

TEs should be familiar with the student they are assessing and with the student's primary mode of communication.

All Test Examiners must be trained each year on the current science and social studies administration procedures before administering the assessments.

- Test Examiners must read the instructions in the *CoAlt Examiner's Manual* and familiarize themselves with test administration procedures prior to administering the test to students.
- Additional staff, including paraprofessionals, may assist in the administration of the assessment as needed, but may not score student responses, unless they hold a valid teaching license. **Note:** Anyone in the testing environment must be trained on CoAlt administration.
- Test Examiners **must NOT** administer the assessment to a relative.

1.3 Determining Whether CMAS or CoAlt Should be Administered to a Student

All students, including students with Individualized Education Programs (IEPs), will participate in the state assessment system. The IEP team, which must include the parents, will determine the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning in the classroom and content being assessed on the general CMAS assessments. According to federal requirements, there must be evidence of alignment between a student's educational plan and the accommodations provided on any of the state assessments, as well as any determinations for students to participate in the CoAlt:. Three participation options exist:

1. The student participates in the CMAS assessment program without an accommodation.
2. The student participates in the CMAS assessment program with an accommodation.
3. The student participates in the CoAlt assessment program for students with significant cognitive disabilities.

Note: It is not appropriate or ethical to give the CoAlt to students who do not qualify to take the assessment.

Decisions regarding participation in the alternate assessment must NOT be based on:	
1. A category of disability	**5.** A student's reading level
2. A certain percentage of students	**6.** An expectation of an unsatisfactory performance by the student
3. Time spent receiving special education services	**7.** Poor attendance by the student
4. Place where the student receives services	**8.** Ongoing disruptive behavior by the student

For more information regarding CoAlt eligibility guidelines, visit the Exceptional Student Services Unit website at:
http://www.cde.state.co.us/sites/default/files/accommodationsmanual_eligibility.pdf

1.4 Determining Grade Level or Course for Assessment Administration

Students are required to be tested using assessments for the grade level in which they are enrolled by the district. For example, students who are enrolled in a grade level at the time of testing will take the CMAS or CoAlt assessment for that grade level, even if they took the same assessment the previous school year. The following math assessment options are available for students in grades 7-9:

CMAS: PARCC Mathematics Options					
Grade Level	Assessment				
	Grade 7 Math	Grade 8 Math	Algebra I Integrated Math I	Geometry Integrated Math II	Algebra II Integrated Math III
Grade 7	X		X		
Grade 8		X	X	X	
Grade 9			X	X	X

Note: There may be students who start the school year classified in one grade level who are reclassified to another grade level prior to the administration of the state assessments. These students take the state assessment of the grade level to which they have been reclassified. If an 11th grade student is reclassified as a 12th grade student before the district's assessment window opens, the student should not be tested and the high school science registration should be removed from PAnext.

If a student takes an assessment but does not meet the participation criteria, it is considered a misadministration and the test must be invalidated. See *2.3.8 Invalidating a Test* for more information on how to invalidate a test.

2.0 Test Security and Administration Policies

2.1 Introduction to Test Security

CMAS and CoAlt administrations are secure testing events. Maintaining the security of test materials before, during, and after test administration is crucial to obtaining valid and reliable results. **All personnel involved in test administration, including technology coordinators, must receive yearly security protocol training.** DACs are responsible for overseeing training for the district, including verifying that the DTC and SACs have been trained. SACs are responsible for ensuring that Test Administrators, Test Examiners, and all individuals involved in test administration at the school level are trained and subsequently act in accordance with all security requirements.

A chain of custody plan for materials must be written and implemented as described in this section to ensure that materials are securely distributed from DACs to SACs to Test Administrators/Test Examiners and securely returned from Test Administrators/Test Examiners to SACs and then to DACs. SACs must distribute materials to and collect materials from Test Administrators/Test Examiners each day of testing, and securely store and deliver materials to DACs after testing is completed in accordance with the instructions in this manual.

Students may not have access to secure materials before or after a test unit.

2.1.1 Security Plan

SACs must develop a security plan for their schools. A successful security plan will do the following:

- Inform all individuals authorized to be involved in test administration to review security protocols, prohibited activities, testing irregularities, and security breaches.
- Ensure that all individuals authorized to be involved in test administration sign the *Colorado Security Agreement* found in *Appendix B*.
- Ensure that no unauthorized individuals enter the testing environment.
- Establish a documented chain of custody.
- Designate a central locked facility for secure storage of test materials.
- Document that Technology Coordinators, Test Administrators, and Test Examiners have received necessary documentation and training for successful, secure administration of the CMAS and CoAlt assessments.

Inform all individuals of test security procedures in case an unexpected event interrupts testing (e.g., a fire drill or safety concern).

Prohibited Activities

Any action that compromises test security is prohibited. The following lists include examples of activities that compromise test security or score validity. Note that these lists are not exhaustive.

Breaches of Test Security and Administration Procedures

Electronic Devices	Educators	Students
Having a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod, camera) in the test environment.		■
Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod, camera) in the test environment. **Note:** Test Administrators may use cell phones to contact the SAC or technical support to troubleshoot TestNav issues. They may also use tablet devices to administer the assessment session in PAnext.	■	
Checking email while secure test materials are still distributed and/or while students are testing.	■	■
Using a computer, laptop, or tablet (other than the one being used to administer the test) while in possession of secure test materials or while students are testing.	■	■

Test Supervision	Educators	Students
Reading a book, newspaper, or any other material before closing out the test unit or turning in test materials to the Test Administrator.		■
Reading a book, newspaper, or any other material while secure test materials are still distributed or while students are testing.	■	
Explaining simulations, performance event passages, or test items to students.	■	■
Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test.	■	■
Grading papers or otherwise engaging in activities that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.	■	
Leaving test materials or online forms unattended or failing to keep test materials secure at all times.	■	
Leaving students unattended for any period of time while secure test materials are distributed or while students are testing.	■	
Giving students more time than is allotted for the unit as outlined in this manual (except for students who are to receive extended time as documented on their IEP, 504, or EL plan).	■	
Not administering a unit according to the allotted time.	■	
Encouraging students to finish early.	■	
Passing notes, talking, or causing disturbances while test materials are still distributed or while students are testing.		■
Administering the assessment to family members or allowing family members access to secure test materials that only persons explicitly designated to administer tests to students may possess.	■	
Formally or informally scoring student responses to test items.	■	■
Displaying or failing to cover visual aids in the room that may advantage or disadvantage students (e.g., word walls, multiplication charts). Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, and graphic organizers. It is not necessary to cover or remove calendars. If the material might provide an advantage or assist in answering a question, it must be covered or removed.	■	
Failing to follow test administration directions exactly as specified in this manual and in the *Test Administrator/CoAlt Examiner's Manuals*.	■	

Test Materials	Educators	Students
Viewing secure test content before, during, or after testing outside of providing approved accommodations.	■	
Permitting students to view or to access in other ways secure test content before or after testing.	■	■
Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
Copying or reproducing (e.g., taking a picture of, copying by hand, typing, texting) any part of the passages or test items, or any secure test materials or computer-based test forms.	■	■
Influencing, altering, or interfering with a student's responses in any way.	■	■
Making responses available to a student outside of the test unit.	■	■
Handling the test materials for a purpose other than test administration (e.g., teacher takes a test home to review; Test Administrator reads a test book or source book after school).	■	■
Revealing or discussing test content or test items with anyone—including students and school personnel—through verbal exchange, email, social media, or any other form of communication.	■	■
Discussing, memorizing, photocopying, scanning, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.	■	■
Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test.	■	■
Failing to properly secure and safeguard Student Testing Tickets.	■	
Breaking the chain of custody of materials.	■	
Misusing, mishandling, or losing any state test materials.	■	

2.1.2 Chain of Custody Requirements

CMAS

Failure to follow proper chain of custody requirements may result in test invalidations. The test materials chain of custody must be documented before, during, and after test administration in order to maintain their security. Districts and schools may choose to create and use their own chain of custody documents. Chain of custody documentation must be maintained for three years after the test administration to ensure that there are no questions or concerns related to the security of the assessments or handling of materials after the fact. The DAC and each SAC must be able to assure the state, if any questions arise, that every step has been taken to ensure security of the test materials. The following chain of custody requirements apply to all CMAS assessments:

- Secure and non-secure materials will be delivered to the district in a single shipment.
- Materials should be distributed to schools no more than one week prior to the start of each school's testing window.
- As soon as materials are received at the school, *Test Administrator Manuals* should be distributed so Test Administrators have time to review as needed.
- All secure CMAS materials, including paper-based tests and human reader/oral scripts, must be secured and accounted for at all times and test books and source books (social studies only) must remain sealed until they are used during testing. Secure materials must be stored in a secure and locked location before and after testing.
- The SAC is responsible for the distribution and collection of CMAS materials **to and from** Test Administrators each day of administration, preferably within 15 minutes of the start and end of each unit's test administration.
  - If administering a paper-based form of the CMAS assessment, test books must be distributed just prior to administration. Test Administrators are not to have extended access to materials before or after administration

- All state assessment test books and other state materials **must be secured** while in the Test Administrator's possession and test materials **must not be stored in classrooms** in advance of, or following, the administration.
- Test Administrators who are providing an auditory presentation accommodation may have access to secure materials only on the day the content area is assessed with the following exceptions:
  - Under the supervision of the SAC or DAC, a translator (for languages other than English or Spanish including sign language) may read the script four working days before administering the assessment in order to become familiar with the test. The translator must sign a confidentiality agreement with the district and may not provide information about the test to any individual. Translators are prohibited from sharing information about the assessment content with any individual. Translators must be fluent both in English and in the translation language. Additionally, the translator should have subject matter expertise in the content area of the assessment.
  - Under the supervision of the SAC or DAC, a Test Administrator providing the English or Spanish Auditory Presentation accommodation for PBT may have access to the script 24 hours prior to the assessment administration.
- Teachers of students with visual impairment (TVI) who are administering the assessment in braille will need access to the braille notes prior to the assessment in order to gather additional materials needed to provide student access to the assessment. The Teacher Notes may be accessed 24 hours prior to the assessment administration.
  - Upon receipt of braille materials, the TVI may verify that the correct braille format has been received by checking the test book cover. It is not appropriate for TVIs to review the test content.
- Test materials must be documented on the School Security Checklist and secured while in the Test Administrator's possession. School Security Checklists will be included in the shipment from Pearson. A sample of the School Security Checklist form is located in *Appendix I*: *Sample Shipping Forms*.
  - Test Administrators must document the return of all secure test materials (used and unused) on the School Security Checklist form, and must return all materials to the SAC immediately after testing.
  - SACs must verify that all secure test materials are returned. SACs must retain the School Security Checklist in their files for three years.
  - The SAC must oversee the secure collection of the following test materials immediately after each unit's test administration (materials must not be retained in the physical testing environment or prematurely re-distributed to Test Administrators if the test is to be continued at a later time or on a subsequent day). The secure collection of these materials must be documented on the School Security Checklist.

Computer-based materials	Paper-based materials
- Student Testing Tickets, and any other school-generated reports or documents that contain personally identifiable student information - Student rosters containing TestNav usernames and passwords - Auditory presentation accommodation materials (i.e., human reader/oral scripts for translation) - <u>Used</u> scratch paper	- Test books - Social studies source books - ELA/math answer documents - <u>Used</u> scratch paper - Auditory presentation accommodation materials (i.e., human reader/oral scripts for translation, English, or Spanish) - Accommodated paper materials (e.g., large print visual descriptions document, braille teacher notes)

- After all test sessions have been completed at a school, these materials, both used and unused, must be securely stored and returned to the DAC by the district deadline for shipment to Pearson.
- Missing test materials or any test irregularities must be reported to the SAC/DAC and the appropriate documentation must be completed:
  - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*)
    - Additional documentation will be required by CDE.
  - Test irregularities: *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*)

CoAlt

The following chain of custody requirements apply for CoAlt: Science and Social Studies assessments:

- Anyone with access to CoAlt: Science and Social Studies materials must be trained on the protocols, including test security and ethics, included in this manual and in the *CoAlt Examiner's Manual* prior to being provided with access to assessment materials.
- All secure CoAlt: Science and Social Studies materials must be accounted for and stored in a secure and locked location before and after testing each day.
- The SAC is responsible for the distribution and collection of CoAlt: Science and Social Studies assessment materials **to and from** Test Examiners immediately before and after testing each day. CDE recommends that the assessments be distributed no more than 15 minutes prior to the testing session and be collected within 15 minutes after the testing session.
    - Due to the unique nature of the CoAlt: Science and Social Studies assessments, Test Examiners may need access to a student's materials prior to the test's administration in order to prepare any necessary accommodations and organize the provided student materials and task manipulatives.
- All CoAlt: Science and Social Studies assessment materials **must be secured** while in the Test Examiner's possession and test materials **must not be stored in classrooms** in advance of, or following, the administration.
- Students **may not** have access to any test content or test materials except while they are testing.
- After a student has completed testing, Test Examiners must return task manipulatives, score recording forms, and security forms to the SAC in the unsealed secure return envelope. The student's name should be written on the envelope's label. Accommodated task manipulatives are returned to the SAC for secure destruction at the district level.
- **All** secure test materials, both used and unused, **must be returned** to the DAC by the district deadline.
- Missing test materials or any test irregularities must be reported to the SAC/DAC and the appropriate documentation must be completed:
    - Missing materials: *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*)
        - Additional documentation will be required by CDE.
    - Test irregularities: *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*)

Computer-based Test Materials

The SAC must distribute test materials to and from Test Administrators on each testing day. Test materials must not be stored in classrooms prior to or following the day of administration. See *3.9.1 Secure and Non-Secure Test Materials (CBT)* for a list of materials that will be distributed by SACs to Test Administrators.

Paper-based Test Materials

The SAC must distribute test materials to and from Test Administrators on each testing day. Test materials must not be stored in classrooms prior to or following each administration session. See *3.10.1 Secure and Non-Secure Test Materials (PBT)* for a list of materials that will be distributed by SACs to Test Administrators.

2.1.3 Colorado Security Agreement, Verification of District Training, and Post Test Compliance

The *Colorado Security Agreement*, located in *Appendix B*, lists security protocols that are detailed in this unit. All individuals authorized to be involved in test administration must follow the security protocols and must sign the *Colorado Security Agreement* and return it to the SAC. The SAC will account for all signed *Colorado Security Agreements* at the school level. DACs must either submit their signed *Colorado Security Agreements* to CDE representatives at the regional CMAS trainings in November or upload the signed form to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on the form.

The signed agreements collected by the SAC must be maintained by the school for three years. The SAC must complete a form, including sign-in sheets, training dates, and make-up training, that indicates that all individuals involved in testing have been sufficiently trained. Additionally, each district must complete the *Verification of District Training Form*, located in *Appendix C*, which includes training dates and indicates that all individuals involved in testing have been trained in both security and administration policies and procedures. The completed Verification of District Training Form

must be uploaded to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on the form.

At the end of each CMAS and CoAlt administration, the DAC must complete the *Colorado Post Test Compliance Report*, located in *Appendix F*. This report certifies that the administration of the CMAS and CoAlt assessments complied with all of the procedures and instructions as described in this manual, the *CMAS Test Administrator Manual*, and the *CoAlt Examiner's Manual*; that any **major** misadministrations have been reported to CDE; and all materials have been returned to Pearson. The completed Post Test Compliance Form must be uploaded to the **Assessment Forms** folder on **CDE Assessment Syncplicity** following the naming convention indicated on the form.

2.2 Testing Irregularities and Security Breaches

Procedural Irregularities	Educators	Students
Failing to follow and read administration directions for the test.	■	■
Losing a student's test materials.	■	■
Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented on their IEP, 504, or EL plan and therefore is not appropriate.	■	

Testing Environment Irregularities
Technology interruption or dysfunction.
Building evacuation or lock-down.

2.2.1 Testing Irregularities and Security Breaches

In the rare event that there is a building evacuation or lock-down during a testing unit, follow the protocol outlined below:

- The safety and security of students and staff is of paramount concern.
  - Assume that the threat is real and initiate the district building-evacuation/lock-down procedure.
  - Note the time of the disruption so that the remaining time for the test unit can be calculated.
  - When possible and feasible, record this information in writing.
- Time is of the essence in an emergency situation. Collect test materials only if time permits prior to leaving the testing environment. If administering:
  - CMAS CBT assessments – **leave Student Testing Tickets and other materials in the assessment room**.
  - CMAS PBT assessments – **leave all test materials in the assessment room.**
  - CoAlt – **leave all test materials in the assessment room.**
- Secure the assessment room and building.
- If possible, keep tested and non-tested students separate.
- If possible, redirect student conversations regarding the test.
- As soon as possible, communicate the situation and circumstances to the DAC and determine how and when the assessment should resume.
  - Before students or other school personnel return to the testing environment, SACs (or the district designee) should collect and secure all test materials and exit students from TestNav if testing online.
- Upon resuming testing, Test Administrators must prepare students for the continuation of the test:
  - Ask students, "Are there any questions about the instructions for this unit?"
  - Before the students can continue with same unit, resume students' tests in PAnext. Refer to resume instructions in the *Test Administrator Manual*.
  - Identify how many minutes remain in the test unit for students.
  - Display the updated start and stop time of the resumed unit for students.

- Document the situation in writing, noting the date and time, and include specific details regarding the situation such as the following:
  - Event or occurrence that prompted the evacuation/lock-down
  - Action steps taken because of the security/safety threat
  - Which assessment(s) and unit(s) were in progress?
  - Who was testing and where were they at the time of the incident?
  - Who was administering each assessment?
  - Detailed timeline regarding scheduled test start time, time of the disruption, amount of time spent in evacuation/lock down, time the test unit was resumed, and time the test unit ended
  - Any other pertinent details

2.2.2 Reporting Security Breaches and Testing Irregularities

All instances of security breaches and testing irregularities must be reported to the DAC immediately. It is the responsibility of the DAC, along with school personnel (e.g., the principal, superintendent), to determine if a security breach has taken place. The DAC must notify the Assessment Unit immediately if there is a suspected or actual security breach as any exposure of test materials could impact the entire assessment across the state.

If a security breach occurs, or is suspected to have occurred, the DAC must immediately notify the following individual in the Assessment Unit:

Assessment	Contact Name	Contact Number
CMAS PARCC ELA and Math, CSLA	Stephanie Boyd	(303) 866-6849
CMAS Science and Social Studies	Sara Loerzel	(303) 866-3266
CoAlt Science and Social Studies	Mindy Roden	(303) 866-6709

If a major misadministration or security breach occurs in the district, the DAC must complete the *Form to Report a Testing Irregularity or Security Breach*, located in *Appendix D*, and send the report to CDE through **CDE Assessment Syncplicity** in the appropriate assessment content area folder. Examples of incidences that should be immediately reported:
- Misadministrations affecting an entire class or group of students
  - The wrong test is administered to a class
  - Timing procedures are not properly followed
- Systematic unethical behavior
  - A teacher, administrator, or other person gives students hints, prompts, or answers to questions
  - Students obtain or share secure test materials
- Breach of secure test materials
  - Discussing, reproducing, or transmitting, by any means, secure test materials or descriptions of secure test materials
  - Loss of secure test materials
    - If secure test materials are lost, the *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*) must be completed in addition to the *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*).
    - Additional documentation will be required by CDE.

2.3 Testing Environment

The testing environment must be prepared prior to the administration of CMAS and CoAlt assessments to ensure standard test-taking conditions for all students. It is important to establish procedures to maintain a quiet testing environment throughout each test unit. Some students may finish testing before others, and the expectations for those students must be determined and established in advance of the testing day within the limits set in *2.4 Scheduling and Testing Time*.

2.3.1 Choice of Test Setting

Every assessment setting should have a comfortable room temperature, adequate lighting, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables should be at an appropriate height with sufficient room for materials.

- A testing environment should be a typical size classroom.
- Larger rooms may be used, but must have adequate security (see *2.3.3 Requirements for Maintaining the Security of the Testing Environment*).
- Students with accommodation materials, scratch paper, or students taking the paper-based test must have adequate writing space.

Before testing, school staff should verify that all necessary materials and equipment are available and in good, working condition. Sufficient space between students should be provided to prevent students from seeing each other's work.

2.3.2 Freedom from Distractions

- Only people involved in taking or administering the assessments should be in the testing environment.
- Appropriate actions should be taken to reduce noise, such as turning off alarms or bells.
- Music of any kind is not to be played during testing.
- A "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign should be posted outside the testing room (*Appendix J: Testing Sign*).
- Test Administrators requiring cell phones because a landline is not available should have the ring tone turned off and only use the cell phone for the purpose of contacting the Pearson Help Desk or the SAC.
- No food or drink is permitted on desks or near the test materials.

2.3.3 Requirements for Maintaining Security of the Testing Environment

CMAS

Students should not be able to see each other's work from a normal testing position. If students cannot be placed far enough away from each other to prevent this, dividing screens may be used as physical and visual barriers between workspaces. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Vertical cloth or paper "curtains" that isolate each testing device
- Card stock (e.g., manila folders) that can be taped to the sides of computer 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 it is only visible to the student sitting directly in front of it. When viewed from the side at more than a 30-degree angle, the screen appears dark or blank. 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.

To maintain security in the testing environment, the following student seating configurations may be considered for computer-based administrations:

- Seat students in every other seat (useful in a computer lab setup)
- Arrange monitors back-to-back
- Seat students back-to-back
- Seat students in a semicircle (useful for schools using laptops)
- Seat students in widely spaced rows or in every other row (appropriate for a classroom setup)

In the event that laptops or other modular devices are used, they must be monitored and may not be removed from the test environment during test administration if a test is in progress on the device. This includes removal for technical purposes. If TestNav is not active on the device, it may be removed from the testing environment.

2.3.4 Posted Materials Guidelines

Anything posted in a classroom or other area used for CMAS and CoAlt administration that could direct students to the correct answer for any test question **must be covered or removed.** This includes posted material that provides tested content, concept, or skill information.

CDE strongly recommends that the SAC or other designated personnel walk through all testing areas to ensure compliance with all posted materials guidelines. They should ensure that covered materials are properly secured. Insufficiently secured material covers may come undone during testing, which can result in a misadministration. While not a comprehensive list, the following materials should be covered:

- All reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Colorado (e.g., posters, maps, charts, and displays that define, explain, or illustrate terms or concepts in the subject area being tested).
- All support materials that may be perceived as influencing student responses.
- Name plates in workspaces that include any of the materials listed above, or that provide a surface on which notes may be written.
- Number lines for math assessments.

CMAS Test Administrators and CoAlt: Science and Social Studies Test Examiners should discuss the appropriateness of any specific displays with their SAC.

Please note: No exhaustive posted materials list will be created due to the limitless possibilities. Always refer to the general guideline when making decisions about what should and should not be posted during CMAS and CoAlt administrations.

2.3.5 Materials Required to be Provided to Students

Students may have **only** the following materials at their computers or on their desks during testing:

Computer-based materials	Paper-based materials
- Student Testing Tickets - Headphones for ELA or if using the text-to-speech accessibility feature or Spanish text-to-speech accommodated form - Blank scratch paper. Paper must be inspected before use to verify that it is free of any writing. (Availability determined by district.) - Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing. - External keyboards are highly recommended for students using iPads.	- Paper test materials and accommodated materials - No. 2 pencil(s) with eraser(s) - Blank scratch paper. Paper must be inspected before use to verify that it is free of any writing. - Approved alternative scratch paper as indicated in a student's IEP and/or 504 Plan (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing.

2.3.6 Prohibited Materials

Prohibited materials can compromise test security and can violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials include materials that must be covered or removed from the testing room. See *2.3.4: Posted Materials Guidelines* of this manual for additional requirements.

The table below lists materials that may not be used at any time during testing, including after a student has completed testing (i.e., answers have been submitted for a unit). Ensure that these, and any related materials, are not in the possession of students, Test Administrators, or any other authorized persons or places in the test area, including inside students' desks.

Materials Prohibited During All Units
• All cell phones, including camera phones and smartphones.*
• Other non-test-related personal electronic equipment
• Any electronic equipment capable of performing computations or providing other assistance in either content area
• Personal document scanners
• eBooks
• Instructional aids related to the content being assessed
• Reference books (Exception: word-to-word dictionary for English learners)

* Test Administrators may only use cell phones to contact technical support to troubleshoot TestNav issues or use tablet devices to administer the assessment session in PAnext.

A student with a disability or who has been identified as an English learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet outside of the secure TestNav environment, a cell phone, or a visual recording device. Test accommodations must be listed in the student's IEP, 504, or EL plan and documented on the Personal Needs Profile in PAnext, as appropriate, by the SAC or a school or district employee assigned the Sensitive Data role.

Prior to testing, Test Administrators should instruct students to place prohibited materials in lockers or backpacks. If a student is found to have any prohibited material in his or her possession upon arrival for testing, the student should be instructed to hand it to the Test Administrator.* If the prohibited material is an electronic device, instruct the student to first turn off the device and then hand it to the Test Administrator.

If a student is observed with any of the prohibited materials **during** testing, collect the student's test materials. The student will then be dismissed from the exam room and the test will be invalidated as a misadministration.

If the school has a policy that prohibits the collection of cell phones, be sure that students have stored cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.

2.3.7 District Decisions
Districts may determine the following:

Decision Point	Options
Students who have finished testing before the **maximum** unit testing time has been reached should:	• Remain in the testing environment and read or sit quietly • Continue testing in the next unit once all students in the session have completed the current unit • Dismiss students
Whether a **minimum** unit time will be set for schools by the district (e.g., 90 minute units have a 60 minute minimum, 80 minute units have a 55 minute minimum, 60 minute units have a 45 minute minimum), then:	Students who have completed testing must sit quietly until the district-determined minimum unit testing time has been reached, but may then: • Read quietly • Be dismissed ○ If this option is selected, districts must develop a plan that will allow dismissed students to leave the testing environment without interrupting students who have not completed testing.

Materials Allowed ONLY AFTER a Student has Completed Testing

Districts that choose to have students remain in the testing environment **after** completing the test unit should have students either 1) sit quietly or 2) read while waiting to be dismissed or for the next test unit to begin. **Reading materials must be unrelated to the content being assessed.** Students who read after the test must not read from electronic devices, including computers, Nooks, Kindles, iPads, or phones.

Note: If the student is taking a paper-based form of the assessment and is sure that s/he is completely finished with the assessment before time expires, the Test Administrator should remove the test materials from the desk/working area.

2.3.8 Invalidating a Test

If misconduct or a security breach rises to the level of test invalidation, an appropriate test invalidation code must be submitted for the student test in PAnext. For online CMAS tests, marking complete test units and entering a "Marked Complete Reason" DOES NOT invalidate the test. Invalidations must be indicated using the appropriate void or not tested reason/code on the Manage Student Tests screen in PAnext (updated individually through the user interface or through a batch upload using a Student Test Update import file).

Invalidations are test specific and do not cross tests (e.g., 09 Parent Excuse indicated as a void or not tested reason/code on a student's ELA test does not cross over to the student's math test or science test. Invalidations must be entered separately by test.)

See *Appendix K: Data* for additional information and all test invalidation codes.

2.3.9 Unauthorized Visitors

Only students, Test Administrators/Examiners, and authorized school, district, and state personnel or state-sanctioned test monitors may be in (or in a position to view) classrooms and testing areas when the assessments are given. Visitors—including, but not limited to, parents/guardians, school board members, researchers, reporters, non-testing students, and school personnel not authorized to participate in assessment administration—are prohibited from entering the testing environment.

This requirement for limited access is for pre-test administration organization, distribution of the test materials, test administration (including the reading of instructions and when students are testing), and post-administration activities.

The media are not allowed to have access to the tests or take pictures or video of the testing materials (including sample items, front or back covers of paper versions of the assessments, TestNav screens, and packaged/shipped boxes of testing materials) or of students testing during any part of the assessment process. Media presence in the school creates a non-standard assessment environment, is disruptive, and can lead to misadministrations.

The state will work with interested media to provide access to appropriate materials that may help them in understanding the assessment process without causing security breaches or misadministrations.

2.4 Scheduling and Testing Time

The state testing window for the elementary, middle, and high school CMAS and CoAlt assessments is April 10 – 28, 2017. All test sessions (including make-ups and administrations with accommodations) must be completed during the testing window. See *Spring 2017 Administration Window* for more information.

All students in grades 3-9 will take ELA and math assessments (some students in grades 3 and 4 will qualify to take CSLA in place of ELA). All students in grades 5, 8 and 11 will take the science assessments. Schools selected as part of the 2016-17 social studies sample will administer the social studies assessment to all students in grades 4 and/or 7.

Testing Time and Test Structure

CMAS

Each grade level and content area of the CMAS assessments consists of three to four units. The assessments are composed of the following item types:
- Selected Response
- Constructed Response
- Technology-Enhanced
- Simulations (science)
- Performance Events (social studies)

Times shown in the CMAS Test Administration Time tables include the unit testing time that must be available to all students for each test unit. For science and social studies, time-and-a-half is included in the unit testing time. Unless students have an extended time accommodation greater than time-and-a-half (e.g., double time) documented on an IEP, 504, or EL plan, they must **not** be given more than the maximum unit testing time. Districts may determine if they will require a minimum testing time (see *2.3.7 District Decisions* for additional information). However, if **all** students in a physical testing group have completed the test unit any time before the maximum unit testing time has been reached, the Test Administrator may end the test unit. Districts may determine whether students who have finished testing should remain in the testing environment and read or sit quietly, continue testing in the next unit once all students in the test session have completed the current unit, or if they may be dismissed.

English Language Arts/Literacy

ELA/L Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)*
Unit 1	Grade 3 (CBT),[1] Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	110
	Grade 9	110
Unit 2	Grade 3	75
	Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	110
	Grade 9	110
Unit 3	Grade 3 (CBT),[1] Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	90
	Grade 9	90

[1] Grade 3 PBT ELA/L cannot be administered in the same room as grades 4 and 5 due to the difference in test materials causing differences in directions. However, the CBT for grades 3-5 can be administered in the same testing environment.

Colorado Spanish Language Arts

CSLA Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)*
Unit 1	Grade 3, Grade 4	90
Unit 2[2]	Grade 3	75
	Grade 4	90
Unit 3	Grade 3, Grade 4	90
Unit 4	Grade 3, Grade 4	90

[2] Grades 3 and 4 CSLA Unit 2 cannot be administered in the same room due to different Unit Testing Times.

Mathematics

Mathematics Units 1-4 can be administered together for grades 3-5. Units 2 and 3 can be administered together for the grade bands listed below. Grade 7 Unit 1 has two sections (non-calculator and calculator), while grades 6 and 8 do not. Therefore, Unit 1 of grade 7 cannot be administered with grades 6 or 8.

Math Unit	Grades/Courses that May Be Grouped Together	Unit Testing Time (minutes)*
Unit 1	Grade 3 (CBT),[3] Grade 4, Grade 5	60
	Grade 6, Grade 8	80
	Grade 7 *(non-calculator/calculator unit)*[4]	80
	Algebra I, Geometry, Algebra II Integrated I, II, III *(non-calculator/calculator unit)*	90
Unit 2	Grade 3 (CBT),[3] Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	80
	Algebra I, Geometry, Algebra II Integrated I, II, III	90
Unit 3	Grade 3 (CBT),[3] Grade 4, Grade 5	60
	Grade 6, Grade 7, Grade 8	80
	Algebra I, Geometry, Algebra II Integrated I, II, III	90
Unit 4	Grade 3 (CBT),[3] Grade 4, Grade 5	60

[3]Grade 3 PBT Mathematics cannot be administered in the same room as grades 4 and 5 due to the difference in test materials causing differences in directions. However, the CBT for grades 3-5 can be administered in the same testing environment.

[4]While the Unit 1 Testing Time is the same for grades 6-8, grade 7 cannot test Unit 1 with grades 6 and 8 as the directions differ.

Science and Social Studies

Unit 1 of all paper-based science and social studies assessments contain sample items that the Test Administrator must walk students through by reading the Unit 1 PBT SAY directions found in the TAM. SAY directions that appear **after** the sample item information are the same for all three test units. Sample items are not included in the online forms.

S/SS Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)*
Unit 1	Grade 4 and 7 Social Studies, Grade 5 and 8 Science[5]	80
	High School Science	60
Unit 2	Grade 4 and 7 Social Studies, Grade 5 and 8 Science[5]	80
	High School Science	60
Unit 3	Grade 4 and 7 Social Studies, Grade 5 and 8 Science[5]	80
	High School Science	60

[5]Paper-based social studies tests cannot be administered in the same room as paper-based science tests as the test materials and administration scripts are different (science has test books, but social studies has test books and source books).

* If all students in a physical testing group have completed the test unit before the maximum unit testing time has been reached, the Test Administrator may end the test unit.

CoAlt

The CoAlt is untimed and individually administered. There are no restrictions on completing the assessment within a given day. The CoAlt assessment may be stopped and restarted at any time; however, once an item is presented, it must be completed before stopping and cannot be revisited.

2.4.1 Guidelines for Scheduling

Scheduling CMAS Computer-based Administration

To the extent possible, all students in a grade should be assessed in the same content area at the same time. Should that not prove possible, all students should be assessed in the same content area within the shortest timeframe practicable (e.g., back-to-back physical testing groups, in the same day, across consecutive days). See *Appendix F: Sample Schedules.*

Absent Students

After **unlocking** the scheduled CBT test unit in PAnext for the entire class, and as soon as a student is identified as being absent from the scheduled test session, the Test Administrator must **lock** the current test unit for the absent student. To assist in tracking an absent student's missed test units, Test Administrators may write the missed test unit(s) on the student's Student Testing Ticket.

Scheduling CMAS Paper-based Administration

For general use of the paper-based assessment, all students in a grade must complete the same unit of the same content area assessment at the same time. Should that not prove possible, all students should be assessed within the shortest timeframe practicable **within the same day**, minimizing interactions between the groups of students (e.g., during regularly scheduled science period, tested in back-to-back physical testing groups).

Students using accommodated paper-based forms should be tested at the same time as their peers taking either computer-based or other paper-based tests.

Scheduling CoAlt

The DAC is responsible for establishing the administration schedule and ensuring that every student taking the CoAlt is assessed within the state CMAS and CoAlt assessment window. Districts may use the entire state testing window for administration of this assessment; however, it is expected that students taking the CoAlt assessments will be tested during the same testing window as their peers taking the CMAS assessments. Because the CoAlt is individually administered, there are no restrictions on completing the assessment within a given day. The CoAlt assessment may be stopped and restarted at any time; however, once an item is presented, it must be completed before stopping and cannot be revisited. It is important that scheduling of the assessment is based on the individual needs of the student while meeting the following requirements:

- CoAlt assessments must be administered individually.
- Test questions must be administered in the order in which they appear in the CoAlt test book.
- Make-ups must be completed within the state testing window.

Test Examiners must receive the CoAlt test books in time to review items and test administration procedures described in the Examiner's Manual (included with the CoAlt test book) in order to prepare any necessary accommodations. Task manipulatives should also be cut apart and organized at this time. However, student tests given before or after the state CoAlt: Science and Social Studies assessment window must be invalidated as misadministered (06).

2.4.2 Make-up Testing

Multiple options exist to ensure that students who miss their originally scheduled test sessions are provided with time to complete testing during make-up sessions. Students who miss test units should be provided with make-up time as soon as practicable to avoid test security breaches and misadministrations. Make-up testing options discussed in this section of the manual provide a starting point for make-up testing options. Each presented option includes technology, security, and logistical considerations that should be weighed against each other when make-up testing decisions are made.

Make-up testing must be administered exactly as regular testing including:
- administration of all test units in sequential order (exception for ELA/math make-ups),
- providing the same unit testing time, and
- providing the same accommodations.

Schools may schedule different groups of students in the same room at the same time, provided that the unit testing time and administration script are the same. For example, for ELA Unit 1, students in grades 6, 7 and 8 may be combined into the same testing environment because all grades have the same unit testing time and use the same administration script. Grade 3 ELA and math paper-based testing (PBT) must be separate from grades 4 and 5 (PBT) because the directions differ due to different testing materials (grade 3 has consumable test booklets, but grades 4 and 5 have test books and answer documents). However, grade 3 ELA and math computer-based testing (CBT) can take place in the same environment as grades 4 and 5 (CBT) as the directions, timing, and materials are the same.

While many options exist for combining multiple groups of students in the same testing room, a **separate** testing environment is needed for:
- Paper-based and computer-based testing (administration scripts are different)
- ELA/L and mathematics (testing times and administration scripts are different)
- Directions read aloud in a language other than English
- Spanish administration of mathematics, science, and social studies
- Colorado Spanish Language Arts (CSLA) assessment and ELA/L (administration scripts are different)
- Science/social studies and ELA/mathematics (unit testing times and administration scripts are different)
- Paper-based science and social studies (materials and administration scripts are different)
- High school science and elementary/middle school science/social studies (unit testing times are different)

Guidance on which grades can be combined into the same testing room is provided in each content area table in *2.4 Scheduling and Testing - Testing Time and Test Structure*.

Computer-based Administration Make-up Testing

As long as the Test Administrator-read SAY directions and the unit testing times are the same, make-up testing sessions may include students from multiple grades and content areas with the following considerations:
- If students from multiple test sessions are making-up units in the same physical testing environment, it is recommended that Test Administrators use the "combined view" and filtering options in PAnext to manage students' tests from multiple sessions at once.
  - Refer to the *PAnext User Guide* for additional information on combined view functionality.
- If students from multiple test sessions are making-up units in the same physical testing environment and are moved into new PAnext test sessions:
  - New Student Testing Tickets will be required as the test session password will be different from the password on the original Student Testing Ticket.
  - Only students taking the same assessment will be able to be placed into new PAnext test sessions together.
  - See "Moving Students to Another Session" in the *PAnext User Guide* for instructions.

If a make-up student is taking a different unit of the assessment than the rest of the class, the Test Administrator must ensure through PAnext that the appropriate units are locked and only the make-up unit is unlocked for that individual student.

Option 1 (**Recommended**): Student Completes Missed Test Unit during Make-Up Test Session in Advance of Re-Joining Original Physical Testing Group
After completion of the missed test unit, students will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

Guidance on which grades can be combined into the same testing room is provided in each content area table in *2.4 Scheduling and Testing - Testing Time and Test Structure*.

Sample Make-Up Testing Schedule for Option 1 **Recommended**			
	Day 1	Day 2	Day 3
Scheduled Make-Up Test Session (Morning)	-	Absent Student takes Unit 1	-
Physical Testing Group Test Session (scheduled after Morning Make-up Test Session)	Physical testing group takes Unit 1	Absent Student re-joins physical testing group for Unit 2	Physical testing group takes Unit 3

PAnext Considerations for Option 1
Test Administrators will need to unlock the missed test unit for each student in the make-up test session. By utilizing the "combined view" for session management, Test Administrators can filter Student Test Status in order to quickly identify which students have units to make-up. Only one test unit can be unlocked for a student at any time.

Security Considerations for Option 1
This make-up testing option has a low security risk. Students complete make-up testing in the shortest practicable time frame so few test units are exposed.

Logistical Considerations for Option 1
Make-up testing must be available in advance of regularly scheduled physical testing group times. The Test Administrator must be provided with the proper Student Testing Ticket for each student in the physical testing group and must read the appropriate SAY directions from the *Test Administrator Manual* for the assessed unit(s).

Option 2: Student Tests with Original Physical Testing Group

Students may continue to test with their original physical testing group**.** Guidance on which grades can be combined into the same testing room is provided in each content area table in *2.4 Scheduling and Testing - Testing Time and Test Structure*. For science and social studies, this option is illustrated in the following table.

Sample Make-Up Testing Schedule for Option 2				
	Day 1	Day 2	Day 3	Day 4
Physical Testing Group	Unit 1	Unit 2	Unit 3	-
Absent Student	-Missed-	Unit 1	Unit 2	Unit 3

PAnext Considerations for Option 2
After unlocking Unit 2 of the test for the entire class on Day 2, the Test Administrator will need to lock Unit 2 for the absent student and then unlock Unit 1 for that student only. Only one test unit can be unlocked for a student at any time. This process will be repeated for the remaining test units.

Security Considerations for Option 2
This make-up testing option has high security risks. Every test unit has the potential to be prematurely exposed to the previously absent student.

Logistical Considerations for Option 2
This make-up testing option may be the least challenging from a scheduling perspective, however, a plan will need to be in place to administer the last unit of the test to the student. Additionally, the Test Administrator must be provided with the proper Student Testing Ticket for each student in the physical testing group and must read the appropriate SAY directions from the *Test Administrator Manual* for the assessed unit(s).

Option 3: Student Completes Missed Test Unit in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group

In this scenario, the student joins any group of testing students where a device is available in the testing environment. Guidance on which grades can be combined into the same testing room is provided in each content area table in *2.4 Scheduling and Testing - Testing Time and Test Structure*. After completion of the missed test unit, the student will re-join their original physical testing group and will be on track to complete testing as initially scheduled.

Sample Make-up Testing Schedule for Option 3			
	Day 1	**Day 2**	**Day 3**
Available Physical Testing Group (Morning)	Unit 1	Unit 2 (regularly scheduled students in physical testing group) Unit 1 (absent student joins this physical testing group to complete Unit 1)	Unit 3
Absent Student's Original Physical Testing Group (Afternoon)	Unit 1	Unit 2 (absent student rejoins original physical testing group to complete Unit 2)	Unit 3

PAnext Considerations for Option 3

This option may be the most challenging for Test Administrators. After unlocking Unit 2 of the test for the entire morning group on Day 2, the Test Administrator will need to utilize the "combined view" to pull up the afternoon group, and then locate the absent student. The Test Administrator will then unlock Unit 1 of the absent student's test (only one test unit can be unlocked for a student at any time).

Security Considerations for Option 3

This make-up testing option has a moderate security risk. Students complete make-up testing in the shortest practicable time frame but may be prematurely exposed to an upcoming test unit.

Logistical Considerations for Option 3

Devices need to be available in an alternative physical testing group in advance of the regularly scheduled physical testing group time. Tracking students could become difficult and problematic. Test Administrators must be provided with the proper Student Testing Ticket for each student in the physical testing group and must read the appropriate SAY directions from the *Test Administrator Manual* for the assessed unit(s).

The following table includes a summary of the technology, security, and logistical considerations that should be taken into consideration for each make-up testing option.

Considerations for All Make-up Testing Options			
	PAnext Demand on Test Administrators	**Security Risk**	**Logistical Demand**
Option 1 **Recommended** **Student Completes Missed Test Unit in Advance of Re-Joining Original Physical Testing Group**	Moderate	Low	Moderate
Option 2 **Student Tests with Original Physical Testing Group**	Low	High	Low
Option 3 **Student Completes Missed Test Unit in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group**	High	Moderate	High

Paper-based Administration Make-up Testing

Make-up testing for paper-based administration should be conducted similarly to computer-based make-up testing. Students taking the paper-based assessment should complete testing in a testing environment that is separate from computer-based administration. Test units must be completed in order (exception for ELA/math make-ups). Students are not allowed to return to any unit of the test that has been completed in its entirety.

Students Who Become Ill during Testing

Students who become ill during testing should attempt to finish a test they started during a make-up test session. Test Administrators must note the exact place in the test where the student stopped (item number and remaining testing time). For computer-based testing, this information may be noted on the Student Testing Ticket. Test Administrators must closely monitor make-up testing to ensure that students do not return to previously answered questions. The student is to receive the remaining time from the original unit to finish.

Computer-based testing - If a student becomes ill and needs to leave *during* the test unit, Test Administrators must close the student's test unit by exiting the student from TestNav. To continue testing once the student has returned, the Test Administrator must resume the student's test in PAnext. For instructions, see "Resume a Test" in the *PAnext User Guide*. When the student logs back in to TestNav, he or she will be taken to the item last visited; if this does not occur, the student may navigate to the last visited item using the Review drop-down menu.

Paper-based testing - If a student becomes ill before completing a unit, Test Administrators must collect the student's test materials. The student must pick up exactly where they left off upon their return.

2.4.3 Extended Time

See *6.0 Administrative Considerations, Accessibility Features, and Accommodations* for additional information.

CMAS: ELA and Math
Students with disabilities with appropriate documentation on IEP and 504 plans, as well as English learners may qualify for timing accommodations. Time-and-a-half is not included in ELA and math unit testing times.

CMAS: Science and Social Studies
Time-and-a-half is available to all students as an accessibility feature built into each unit testing time for science and social studies. Students with disabilities with appropriate documentation on IEP and 504 plans, as well as English learners may qualify for additional timing accommodations.

CoAlt: Science and Social Studies
The CoAlt assessments are untimed. CoAlt testing may extend over multiple days for an individual.

2.4.4 Breaks Between Testing

Temporary Stops for Individual Students

If a student needs to temporarily stop testing for a short time period, the testing clock does not stop. It is recommended that visual blocks be applied to the student's device screen (e.g., monitor turned off, folder taped to screen, tablet covered) instead of having the student use computer functions to exit and resume the test unit. For paper-based testing, the student's test book should be closed and answer documents (ELA and math grades 4+) should be covered.

CoAlt Testing Breaks

The CoAlt: Science and Social Studies assessments are untimed and individually administered. CoAlt testing may extend over multiple days for an individual. A break in administration may occur after any given question is completed. The Test Examiner would then begin with the following question once testing is resumed.

2.5 Assessment in Special Circumstances

Nonpublic Home-based Educational Program

A parent or legal guardian of a child in a home-based educational program may request that the child take the CMAS assessments. Students must meet the participant criteria for the appropriate assessment. For the 2016–2017 school year there may be a cost up to $30 per test per home-based student to administer and provide results for the CMAS assessments.

Students in a home-based educational program must be assessed in a location (excluding private residences) mutually agreed upon by the parent/guardian and the testing district. **Each test administration must be held under standardized conditions. Personnel responsible for handling assessment materials and administering the CMAS assessments to home-schooled students must meet the requirements to be a Test Administrator, participate in CMAS assessment training, and sign a security agreement form.**

CMAS results will be returned to the student's district of enrollment. It is then the district's responsibility to distribute the results to the student's parent/guardian. Scores are not included in school or district summaries.

Because the Colorado Department of Education can be required to disclose information, it is possible that the results for students in a home-based educational program will be requested. However, these results will not be available at a level below a state aggregate.

Important: House Bill 15-1323 revised the state statute regarding testing students in a home-based educational program. Colorado Revised Statutes, 22-7-1006.3 (3) (b) states the following:

> *A child who is enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to Section 22-33-104.5 is not required to take a state assessment administered pursuant to this section, even though the child may also be attending a public school for a portion of the school day and therefore included in the enrollment of a local education provider.*

Therefore, students in a home-based educational program enrolled in courses at a public school **are not required to take the ELA, math, science, and social studies assessments.** For students in a home-based educational program electing to take the exams, their results will not be used to compute school, district, or state CMAS results (provided the district properly identifies them as home-schooled students).

Note: CoAlt assessments may **not** be administered to home schooled students as the CoAlt assessments are a different type of assessment with strict eligibility requirements. In order for students to qualify for this assessment, they must have an IEP and the assessment must be administered by a licensed educational professional who knows the student best.

Private Schools

For the school year, there is a cost per student for private schools to administer the CMAS assessments. A private school may elect to administer as many CMAS assessments as they desire.

- Private school personnel responsible for the handling of assessment material must participate in mandatory assessment training.
- Private schools must administer CMAS assessments during the assessment window specified by the Colorado Department of Education, according to standard procedure.
- The nonpublic school must pay all costs associated with administering and providing results for the state assessments.

Private schools interested in administering the CMAS assessments should contact the District Assessment Coordinator for the local public school district.

Retained Students

Students should be tested on the CMAS at the grade level, or appropriate mathematics course for grades 7-9, in which they are enrolled. For example, a student retained in the 5th grade will take the 5th grade CMAS Science assessments again the following year.

Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least 17 years of age and for whom there is clear evidence of permanent departure from the school system.

Expelled Students

To indicate that a student has been expelled from a school, the "State Use 11/Expelled" field should be coded as "Expelled" in PAnext through the user interface or as "1" when uploaded through the Student Registration/Personal Needs Profile (SR/PNP) import. Expelled students' demographic information should be included in PAnext, even if they do not test.

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. Assessment results for these students will be included in the district's results. These student results will not be included in the aggregated school results, but the student will appear on the school rosters.

If expelled during the time of testing and the student is not receiving educational services because the student is enrolled in a private school or is homeschooled, the student need not be tested, but the student's record should remain in PAnext. These students should be coded with a Not Tested or Void Reason/Code of 03 Withdrew Before/During Testing. The student's results will not be included in school or district results.

Suspended Students

Because students who have been suspended are enrolled in public schools, it is the district's responsibility to ensure that instruction and assessment are offered to these students. Suspended students' demographic information should be included in PAnext, even if they are not tested. The results for suspended students will be included in the school's report as well as the district's report.

Chronically Absent Students

If students are enrolled in a school, regardless of whether or not they actually attend school, the district is responsible for testing and accounting for the students.

It is the district's responsibility to ensure that all students are accounted for, including chronically absent students.

Open Enrollment Students

"Open Enrollment Students" refers to students who have enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must be tested and coded to their school of attendance.

Foreign Exchange Students

All students enrolled in Colorado schools, including foreign exchange students, are required to take state assessments.

Part-time Students

Students who are enrolled part-time must be tested; however, this does not apply to students who are also home-schooled or students who are dually enrolled in a private school.

Online Students

Students participating in an online program are enrolled in a Colorado public school under state law [CRS 22-30.7-105 (2) (a,b,c)], and must take the assessments pursuant to Section 22-7-1006.3. Assessments are coordinated through the DAC for the district that runs the online school or has approved the charter for the online school. The assessments must be given at a school or standardized testing site. Secure materials may not be taken from the testing site. The school district

in which the student is enrolled is responsible for CMAS testing. Arrangements can be made with a different district, but only when approved by the DAC for the other district.

IMPORTANT NOTE FOR SCHEDULING TESTING OF ONLINE STUDENTS: Test security requires that all students take the tests in a standardized manner according to the procedures outlined in this manual.

Dually Enrolled Students

In instances where a student is dually enrolled in both an online school and also at a "brick and mortar" school, both schools must ensure that the student is appropriately assessed and that the student's scores are attributed to the appropriate school.

Unforeseeable Circumstances

At times, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for CMAS (e.g., a scribe or an assistive technology device is needed for a student who breaks his or her writing arm), the student may be provided the necessary accommodation or accommodations.

Note: This exception pertains only to unforeseeable circumstances and not to those that could have been reasonably predicted by school or district personnel. As with all accommodations, the primary accommodation must be documented. The "Emergency Accommodation" field should be populated with the appropriate information in PAnext through the user interface or uploaded in the Student Registration/Personal Needs Profile (SR/PNP).

Medical Exemption

Students who are unable to complete or participate in the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window should be identified as "Medical Exemption" in the appropriate Student Test invalidation field in PAnext. In order to qualify for special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

Note: This code should not be used for students who are absent during testing due to typical illnesses.

Students Placed Out-of-District by a Public Agency

This unit refers to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs, or Hospitals with on-grounds schools approved by the Colorado State Board of Education. These types of facilities are also known as "Eligible Facilities", "Alternative Facilities", or "Approved Facility Schools". The list of facilities that currently fall under these categories can be found at the following link: http://www.cde.state.co.us/facilityschools/index.asp.

Students who are placed in these types of state-operated programs will participate in the CMAS and CoAlt assessments as appropriate. CDE's Office of Facility Schools acts as the school district for purposes of distributing materials. There will be a state aggregate report for students in out-of-district placement—scores are not included in either the local school district or the student's home district reports.

The facility must account for every student in out-of-district placement with the appropriate information completed, whether or not the student actually completes all of the test units. After scoring, individual student information will be sent to the facility in which the student took the test. If the student is no longer in placement at the facility it is the facility's responsibility to forward the information to the student's district of residence.

Further questions regarding facilities should be directed to CDE's **Facility Schools Unit** http://www.cde.state.co.us/facilityschools/contact.

Students Attending Facilities Where the District of Location Provides the Educational Services

Students who are attending facilities where the district of location provides the educational services take the CMAS and CoAlt assessments as appropriate at the facility. The district of location administers the tests. Resident student scores should be attributed to a school in the district. Non-resident student scores should be attributed to a school in the district of residence. For non-resident students, the DAC for the district of location should work with the DAC for the district of residence to make sure that the students are accounted for under a school in the district of residence. There are four institutions that fall under this guideline:

District	Facility
Adams-Arapahoe 28J	APS Children's Hospital Medical Day Treatment
Jefferson County R-1	Adolescent and Family Institute of Colorado
Montrose County RE-1J	Robert A. Brown Center for Youth
Greeley 6	Kathleen Painter Littler Center

Detained Students

Students who are detained in a regional detention facility are required to take the state assessments, including CMAS and CoAlt, as appropriate. The district responsible for providing educational services at the detention facility is also considered the district of enrollment for state assessment administration purposes. Results for detained students remain with the youth service center where these students received educational services and took the assessment.

First Year in U.S. (Applies to English Language Arts Only)

The following information applies to the English language arts assessment only. This information <u>does not</u> apply to the mathematics, science, or social studies assessments.

Districts will determine whether or not to administer the CMAS: PARCC ELA assessment to their English learners who are first year in the United States (U.S.).* Districts that have decided not to test their first year in U.S. ELs should code English language arts records for these students with Not Tested Reason 02. Districts should also complete State Use Field 1 (Date First Enrolled in U.S. School – the first date on which the student enrolled in a U.S. public school). This is only available for students who enrolled for the first time on or after April 11, 2016.

*Third and fourth grade ELs who are first year in the U.S. who have a home language of Spanish may be eligible to take the CSLA assessment in place of the CMAS: PARCC ELA assessment.

These students will take the math, science and social studies assessments for their grade level.

3.0 Before Testing Tasks

DAC, SAC, and Technology Coordinator Responsibilities

Introduction to Before Testing

This section describes activities that the DAC, SAC, and Technology Coordinators must complete before the first day of testing. Each task outlined in this section must be completed; however, districts may determine which individual from the district or school should complete each task.

3.1 Before Testing Checklists

Several preparation tasks must be completed prior to testing. It will be necessary to review Sections 1.0 and 2.0 of this manual for details regarding administration policies and procedures that will impact task completion and policy decisions that are to be made locally before testing.

The checklists provided throughout this section should be used to prepare for test administration.

DAC or SAC	Before Testing Task	Additional Information/Requirements
☐	Ensure that SACs have a plan for maintaining test security and the chain of custody for secure materials.	
☐	Plan to provide accommodations for students with disabilities and English learners.	Review students' approved IEP, 504, or EL plans ahead of time with Special Education educators and linguistic specialists.
☐	Determine student survey policy.	Advise SACs as to whether students taking the computer-based assessments will complete the Student Survey (available at http://www.coassessments.com/cmassurveys) after completing the assessment.

3.2 PAnext Activities for CMAS and CoAlt

Prior to assessment administration, complete the following PAnext tasks.

3.2.1 Student Registration and PNP

DAC	SAC	TC	PAnext Task	Additional Information/Requirements
☐			Submit additional orders for secure and non-secure materials as needed.	Additional orders for accommodated materials will only be approved if the ordered material can be matched to an existing student PNP.
☐	☐		Check, submit, approve, and reject Work Requests: Enrollment Transfers for the district and from other districts.	See *CO Transfer Guidance Document* posted at http://www.cde.state.co.us/assessment/trainings. DACs can move student registrations between schools in-district. Cross-district transfers handled through Work Requests: Enrollment Transfers. If a

| | | | | transfer request has been submitted but not addressed by the other district, it is the DAC's responsibility to contact the DAC in the other district. (See DAC contact information at http://www.cde.state.co.us/assessment/dac.) |

Verify Student Registrations[1]

			PAnext Task	Additional Information/Requirements
☐	☐		Ensure all enrolled students (as appropriate by grade level, content area, and course) are registered and assigned to tests in PAnext.	For the following administrations: CMAS S/SS, CoAlt S/SS, CMAS PARCC ELA/Math, CSLA
☐	☐		Verify registrations in PAnext for students needing paper-based forms of the assessment.	Including large print, braille, and general use of the paper-based assessment.
☐	☐		Verify registrations in PAnext for students needing accommodated forms of the assessment for computer-based testing.	Including oral script (for translation) and Spanish text-to-speech, as well as accessibility features such as text-to-speech and color contrast
☐	☐		Verify registrations in PAnext for students with IEP or 504 plans and English learners with EL plans that document a need for oral scripts/human reader/signer.	For students as documented on IEP, 504, or EL plans (ELA requires an approved UAR): • CBT oral scripts for translation (languages other than English or Spanish) • PBT oral scripts in English, Spanish, and for translation • CBT and PBT human signer scripts
☐	☐		Verify that students taking the CoAlt assessment have a CoAlt Test Examiner assigned to their student test.	CoAlt students need to be assigned to CoAlt Test Examiners in PAnext. See *Quick Reference Guide to CoAlt: S/SS Activities* in *Appendix H: PAnext*.
☐	☐		Coordinate the registration and addition of new students.	For instructions, see "Register Students in a Test Administration" and "Add Students to an Online Test Session" in the *PAnext User Guide*.
☐			Verify/update the "Responsible School Code" information for students whose registrations have transferred into the district through Work Requests: Enrollment Transfers.	In the UI, this field is accessed through Setup > Students > Register Students. Use the Operational report "Students where Responsible District/School is different from Testing District/School" to see affected students.
☐			Coordinate the reviewing and updating of student demographics in PAnext.	Users with the Sensitive Data[1] role may view and update student demographics.

[1] Only PAnext users with the Sensitive Data role will have access to student personally identifiable information (PII) associated with student registrations.

3.2.2 Assign and Update User Roles

DAC	SAC	TC	PAnext Task	Additional Information/Requirements
☐	☐		Create or update PAnext accounts	DACs update or create accounts for TCs, SACs, and Sensitive Data personnel. SACs update or create TA and CoAlt Test Examiner accounts. For instructions, see "Create and Edit User Accounts" in the *PAnext User Guide*.
☐	☐		Verify that CoAlt Test Examiners have been assigned the Test Examiner role in PAnext and assigned to students, as appropriate.	CoAlt students need to be assigned to CoAlt Test Examiners in PAnext. See *Quick Reference Guide to CoAlt: S/SS Activities* in *Appendix H: PAnext*.

3.2.3 Create and Manage Test Sessions

DAC	SAC	TC	PAnext Task	Additional Information/Requirements
☐	☐		Create an individual test session in PAnext for each group of students testing.	Creating individual sessions by class or group instead of a single generic test session for a grade improves the ability to monitor student status during testing and test security. See "Create an Online Test Session" in the *PAnext User Guide*.
☐	☐		Verify creation of test sessions and assignments of students taking CBT forms.	At least two days before student testing, DACs verify test sessions created by SACs. See "Before Online Testing" in the *PAnext User Guide*.
☐	☐		Verify that separate test sessions have been created for students requiring an oral script/human reader/signer accommodation.	For CBT, only human signer and oral scripts for translation into languages other than English or Spanish are available for math, S/SS.
☐	☐		Verify that color contrast has been indicated through the PNP for students, as necessary.	
☐	☐	☐	Verify the completion of proctor caching.	See "Understand Proctor Caching" in the *PAnext User Guide.*
☐	☐	☐	Confirm "preparation" of test session.	See "Manage an Online Test Session" in the *PAnext User Guide.*
☐	☐	☐	Print Student Testing Tickets from test sessions.	

3.2.4 Verify Test Form Assignment (Accommodated CBT Only)

SACs are to assemble and maintain a master list of all students, their accommodations, and form-dependent accessibility features (e.g., text-to-speech). Coordinate preparations and form assignments with the DAC and Sensitive Data users.

- **Prior to testing**, SACs must verify that students are assigned the necessary accommodations and form-dependent accessibility features. This must be done prior to students logging into the test.
- In PAnext, review these PNP indications on **Manage Student Tests** screen, markers next to SASIDs on **Students in Sessions** screen, and/or **PNP Report** (Reports > Operational Reports > Students & Registrations > PNP Report - Accessibility Features and Accommodations for Student Tests).

DAC	SAC	TC	PAnext Task	Additional Information/Requirements
☐	☐		Verify that students requiring special forms for the computer-based assessment (have been assigned to the appropriate form.	• Text-to-speech (TTS) • Spanish text-to speech (STTS) • Oral script/human reader/signer • ASL (ELA*, math) • Screen Reader (ELA, math) • Assistive Technology (ELA, math) (Non) • Spanish (S) • Closed Captioning (ELA, math) (CC)
☐	☐		Verify that color contrast settings have been indicated through student PNPs, as necessary.	
☐	☐	☐	Verify that UAR-dependent accommodations are only assigned to students for whom approval has been received from CDE.	**ELA**: TTS, Human reader/signer, Constructed response human scribe, ASL **Math**: Calculator on non-calculator section **REMINDER**: Test scores for students who use unapproved unique accommodations will be suppressed and the tests will be invalidated.

* ELA requires an approved UAR to use this accommodation.

3.3 Test Administration Plan

☐ Review school testing schedules, including accommodated and make-up groups.

  ☐ Units must be administered in order.

  ☐ Coordinate testing schedules across schools as needed.

  ☐ Refer to *2.4 Scheduling and Testing Times* for guidance on scheduling test sessions.

  ☐ Sample school schedules available in *Appendix F*.

☐ Verify that schools have a plan in place to ensure that all students have an opportunity to use ePATs prior to testing.

3.3.1 Training Plan

All district and school personnel involved in the administration of the CMAS and CoAlt assessments must be familiar with their individual responsibilities and the CMAS and CoAlt Security Plan. DACs must meet with SACs to ensure that they have a training plan in place for Test Administrators, Test Examiners, and Technology Coordinators. District Technology Coordinators are responsible for training School Technology Coordinators.

Training **for all school personnel involved with any aspect of the CMAS and CoAlt administration is required on an annual basis.** Thorough training is one of the best ways that districts can prevent misadministrations from occurring. Districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district. The *Colorado Security Agreement* (*Appendix B*) is to be signed by all personnel involved in assessment administration and the handling of assessment materials.

Districts must base their trainings on the live trainings, webinars, and PowerPoint slides provided by CDE and Pearson to train district personnel. Additional information should be included to provide district-specific policy information. Training materials should also include this manual, the *PARCC TCM*, *CMAS Test Administrator Manuals*, *CoAlt Examiner's Manual,* and the *PAnext User Guide*. Additional training materials, which include modules and slide presentations, are available online at www.cde.state.co.us/assessment/trainings and www.avocet.pearson.com. The PAnext Training Center, found at http://tmg-co.PearsonAccessnext.com, is available for training prior to the administration window.

Assessment Coordinator and Technology Coordinator Training

DACs, SACs, and Technology Coordinators should complete the following tasks as part of training and preparation for the CMAS and CoAlt administrations.

DAC	SAC	TC	Task	Additional Information/Requirements
☐		☐	Participate in Pearson and CDE-provided trainings (live and/or webinar).	Missed training sessions may be viewed as recorded trainings on the CDE AU Training webpage.
☐	☐		Read and be familiar with the contents of all manuals.	*Procedures Manual, PARCC TCM, CMAS TAMs, CoAlt Examiner's Manual*
☐	☐	☐	Become familiar with the *PAnext User Guide*.	Provides details for navigating and using resources in PAnext.
☐	☐	☐	Review CMAS and CoAlt post administration clean-up information.	*Appendix K: Data* provides an overview of required data collection activities and invalidation coding information (i.e., not tested and void codes and reasons)
☐	☐	☐	Train possible alternates to ensure that someone is prepared to take over DAC/SAC/TC responsibilities if needed.	

			Develop and provide SAC administration and security training incorporating state-provided resources. Ensure that all SACs have completed training.	See *SAC and TC Training Topic Checklist*. **Include charter schools** in all CMAS and CoAlt preparation and administration activities.
☐				
☐	☐	☐	Ensure that all district personnel involved in CMAS and CoAlt testing, including Test Administrators and Test Examiners, receive appropriate training.	
Collect required documentation regarding training and security				
☐			Verify that SACs have maintained documentation of training and signed *Colorado Security Agreements* (*Appendix B*) for all personnel who will come into contact with test materials or the testing environment.	Documentation of training must be kept on file locally for three years (physical or electronic copies).
☐			Acquire and store signed SAC *Colorado Security Agreements* (*Appendix B*).	Documentation of training must be kept on file locally for three years (physical or electronic copies).
☐			Verify that DTCs have completed CDE technology webinar trainings.	
☐			Complete the *Verification of District Training* form (*Appendix C*).	Submit to CDE through Syncplicity Assessment Forms folder. Notify Margo Allen (allen_m@cde.state.co.us) after posting.

School Assessment Coordinator and Technology Coordinator Training

The trainings **provided** by DACs, SACs, and Technology Coordinators must cover the topics included in the Training Topics Checklists. It is recommended that training be provided in a format that allows participants to receive immediate feedback.

The following Training Topic Checklist should be used by DACs to provide training to SACs and Technology Coordinators.

DAC	SAC and TC Training Topic Checklist	Additional Information
☐	District and school security plans	Includes chain of custody documentation
☐	Before, during, and after testing tasks	Includes information on documentation on students who do not test.
☐	Testing environment requirements	
☐	Scheduling	
☐	Make-up testing options	
☐	District decisions	• Student survey participation policy • Scratch paper policy for CBT (S/SS, ELA) • Minimum unit time (optional) • Student options after completing a test unit (i.e., read, sit quietly, dismiss to another room)
☐	Authorized personnel	
☐	Appropriate active proctoring	
☐	Prohibited activities	Refer to the Prohibited Activities list in 2.1.1 in this manual for examples.
☐	Accessibility features and accommodations	See *Accessibility Features and Accommodations Training Topics Checklist*.

		e.g., Procedures Manual, PARCC TCM, CMAS TAMs, CoAlt Examiner's Manual, PAnext User Guide, Student Testing Tickets
☐	How to obtain resources and materials needed to administer tests	
☐	Test administration	Including preparing and starting test sessions, resuming, unlocking/locking units, and ending test sessions
☐	Required documentation regarding training and security	*Colorado Security Agreement* (*Appendix B*) Collect signed *Colorado Security Agreements* from all personnel who may come in contact with test materials or testing environments and maintain, along with documentation of training, at the district for three years after the administration. Provide documentation to CDE to verify the completion of training (all individuals involved with assessment administration have been trained on CMAS and CoAlt procedures and protocols) and that all *Colorado Security Agreements* have been collected from personnel who will be involved with the administration of the assessments. The *Verification of District Training* form is located in *Appendix C*.
☐	Technical assistance available during testing	PAnext User Guide, Pearson Customer Service, etc.
☐	Assigning PAnext logins to Test Administrators and CoAlt Test Examiners	
☐	Answer questions regarding test administration and security protocols	Must provide an opportunity for questions and answers.

Test Administrator and Test Examiner Training

Incorporating district-provided resources, SACs must develop and provide administration and security training to all Test Administrators and CoAlt Test Examiners. Ensure that all school personnel who will come in contact with test materials and/or test environments have completed training. Test Administrator and Test Examiner training should include, but not be limited to the following topics:

SAC	TA and TE Training Topic Checklist	Additional Information
☐	School security plans	Includes chain of custody documentation
☐	Before, during, and after testing tasks	See *Test Administrator Manuals* and *CoAlt Examiner Manual* for details. Include information on how to check form assignments prior to students logging into the test.
☐	Testing environment requirements	
☐	School testing schedules	
☐	Make-up testing options	
☐	Assigned testing groups	Including online, accommodated, and paper-based administration test sessions

☐	District decisions	• Student survey participation policy • Scratch paper policy for CBT (S/SS, ELA) • Minimum unit time (optional) • Student options after completing a test unit (i.e., read, sit quietly, dismiss to another room)
☐	Authorized personnel	
☐	Appropriate active proctoring	
☐	Prohibited activities	Refer to the Prohibited Activities list in 2.1.1 in this manual for examples
☐	Accessibility features and accommodations	See *Accessibility Features and Accommodations Training Topics Checklist*. TAs of accommodations must be trained on how to administer those accommodations.
☐	How to obtain resources and materials needed to administer tests	e.g., Procedures Manual, PARCC TCM, CMAS TAMs, CoAlt Examiner's Manual, PAnext User Guide, Student Testing Tickets
☐	Test administration using PAnext	**CMAS**: starting test sessions, resuming, unlocking/locking units, and ending test sessions **CoAlt**: score entry
☐	Procedures that should be followed to notify SACs of when and why a student's test needs to be "Marked Complete"	**Note**: If a student test is to be invalidated, indicating a "Marked Complete Reason" does not invalidate the test. A void reason/code must be entered separately.
☐	Collect required documentation regarding training and security	*Colorado Security Agreement* (*Appendix B*) Collect signed *Colorado Security Agreements* from all personnel who may come in contact with test materials or testing environments and maintain, along with documentation of training, at the school for three years after the administration. Provide documentation to the DAC to verify that all *Colorado Security Agreements* from personnel involved with the administration of the assessments have been collected and that all individuals involved with assessment administration have been trained on CMAS and CoAlt procedures and protocols.
☐	Technical assistance available during testing	District or School Technology Coordinator, PAnext User Guide, Pearson Customer Service, etc.
☐	Answer questions regarding test administration and security protocols	

Test Administrators and Test Examiners should familiarize themselves with the format of the test, the testing procedures, and the materials required. Please instruct all Test Administrators and Test Examiners to review the CMAS Test Administrator Manual and the CoAlt Examiner's Manual, respectively, prior to administering the test. The review time should also be used to provide an opportunity for Test Administrators and Test Examiners to ensure the availability of any needed accommodations for students prior to the administration of the first test unit.

If Test Examiners need access to student materials in an electronic format, contact the DAC. Electronic materials are secure and must be distributed in a manner that does not violate test security, including distribution via email.

Accessibility Features and Accommodations Training

Training must be provided to SACs and Test Administrators regarding accessibility features and accommodations that may be required by individual students during assessment administration. Detailed information regarding accessibility features and accommodations is found in *6.0 Administrative Considerations, Accessibility Features, and Accommodations*. Accessibility features and accommodations training topics include, but are not limited to:

DAC or SAC	Accessibility Features and Accommodations Training Topics Checklist	Additional Information/Requirements
☐	Developing/reviewing a list of students with their needed accessibility features and accommodations	
☐	Assigning/confirming form assignments for accessibility features and accommodations for individual students	
☐	Unique accommodations	Unique Accommodation Requests (UARs) must be submitted to CDE and approved by CDE Assessment before any unique accommodations may be provided to students. Unique accommodations include: • Reading of the ELA read test (i.e., TTS, human reader, ASL) • Calculator on non-calculator section of the mathematics assessment • Scribe for ELA constructed response questions • Other accommodations not included in *Section 6.0* of the *PARCC Accessibility Features and Accommodations Manual*.
☐	Ensuring that students are not inappropriately assigned to unique accommodations.	Improper assignment of unique accommodations (e.g., TTS on ELA) may result in the invalidation or suppression of student results.
Prior access for accommodations		
☐	CBT and PBT: oral scripts to translators who will translate into languages other than English or Spanish	Translators may have access to the oral scripts for translation in a secure environment four working days prior to testing. Must be checked out and in each day.
☐	CBT and PBT: human signer scripts to signers who will present the assessment in sign language	Signers may have access to the human signer scripts in a secure environment four working days prior to testing.
☐	PBT only: English and Spanish oral scripts to Test Administrators administering an Auditory Presentation accommodation	Test Administrators may have supervised access to oral scripts 24 hours prior to testing.
☐	Braille assessments	Teachers of the Visually Impaired (TVIs) may have supervised access to Teacher Notes for braille assessments 24 hours prior to testing. TVIs may verify the correct braille format has been received as soon as materials arrive in the district/school, but may **not** review test content.

3.3.2 Security Plan

Prior to testing, DACs must determine and employ a district level security plan. The district security plan must ensure the following:

District Security Plan
All test materials are secured at all times.
Test materials are kept in a secure, locked district/school location when not being used for testing.
Test materials are not stored in classrooms.
Secure materials are not to be taken out of district/school buildings except during transport between district and school facilities.

Colorado Security Agreement

The *Colorado Security Agreement* (*Appendix B*) is to be signed by all personnel involved in assessment administration and the handling of assessment materials. After completing the CDE-provided administration training, DACs are to submit their signed *Colorado Security Agreements* to CDE (either at the regional trainings in November or via Syncplicity). DACs are to maintain signed *Colorado Security Agreements* from SACs and other district-level personnel (e.g., Sensitive Data, Technology Coordinators); SACs are to maintain signed *Colorado Security Agreements* from Test Administrator, Test Examiners, and other school-level personnel. Documentation of training must be kept on file locally for three years (physical or electronic copies).

3.3.3 Prepare the Testing Environment

See *2.3 Testing Environment* for detailed information regarding test environment requirements and preparation.

Additional preparation is required for computer-based testing. The following table reviews tasks that should be completed by the DAC or SAC prior to online testing.

DAC or SAC	Computer-based Environment Preparation Checklist	Additional Information/Requirements
☐	Work with the DTC or STC to ensure that proper devices and work space are available.	Refer to *2.3 Testing Environment* for additional information on testing environments.
☐	Confirm that all of the student devices meet the requirements needed to administer the computer-based test.	For details on infrastructure and system requirements, see the TestNav 8 Requirements page, https://support.assessment.pearson.com/x/HwYcAQ
☐	The Technology Coordinator should be involved in planning meetings to provide input on logistics and to resolve any technology issues.	Ideally, a technology coordinator will be available in the school building to assist with trouble-shooting during the days that students will be testing. **Note:** Record the specific device on which each student is testing. This information can also be written on Student Testing Tickets. Each student should use the same device for all units to aid in response data recovery if needed.
☐	Work with the DTC or the STC to ensure that required downloads have been completed and systems are set up properly.	
☐	Work with the DTC or the STC to ensure that the proctor caching device has been identified for all testing locations.	

	Finalize testing rooms and schedules.	
☐	Verify that testing room configurations limit students' visual access to other students' work.	
☐	Bulletin boards and instructional displays that might aid students during testing must be covered or removed.	Any rooms to which students may be relocated must also be prepared.
☐	A "TESTING: Do Not Disturb/Only Authorized Personnel Allowed" sign should be posted outside the testing room.	
☐	No element of the testing room's environment should hinder any student's performance.	The testing room should be quiet, well lit, well ventilated, and comfortable. Each student should have enough space in which to work.
☐	Verify headphone availability for students.	Headphones are required for: • Using of text-to-speech (English or Spanish) • ELA assessments

3.4 Meet with Technology Coordinators

DACs and SACs should ensure that Technology Coordinators (district- and/or school-level) have been identified and are provided with the information and resources that are necessary to complete Technology Coordinator tasks. Ensure that:

	Technology Coordinator Meeting Checklist	Additional Information/Requirements
☐	Technology Coordinators attended the CDE DTC Kickoff Webinar (September 20, 2016).	If TCs were unable to attend the training, a recorded version is available online at: http://www.cde.state.co.us/assessment/dtcwebinars.
☐	Technology Coordinators have access to PAnext.	See *3.2.2 Assign and Update User Roles*
☐	The sections of this manual that apply to the Technology Coordinator role are reviewed.	
☐	District and/or school technology plans are discussed and established with Technology Coordinators.	
☐	Technology Coordinators review the *PAnext User Guide* for specific instructions on PAnext functions and technology-related troubleshooting.	Available at: https://support.assessment.pearson.com/x/BYDy
☐	Technology Coordinators attend the site readiness training.	If unable to attend the training, a recorded version is available online at: http://www.cde.state.co.us/assessment/newassess-dtc.

3.4.1 TestNav

TestNav is the online assessment delivery system used for computer-based CMAS assessments. TestNav can be accessed by students through installable apps or via web browser.

Installable TestNav is available for laptop, desktop, tablet, and Chromebook devices with the following operating systems:
- Android
- Chrome
- iOS (**Note**: iOS 10 not currently supported)
- Linux Fedora; Ubuntu
- Mac OS X
- Windows

Features of the installable app include:

- Does not depend on other software, such as a browser or Java.
- Downloadable app link varies by operating system.
- Tests are accessed by starting the TestNav app and choosing the appropriate client (i.e., Colorado or PARCC).

Browser-based TestNav is available for Mac OS X and Windows operating systems and:

- Runs in **Firefox 45 ESR 32-bit browser**.
  - Browser based TestNav is required if you have a student using third party assistive technology.
    http://pearsononlinetesting.com/TestNav/AT/
- Requires that users install the appropriate version of Java on the testing device.
- Requires that users enable pop-ups for TestNav.
- Tests are accessed by URL (can create URL shortcut to TestNav on each computer desktop).

Districts and schools utilizing online assessments will determine how students will access TestNav prior to testing.

3.5 Complete Technology Setup

This section describes activities that the District Technology Coordinator (DTC) and School Technology Coordinator (STC), if applicable, should complete before the day of testing. For more information, see http://www.cde.state.co.us/assessment/newassess-dtc.

Before setup and testing begin, it is strongly recommended that proctor caching takes place. Proctor caching is critical to ensuring that slow content load does not affect a student's testing experience or interrupt the testing time. Under some conditions, a small number of testing environments may function without proctor caching; however, even under these conditions, entering into testing without proctor caching is considered risky and is discouraged.

3.5.1 Plan an Infrastructure Trial

For additional information, see the *Infrastructure Trial Guide* on Avocet (http://avocet.pearson.com/).

TC	Technology Coordinator Checklist	Additional Information/Requirements
☐	Review TestNav technology requirements.	Available at: https://support.assessment.pearson.com/x/BAACAQ
☐	Configure firewall, content filter, proxy server, and spam filter.	
☐	Identify Proctor Caching machine(s) and install Proctor Caching.	
☐	Perform an Infrastructure Trial in the PAnext Training Center. Use the CO CMAS: Site Readiness administration to use the site readiness form.	Verify that assessment environment components are configured for TestNav and that devices can successfully run TestNav.
☐	Enter TestNav configuration(s) in the PAnext Training Center.	
☐	Create a test session in the PAnext Training Center.	
☐	Proctor cache Site Readiness Form.	
☐	Execute Site Readiness Form and verify SRFs are saved in the appropriate save locations.	
☐	Duplicate TestNav configuration(s) in the PAnext operational site.	
☐	Identify the testing rooms and the number of workstations to be used for testing.	Work with the SAC to ensure proper space and student testing devices are available. Refer to *2.3 Testing Environment* for additional information on testing environments.

Use the Assess Testing Capacity task in PAnext	
☐ Verify the number of supported concurrent testers using Proctor Caching.	Assess Testing Capacity located in PAnext under Organizations>Test Administration task Dropdown menu
☐ Verify that the wireless access points can accommodate the number of students scheduled for the testing environment.	Positioning devices as close as possible to wireless access points is preferable, as well as limiting obstructions between devices and wireless access points.
☐ Verify that the appropriate amount of bandwidth is available for each computer-based testing environment.	

3.5.2 Prepare Student Testing Devices

TC	Technology Coordinator Checklist	Additional Information/Requirements
Student Testing Device Security		
☐	Any software that would allow secure test content on student computers to be viewed on another computer must be turned off.	
☐	Any applications that can automatically launch on a device should be configured not to launch during testing sessions. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications.	
Student Testing Device Preparation		
☐	Complete the App Check test to verify testing workstation readiness.	Available through the TestNav user dropdown menu.
☐	Ensure that each student testing device meets the TestNav technology requirements.	Available at: https://support.assessment.pearson.com/x/BAACAQ **Note:** External keyboards are recommended for students using iPads.
☐	Update testing workstations to comply with TestNav hardware/software requirements.	For more information visit https://support.assessment.pearson.com/x/HwYcAQ
☐	Choose Installable TestNav application or Browser-based TestNav.	

☐	Launch TestNav from student machines and run App Check to verify that the device or computer is running a supported operating system (OS) and OS version.	To run App Check, on each device:
		1. Select the appropriate icon for the test administration from the home page, if not previously selected.
		2. Select the user drop-down menu, and select App Check.
		3. On the Confirm App Self Lock message, select **Yes** to continue.
		  a. Passing systems display a green success message in the top-right corner.
		  b. Failing systems display a red failure message in the top-right corner.
		
		If the device is correctly configured to run TestNav, a "Congratulations" screen will appear.

3.5.3 Prepare Test Administrator Testing Devices and a Proctor Caching Computer

TC	Technology Coordinator Checklist	Additional Information/Requirements
Test Administrator Testing Devices		
☐	Confirm that Test Administrator devices can access https://co.PearsonAccessnext.com.	
Proctor Caching		
☐	Designate a 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 test 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 student devices, test delivery is accelerated, and the amount of Internet bandwidth required for computer-based testing is reduced.
☐	Download proctor caching software.	Proctor caching software downloaded from http://download.testnav.com/.
☐	Proctor cache test content for all assessments.	For complete proctor caching details and instructions, refer to https://support.assessment.pearson.com/x/HAACAQ.

3.6 Establish a Testing Schedule

See *2.4 Scheduling and Testing Times* and *Appendix F: Sample School Schedules*.

Schedule CMAS Computer-based Administration

To the extent possible, all students in a grade should be assessed in the same content area at the same time. Should that not prove possible, all students should be assessed in the same content area within the shortest timeframe practicable (e.g., back-to-back physical testing groups, in the same day, across consecutive days). See *Appendix F: Sample Schedules*.

Schedule CMAS Paper-based Administration

For general use of the paper-based assessment, all students in a grade must complete the same unit of the same content area assessment at the same time. Should that not prove possible, all students should be assessed within the shortest timeframe practicable **within the same day**, minimizing interactions between the groups of students (e.g., during regularly scheduled science period, tested in back-to-back physical testing groups).

Students using accommodated paper-based forms should be tested at the same time as their peers taking either computer-based or other paper-based tests.

Schedule CoAlt

The DAC is responsible for establishing the administration schedule and ensuring that every student taking the CoAlt is assessed within the state CMAS and CoAlt assessment window. Districts may use the entire state testing window for administration of this assessment; however, it is expected that students taking the CoAlt assessments will be tested during the same testing window as their peers taking the CMAS assessments. It is important that scheduling of the assessment is based on the individual needs of the student. CoAlt assessments must be administered individually.

Note: Any student tests given before or after the state assessment window must be invalidated as a misadministration.

3.7 ePATs, Practice Tests, and Tutorials

Several resources are available to help familiarize students, educators, and the public with the assessment formats, item types that will appear on the assessments, and examples of questions. DACs and SACs should verify that schools have a plan in place to ensure that all students have an opportunity to use these resources prior to testing. All resources can be accessed through the links available at https://co.PearsonAccessnext.com.

CMAS Science and Social Studies ePATs (Electronic Practice Assessment Tools)

ePATs are comprised of released science and social studies assessment questions. The sample items available in each ePAT provide students with an opportunity to become familiar with the format and functionality of questions, including technology-enhance items (TEIs), which appear on the CMAS assessments. TEIs allow students to indicate their responses to assessment questions in a format other than multiple-choice. Sample items also provide students with the opportunity to use the tools available in TestNav. The sample item sets are not intended to be a complete test, nor are they intended to cover all content or TEI item types included on operational assessments.

While these sample items are not scored in TestNav, the correct answer for each question is provided in the corresponding ePAT guide. Additionally, the associated CAS is included with student performance data. ePAT guides may be used by teachers or other adults to direct students through the sample items. While the use of the ePAT guides is not required, it is strongly encouraged, as it will help ensure that students are familiar with the types of items they may encounter while taking the online test. The directions in the ePAT guides also help students navigate the ePATs, including use of the review dropdown and other tools that are available within TestNav.

ePAT resources are available at http://download.PearsonAccessnext.com/co/co-practicetest.html?links=1.

CoAlt Science and Social Studies Released Items

The CoAlt is a paper-based assessment. These released items may be used to help familiarize Test Examiners and students with the assessment format and item types prior to testing.

Selected Response – Students are presented with three answer choices, one of which is correct. Students are asked to select the correct answer. Selected-response items are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome.

Supported Performance Tasks – Students manipulate option cards in order to respond to three related prompts for each item. Students use the option cards to complete a chart or graphic. Supported Performance Tasks are designed to assess the highest level of content knowledge and cognitive complexity that can be appropriately measured through this type of item and is appropriate for the associated Extended Evidence Outcome. The items allow for responses that can be provided in approximately five-ten minutes or less.

CoAlt release items are available at http://www.cde.state.co.us/assessment/CoAlt-Items.asp.

CMAS PARCC ELA and Mathematics Practice Tests

The ELA and math practice tests are similar to the science and social studies ePATs; however, some of the computer-based practice tests have built-in scoring capability. The constructed response items do not have built-in scoring.

ELA practice tests include online, paper, and accommodated versions (i.e., large print, American Sign Language, text-to-speech, accommodated screen reader file, and Braille ready files).

Math practice tests include online, paper, and accommodated versions (i.e., Spanish, large print, Spanish large print, American Sign Language, text-to-speech, accommodated screen reader file, Braille ready files). Tactile graphics for the math assessments can be checked-out from CDE. Contact Mindy Roden (roden_m@cde.state.co.us) for information.

PARCC Practice Tests are available at https://parcc.pearson.com/practice-tests/.

CMAS PARCC ELA and Mathematics Tutorials

The ELA and math tutorials demonstrate the navigation and tools available for computer-based tests and the use of the test booklet and answer documents for paper-based tests. The items appearing in these tutorials are samples used to allow students and educators to gain familiarity with the technology platform and paper-based format used for the ELA and math assessments. Grades 3 - 5 math assessments have a new item type. The new item type can be practiced using the Grades 3-5 Mathematics Tutorial.

PARCC Tutorials are available at https://parcc.pearson.com/tutorial/.

CSLA Practice Tests

PDFs of CSLA practice tests are available as CSLA is a paper-based assessment. These practice tests may be used by Test Administrators and students in grades 3 and 4 to become familiar with the assessment format and examples of test questions prior to testing. Scoring documents are also available, including answer keys, scoring guides, and scoring rubrics.

CSLA practice test materials are available at http://www.cde.state.co.us/assessment/csla.

3.8 Meet with Test Administrators, Proctors, and CoAlt Test Examiners

In preparation for the upcoming assessment administration, DACs and SACs should meet with Test Administrators, proctors, and CoAlt Test Examiners. Verify that all Test Administrators, proctors, and CoAlt Test Examiners have been trained for the 2017 administration and have signed *Colorado Security Agreements* (*Appendix B*).

At these meetings, Test Administrators should be provided with access to *TAMs* and CoAlt Test Examiners should be provided with access to the *CoAlt Test Examiner's Manual* (see *Spring 2017 CMAS and CoAlt Critical Dates* for initial material arrival dates). PDF versions of manuals are also available on Avocet:

- Colorado Avocet (http://avocet.pearson.com/CO/Home)
  - o CMAS science and social studies TAMs (CBT and PBT directions)
  - o CMAS science and social studies Spanish SAY directions
  - o CoAlt science and social studies Test Examiner's Manual
  - o CSLA TAM
- PARCC Avocet (http://avocet.pearson.com/PARCC/Home)
  - o CBT ELA and math TAMs
  - o PBT ELA and math TAMs
  - o Translated SAY directions

These manuals provide information regarding Test Administrator/Examiner responsibilities, test materials, test security (including chain of custody requirements and ethics), procedures, and administration ("SAY") scripts for the assessments. Test Administrators and Test Examiners should always confirm that the manual from which they read an administration script is clearly labeled with "Spring 2017" before administering assessments.

DAC or SAC	Test Administrator, Proctor, and Test Examiner Meeting Checklist	Additional Information/Requirements
☐	Authorize individuals to serve as Test Administrators and other school personnel to have access to secure test materials.	See *1.2.5 Who May Administer the Assessments*
☐	Provide each Test Administrator with information regarding his or her assigned group of students.	Students who require accommodations must be identified.
☐	Provide a copy of the school testing schedule to each Test Administrator and explain how it will be implemented.	

☐	Ensure that Test Administrators are aware of the resources and materials needed to administer tests and where they are found.	(i.e., Procedures Manual, CMAS TAMs, PAnext User Guide, and Student Testing Tickets)
☐	Inform Test Administrators of school make-up test procedures.	See *2.4.2 Make-Up Testing*
☐	Advise Test Administrators as to whether they are to provide students taking the online assessments with the Student Survey URL after completing all content area assessments.	This is a district decision. http://www.coassessments.com/cmassurveys
☐	Inform Test Administrators of procedures that will be followed to notify SACs if a student's test should be "Marked Complete".	

3.9 Computer-based Test Materials

For the spring 2017 CMAS and CoAlt assessments, test materials from Pearson are packaged by school and shipped to each district. The following table indicates the CBT materials included in each shipment.

3.9.1 Secure and Nonsecure Test Materials
Test materials that will be distributed by SACs to Test Administrators for computer-based test administration include:

Computer-based materials	Description
Calculators	**Math:** The correct calculators are automatically provided to students by TestNav. The school will need to supply students requiring specialty or handheld calculators with the appropriate grade/course-specific calculator: • Grades 6-7 – four-function • Grade 8 – scientific • High school – graphing (similar to TI-84) See *PARCC TCM 3.9.1 Secure and Nonsecure Materials* for additional clarifications.
Headphones	Headphones are required for students using text-to-speech (English or Spanish)* and for students taking the ELA assessment. *TTS features are activated prior to testing through the form assignment process.
Human Reader/Oral Scripts for Translation/ Human Signer Scripts*	Human reader/oral scripts for translation and human signer scripts are accommodated materials used for presentation of the assessment in sign language or a language other than English or Spanish. These scripts are available for these purposes by students with disabilities as documented on their IEP and 504 plans, or students identified as NEP/LEP English learners . Students must be assigned to the correct testing mode and form in PAnext prior to testing. (**Note**: The CBT and PBT oral scripts are not interchangeable.)
Scratch Paper	**Math:** Students must be provided with blank paper to be used as scratch paper for the math assessment. Students may be given one school supplied piece of blank paper at the start of each unit. Students may exchange for a clean piece of paper during the test unit, but are allowed only one sheet at a time. All used scratch paper must be collected at the end of the unit and placed in the secure return envelope. **ELA, science, social studies:** Districts/schools may choose to provide students with scratch paper for use with the ELA, science, and social studies assessments. If scratch paper is provided, follow the aforementioned math scratch paper guidelines.
Math Reference Sheets	**Math**: Automatically provided to all students taking Grade 5+ math through TestNav. **Optional**: Schools may print Math Reference Sheets for students. Once written on, the material is secure and cannot be reused for subsequent units or by other students. See *PARCC TCM 3.9.2 Mathematics Tools for Administration* for additional information.
Mathematics Tools for Administration	**Math**: Rulers and protractors are available to all students automatically through TestNav as appropriate by assessment. Handheld rulers are not allowed on CBT for Grades 3-8.

Secure Return Envelope	<u>Used</u> scratch paper and Student Testing Tickets should be transported between the testing environment and the central storage area in an unsealed secure return envelope.
Student Testing Tickets	A unique username will be printed on each Student Testing Ticket for each student, followed by a password. Students will be prompted to enter the username and password to access the test.

*ELA requires an approved accommodation to use this accommodation.

3.9.2 Receive, Document, and Store CBT Materials

Secure and non-secure materials will be sent to the district in a single shipment, boxed by school. DACs will receive and sign for test materials from UPS. DACs should immediately inventory the testing materials. It is important that every testing site has the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, the DAC must first make sure the appropriate information has been indicated on students' PNPs and then order additional materials via PAnext during the additional orders window.

After inventorying the shipment, DACs should distribute materials to schools no more than one week prior to the start of each school's testing window. SACs should distribute the *CMAS Test Administrator Manuals* and the *CoAlt Examiner's Manual* as soon as possible so that Test Administrators and Test Examiners are able to review as needed.

As soon as materials are received from the DAC, the SAC should use the School Packing List to review the materials that should be included in the shipment for the school. Next, use the School Security Checklist to plan and eventually track the distribution of the appropriate number of test materials to each Test Administrator or Test Examiner.

The SAC will count the materials received to verify that there is an adequate number of Test Administrator Manuals for students taking the paper-based assessment in the school. If additional materials are needed, notify the DAC immediately.

- One CMAS: PARCC ELA and Math Test Administrator Manual will be provided for every 25 students registered by test in PAnext as of January 27, 2017.
- One CMAS: Science and Social Studies Test Administrator Manual will be provided for every 20 students registered by test in PAnext as of January 27, 2017.

During testing, the SAC must distribute test materials to and from Test Administrators on each testing day. All movement of secure materials must be tracked on the school's chain of custody form (see *2.1.2 Chain of Custody Requirements*). Test materials must not be stored in classrooms prior to or following the day of administration.

Save the Pearson boxes in which materials were shipped. These will be used to return test materials after testing.

Science and Social Studies Shipments

See information in *3.10.2 Receive, Document, and Store Materials* for details regarding science and social studies shipments.

ELA and Mathematics Shipments

Sealed packages can be opened four days prior to administration. See 3*.10.2 in PARCC TCM* for ELA and math shipment information.

3.9.3 Additional Orders

Only the official DAC registered with CDE can order additional materials. Additional orders for accommodated materials (e.g., oral scripts for translation, human signer scripts, large print test books) will not be approved unless they can be matched to existing student registrations. If the need for material is newly identified, the corresponding student PNPs must be updated before placing the additional order.

See *Quick Reference Guide to Additional Orders* in *Appendix H: PAnext* for step by step guidance.

3.10 Paper-based Test Materials

For the spring 2017 CMAS and CoAlt assessments, test materials from Pearson are packaged by school and shipped to each district. The following table indicates the PBT materials included in each shipment.

3.10.1 Secure and Nonsecure Test Materials

CMAS

The SAC must distribute test materials to and from Test Administrators on each testing day. Test materials must not be stored in classrooms prior to or following each administration session. Test materials that will be distributed by SACs to Test Administrators for paper-based test administration include, but are not limited to:

CMAS Paper-based materials	Description
Calculators	**Math:** The school will need to supply students with the appropriate grade/course-specific calculator: • Grades 6-7 – four-function • Grade 8 – scientific • High school – graphing (similar to TI-84) See *PARCC TCM 3.10.1 Calculator* for additional information.
Grades 4-9 ELA and Math Non-scannable Test Books	Students taking the paper-based assessment will use a separate answer document. For science, social studies, and math, Spanish forms are also available.
Grades 4-9 ELA and Math Scannable Answer Docs	Students taking the paper-based assessment will use a separate answer document. Ensure that the answer document form matches the test book form.
Science, Social Studies, CSLA and Grade 3 ELA and Math Scannable Test Books	Students taking the paper-based assessment will use a combined test and answer document. For science, social studies, and math, Spanish forms are also available. For CSLA, only Spanish forms are available.
Social Studies Source Books	For social studies assessments, students will also have a source book containing information necessary to respond to certain items. Students will be specifically directed to the pertinent source sets by the test book.
High School Science Periodic Tables	High school science tests only.
Math Reference Sheets	**Math**: A printed copy of the Math Reference Sheet is provided by the vendor with each test booklet for grade 5 and above. Once written on by a student, the material is secure and cannot be reused for subsequent test units or by other students. Additional copies can be printed locally.
Mathematics Tools for Administration	**Math**: Rulers and protractors are provided by the vendor as appropriate by assessment. **Optional:** Geometry tools may be provided to students by schools for the following assessments: • Grade 8 Math • Geometry • Integrated Math I, II, and III See *PARCC TCM 3.10.1 Mathematics Tools for Administration* for more information.
Large Print Test Kits	Include answer documents or regular print test books for transcription. For math and CSLA, Spanish forms are also available. Science and social studies kit includes visual description document.
Braille Test Kits	Include answer documents or regular print test books for transcription. Kit includes Teacher Notes for Test Administrator/TVI.
Scratch Paper	Test Administrators must supply one piece of clean scratch paper to each student at the start of each unit. Students may exchange for a clean piece of paper during the test unit,

	but are allowed only one sheet at a time. All science and social studies <u>used</u> scratch paper must be collected at the end of the unit and placed in the secure return envelope. All ELA, CSLA, and math <u>used</u> scratch paper must be collected at the end of the unit and returned to the SAC.
Human Reader/Oral Scripts /Human Signer Scripts*	Human reader/oral scripts (English, Spanish, for translation) are accommodated materials available for use by students with disabilities as documented on their IEP and 504 plans, or students identified as NEP/LEP English learners.
Secure Return Envelope	<u>Used</u> scratch paper and Student Testing Tickets should be transported between the testing environment and the central storage area in an unsealed secure return envelope.

* ELA requires an approved UAR.

CoAlt

The SAC must distribute test materials to and from Test Examiner on each testing day. Test materials must not be stored in classrooms prior to or following each administration session. Test materials that will be distributed by SACs to Test Examiners for CoAlt administration include, but are not limited to:

CoAlt Paper-based materials	Description
Test Books	The CoAlt Test Examiner's Manual from which the Test Examiner reads an administration script is combined with the student test book. This book can be tented so that script pages face the Test Examiner while student response pages face the student.
Task Manipulatives	Students use task manipulatives to respond to Supported Performance Tasks. Prior to testing, Test Examiners must prepare the task manipulatives by cutting them apart.
Score Recording Form	Test Examiners may use this document to record student responses during testing. Student responses may also be recorded in the test book; however, after testing student scores must be entered into the online CoAlt score entry form in PAnext.
Secure Return Envelope	Test materials should be transported between the testing environment and the central storage area in an unsealed secure return envelope.

Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. Website login credentials to access these materials will be provided by Pearson, with CDE approval. The files may then be saved on a memory stick for ease in distribution. Task manipulatives may not be sent to the field via email or through another electronic form. DACs are responsible for ensuring that all electronic CoAlt task manipulatives are removed from electronic devices, and that the memory sticks used for distribution are erased or securely destroyed. (See *Verification of Removal of Saved Data* in *Appendix G*.)

3.10.2 Receive, Document, and Store PBT Materials

Secure and non-secure materials will be sent to the district in a single shipment, boxed by school. DACs should immediately inventory the testing materials. It is important that every testing site has the correct test materials for each student who should be tested. If the initial shipment of test materials does not include everything students will need at testing time, the DAC must first make sure the appropriate information has been indicated on students' PNPs and then order additional materials via PAnext during the additional orders window.

After inventorying the shipment, DACs should distribute materials to schools no more than two weeks prior to the start of each school's testing window. SACs should distribute the *CMAS Test Administrator Manuals* and the *CoAlt Examiner's Manual* as soon as possible so that Test Administrators and Test Examiners are able to review as needed.

As soon as materials are received from the DAC, the SAC should use the School Packing List to review the materials that should be included in the shipment for the school. Next, use the School Security Checklist to plan and eventually track the distribution of the appropriate number of test materials to each Test Administrator or Test Examiner.

The SAC will count the materials received to verify that there is an adequate number of Test Administrator Manuals and test books/answer documents for students taking the paper-based assessment in the school. If additional materials are needed, notify the DAC immediately.

- One CMAS: PARCC ELA and Math Test Administrator Manual will be provided for every 25 students registered by test in PAnext as of January 27, 2017.
- One CMAS: Science and Social Studies Test Administrator Manual will be provided for every 20 students registered by test in PAnext as of January 27, 2017.
- ELA/math: Test books and answer documents will be packaged in groups of 5.
- S/SS: Test books with social studies source books will be received in singles.

Be sure that any missing or damaged test books are replaced with an equal quantity. If additional materials are needed, notify the DAC immediately.

Report the following occurrences immediately to Pearson:

- Non-receipt of test books or social studies source books listed on the School Packing List.
- Discovery of an unusable test book.
- Discovery of missing or duplicate sequence numbers on any test books. (Barcodes for scannable test books and non-scannable source books are on the bottom of the front cover.)

Account for unusable test books or other test materials. If there is an unusable test book, contact the DAC to arrange for an immediate replacement.

During testing, the SAC must distribute test materials to and from Test Administrators and Test Examiners on each testing day. All movement of secure materials must be tracked on the school's chain of custody form (see *2.1.2 Chain of Custody Requirements*) using the security numbers that appear on the test materials. Test materials must not be stored in classrooms prior to or following the day of administration.

If test books containing printing errors are discovered, contact the DAC who will contact Pearson Customer Service.

Save the Pearson boxes in which materials were shipped. These will be used to return test materials after administration.

Apply pre-ID labels (CMAS)

Pre-ID labels can be applied to student test books or answer documents before or after testing. If ID labels are applied before testing, ensure that students receive the test book or answer document with the correct label. If ID labels are applied after testing, ensure that student names are written on the test materials and that the label applied post testing matches the name that appears on the test materials. See *Apply Student ID Labels* in *5.2.3 Organize Materials (SAC)* for more information.

Science and Social Studies Shipments

The following table indicates the materials that are included in each science and social studies shipment:

Overview of Science and Social Studies Shipment Materials	
Test Materials	**Description**
DISTRICT/SCHOOL PACKING LIST	Summary of the test materials in the shipment from Pearson.
DISTRICT RECEIPT FORM	Summary view of secure materials shipped to the DAC. DACs use this form to track secure receipt of materials by SACs.
PALLET DETAIL	List identifying the boxes to send to each school. Schools are identified by code and name.
SCHOOL SECURITY CHECKLIST	List of all secure materials sent to a school. SACs use this form to check the security barcode number sequences of the test materials, and to record any discrepancies.
COORDINATOR KIT (DAC) — COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
COORDINATOR KIT (DAC) — COLORADO SECURITY AGREEMENT	Form that documents secure procedures.
COORDINATOR KIT (DAC) — SCORABLE RETURN LABELS, ORANGE	Orange labels used for returning CMAS scorable documents to Pearson.
COORDINATOR KIT (DAC) — NONSCORABLE SECURE RETURN LABELS, BLUE	Blue labels used for returning non-scorable secure test materials to Pearson.
COORDINATOR KIT (DAC) — UPS RETURN LABEL	White UPS label for returning materials to Pearson.
COORDINATOR KIT (DAC) — BLANK HEADER SHEET	Scanned document used to verify the number of test books to be scored.
COORDINATOR KIT (SAC) — COORDINATOR MEMO	Description of the shipment, including contact information and helpful resources.
COORDINATOR KIT (SAC) — PRE-GRIDDED HEADER SHEET	Scanned document with pre-gridded information that will be used to verify the number of test books to be scored.
COORDINATOR KIT (SAC) — CMAS Roster for Paper Form with Pre-ID Labels	Checklist for Test Administrators to verify pre-ID labels for students taking the paper form.
COORDINATOR KIT (SAC) — PAPER BANDS	Piece of paper used for securing scorable test books that will be returned to Pearson for scoring.
COORDINATOR KIT (SAC) — SCORABLE RETURN LABELS, ORANGE	Orange labels used for returning CMAS scorable documents to Pearson.
COORDINATOR KIT (SAC) — NONSCORABLE SECURE RETURN LABELS, BLUE	Blue labels used for returning non-scorable secure test materials to Pearson.
COORDINATOR KIT (SAC) — UPS RETURN LABEL	White UPS label for returning materials to Pearson.
CMAS TEST MATERIALS	Printed materials that used for assessments administration. Includes braille and large print test kits, regular print test books and social studies source books (including Spanish bilingual books), and oral scripts used for PBT (English, Spanish, and translated) and CBT (translated).
CMAS SECURE RETURN ENVELOPES	Envelopes used to return used scratch paper to Pearson. Student Testing Tickets may also be returned in envelopes if they are not being shredded by the district/school.
CMAS TEST ADMINISTRATOR MANUALS	Manuals on testing procedures and policies for Test Administrators.
PACKET, COALT — TEST BOOKS, COALT	Test books for grades 5, 8 and High School (11) Science and grades 4 and 7 Social Studies CoAlt administration. Includes the *Examiner's Manual*.
PACKET, COALT — TASK MANIPULATIVES	Shrink-wrapped package of task manipulatives for grades 5, 8 and High School (11) Science and grades 4 and 7 Social Studies CoAlt test administration. Includes the Secure Return Form and the Score Recording Form.
PACKET, COALT — COALT ENVELOPES, SEC	Envelope used to return task manipulatives to Pearson.
PACKET, COALT — SCORE RECORDING FORM	Form that may be used to record student scores.

All science and social studies materials shipped to districts will arrive in boxes with purple labels. Each box will be addressed to the attention of the DAC, and the label will list the district and school.

One box (or more, depending on the size of the district) will contain the Coordinator Kit that includes materials for the DAC. This box will have only ONE label, colored purple. Refer to the table on the previous page for a list of materials that will be included in the DAC Coordinator Kit.

All other boxes will have two labels. One label will be purple. The other label will be either green, stating CMAS, or pink, stating CoAlt. The information on the following image will be printed on the purple label.
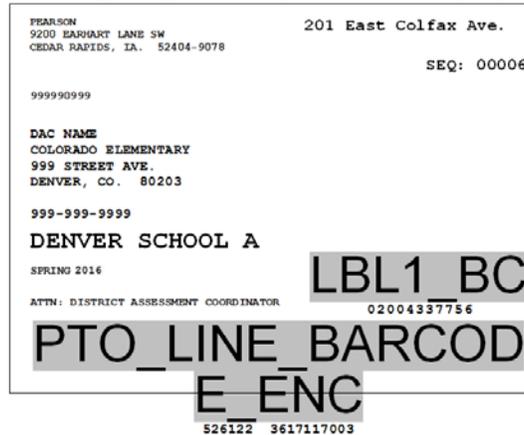
The DAC will distribute the remaining boxes containing test materials and SAC Coordinator Kits to schools as identified on the box labels. Refer to the table on the previous page for a list of materials included in the SAC Coordinator Kit. The following diagram illustrates a science and social studies shipment for a hypothetical district with two schools.
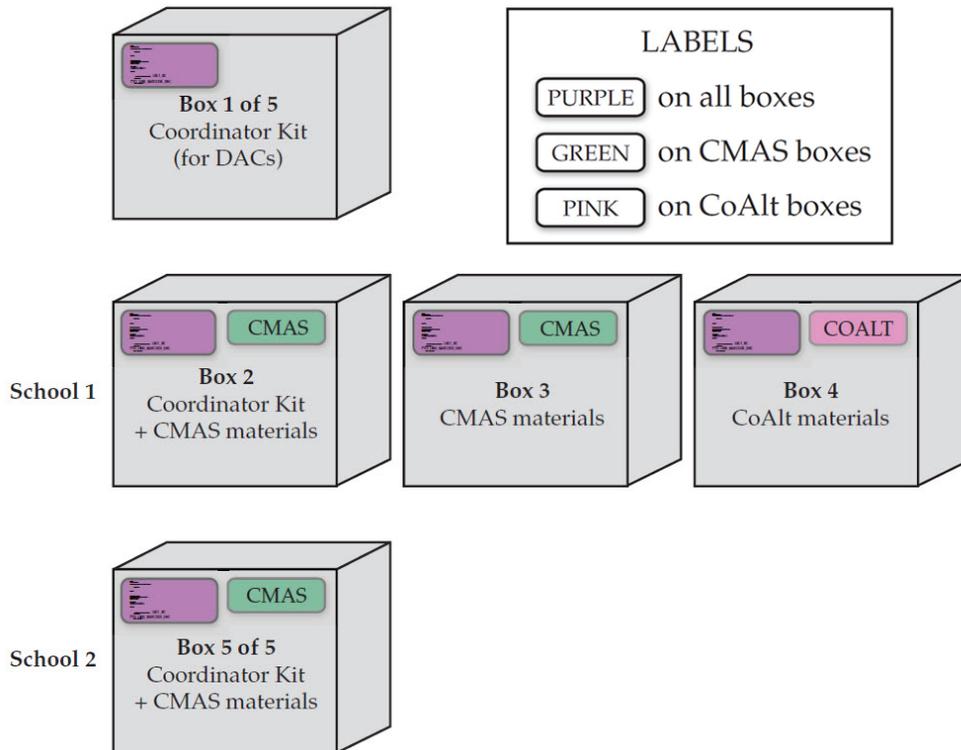
- Box 1 contains the DAC Coordinator Kit. As the first box in the shipment, it will be labeled "Box 1 of 5".
- Boxes 2, 3, and 4 are for School 1, which is participating in both CMAS and CoAlt. Box 2 contains the SAC Coordinator Kit in addition to CMAS test materials. These boxes are not labeled Box 2 of 5, etc.
- Box 5 is for School 2, which is participating in CMAS only. As the last box in the shipment, it will be labeled "Box 5 of 5". Because the school is receiving only one box, it contains the SAC Coordinator Kit and all test materials.

Box 1 of the shipment contains several forms that DACs must use to inventory the received test materials.

- Use the **Pallet Detail** to identify the boxes that must go to each school. Use the same form to verify that the correct test materials have been sent for all participating schools.
- Use the **District Packing List** to review the science and social studies materials that were shipped.
- Use the **District Receipt Form** to sign out science and social studies materials to each SAC, verifying that they received the quantities listed on this form. Specific instructions appear on the form.

Science and social studies boxes containing CoAlt test materials must be delivered to schools in time for Test Examiners to review test administration procedures detailed in the *CoAlt Examiner's Manual*. Upon request, DACs may distribute PDF versions of the CoAlt task manipulatives. Website login credentials to access these materials will be provided by Pearson, with CDE approval. The files may then be saved on a memory stick for ease in distribution. Task manipulatives may not be sent via email or through another electronic form. DACs are responsible for ensuring that all electronic CoAlt task manipulatives are removed from electronic devices, and that the memory sticks used for distribution are erased or securely destroyed. (See *Verification of Removal of Saved Data* in *Appendix G: Accommodation Forms*.)

ELA and Mathematics Shipments

See *3.10.2 in PARCC TCM* for ELA and math shipment information. Shrink wrapped packages of test materials may be opened 4 days prior to administration.

3.10.3 Account for Damaged Test Booklets and Answer Documents

If test books or answer documents are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*). If test books are discovered containing printing errors, contact the appropriate Customer Service group for assistance.

Assessment	Customer Service
ELA and Math	**1-888-493-9888**
Science and Social Studies, CSLA	**1-888-687-4759**

3.10.4 Additional Orders

Only the official DAC registered with CDE can order additional materials. Additional orders for accommodated materials (e.g., oral scripts for translation, human signer scripts, large print test books) will not be approved unless they can be matched to existing student registrations. If the need for material is newly identified, the corresponding student PNPs must be updated before placing the additional order.

3.11 Finalize Preparations

Work with the SAC and Technology Coordinator to ensure proper space and computers, iPads, or Chromebooks are available for testing. Refer to *2.3 Testing Environment* and *3.3.3 Prepare the Testing Environment* for additional information on testing environments.

3.11.1 Proctor Cache Test Content

Test content can be cached (downloaded) two weeks before the state's testing window opens. It is recommend that proctor caching is **completed at least a day before** the school's testing begins. Verify that the proctor caching device has been identified for all sites and that content has been cached with the Technology Coordinator.

3.11.2 Prepare Test Sessions

DACs and SACs can prepare test sessions before the state's testing window opens, but only after proctor caching has taken place and all students' PNP attributes have been confirmed as correct. The time it takes to prepare sessions varies depending on the number of sessions being prepared at one time and the number of student tests assigned to each session. It is recommended that test sessions are prepared **at least one day before** the school's testing begins.

Note: Record the specific device on which each student is testing (this can be written on Student Testing Tickets). Each student should use the same device for all units to aid in response data recovery if needed.

3.11.3 Additional CoAlt Tasks

Review school testing schedules to ensure that testing sessions have been scheduled. To the extent possible, students taking the alternate assessment in a content area for which they are participating in a general education class should be assessed at the same time as their general education peers to avoid missed instruction. Schools may also ensure that students taking the alternate assessment do not miss instruction from their general education class(es) through other means.

Following approval from CDE, distribute electronic CoAlt test items, as needed for preparation of accommodated materials. For instructions, see CoAlt information in *3.10.1 Secure and Nonsecure Test Materials*.

3.12 Meet with Students

Prior to administration, meet with students to prepare them for the applicable content area assessments.

DAC or SAC	Student Meeting Topics	Additional Information/Requirements
☐	Identify all students who will be participating in the assessment.	See *1.4 Determining Grade Level or Course for Assessment Administration*
☐	Inform students about which CMAS and CoAlt assessments they will take.	
Review Testing Day Policies and Expectations		
☐	Discuss prohibited activities	Including using personal electronic devices (including cell phones) during testing
☐	Allowable materials during testing	
☐	Local policies on reading materials for use after testing	
CBT – Access to TestNav Practice Test Environment		
☐	Ensure that all students have had an opportunity to engage with TestNav 8 practice tests (ELA/Math) ePATs (S/SS) prior to testing to become familiar with navigation, test system tools, and item types prior to the first day of testing.	See *3.7 ePATs, Practice Tests, and Tutorials*
☐	Be sure students who will use text-to-speech and/or color contrast have the opportunity to engage with these features specifically.	Students may prefer using their own external color overlays or having them available in addition to the embedded color contrast options.

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Department of Education

4.1 Computer-based Testing

This section describes Test Coordinator tasks for computer-based testing during the administration. These tasks may be shared by the DAC and SAC, and some tasks may be completed by Test Administrators/Test Examiners as determined by the district or school.

4.1.1 Checklist of Tasks for Test Coordinators to Complete During Testing

DAC or SAC	During Testing Tasks	Additional Information/Requirements
☐	Maintain all test activity in the district/school.	DACs should monitor CMAS unit and test completion across all of their schools, including charters, to ensure that all schools will complete testing before April 28, 2017. SACs should monitor the CMAS unit and test completion status across all sessions in their school to ensure that all students will complete testing before April 28, 2017.
☐	Ensure that all students present during the school testing window are accounted for in PAnext for all applicable subjects.	
☐	Maintain test security at all times.	Proper chain of custody must be followed, all materials accounted for at all times, policies and procedures followed.
☐	Declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches, technology glitches).	These include testing irregularities may require tests to be invalidated. • SACs work with/report to DACs. • DACs work with/report to CDE. DACs should ensure that SACs follow proper procedures for reporting testing irregularities as soon as practicable. DACs should investigate and report testing irregularities and security breaches in a timely manner to ensure that appropriate steps are taken to mitigate the situation. DACs will contact CDE: • **ELA/math/CSLA** - report to Stephanie Boyd • **S/SS** - report to Sara Loerzel
☐	Request additional secure and non-secure materials (SACs request from the DAC, DAC places order).	Additional orders for testing materials will not be approved unless they can be matched to actual student registrations in PAnext. Example of an order that would **not** be approved: • 8 S/SS oral scripts for translation for CBT are

		ordered but only 3 students are assigned the accommodation.
☐	Submit, review, and approve Student Transfer Requests.	If a new student was previously registered for testing in another district and cannot be registered in the new district, a Student Transfer Request must be submitted through the Work Requests feature in PAnext.

If a student moved out of the district and their registration was not removed, the new district of enrollment may request a student transfer. DACs must review, approve, or reject the Student Transfer Requests through the Work Requests feature in PAnext. |

4.1.2 Managing Test Sessions in PAnext
Ensure that all students present during the school testing window test

☐ Supervise make-up sessions as needed. Refer to *2.4.2 Make-up Testing* for more information.

☐ Track test unit and session completion in PAnext through the **Students in Sessions** screen or view all session statuses on the **Session** screen by selecting "Show all results" from the **Search** drop-down menu.

☐ Monitor CoAlt score entry completion in PAnext.

☐ Districts must account for all students in PAnext, including those who are not present during the testing window.

4.1.3 Technology Tasks During Testing
Technology Coordinators should be available during testing to provide technical support to schools. For instructions on resolving error codes and messages received on student devices during testing, see https://support.assessment.pearson.com/display/TN/Troubleshooting.

See *4.3.2 Item Irregularities During Testing* for procedural steps that should be taken by Test Administrators during technology interruptions.

4.1.4 Monitor Test Activity and Maintain Test Security
DACs should be actively involved in test administration through monitoring of the administration and test security procedures described in this manual. DACs should ensure that schools understand and follow active test proctoring procedures for CMAS and CoAlt and that all CBT units are locked at the end of each testing day.

DAC or SAC	Test Activity Monitoring and Security Tasks	Additional Information/Requirements
DACs - Monitor unit and test completion		
☐	DACs should monitor the CMAS unit and test completion status across all of their schools, including charters.	Ensure that all schools are on track to complete testing within the testing window.*
☐	DACs must also monitor the score entry completion rate for CoAlt.	Monitored in PAnext through Reports > Score Entry Reports. See *Quick Reference Guide to S/SS CoAlt Activities* in *Appendix H: PAnext*.
SACs – Monitor unit and test completion		
☐	Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.	
☐	Ensure Test Administrators actively monitor each test unit.	Walk around the room and verify that students are working independently.

☐	The state testing window for CMAS and CoAlt spans three weeks, from April 10 – 28, 2017. Districts and/or schools may schedule initial testing to be completed in less than the three week allotment. Students present during any part of the initial school testing window should test.	New students enrolled **during** the state testing window: If the school has completed initial testing for the newly enrolled student's grade level and content area prior to the student's enrollment, the student does not need to be tested. However, special consideration should be given for newly enrolled students who started testing in their previous school of enrollment but did not finish. Work with the DAC to determine next steps.
Test Security		
☐	Maintain proper chain of custody procedures for secure materials.	According to *2.1.2 Chain of Custody Requirements*.
☐	Distribute and collect computer-based testing materials on each testing day.	• For CBT, human reader/oral scripts are only for translation or signed presentation • Scratch paper for CBT (per district policy) – must be provided for math • Student Testing Tickets
☐	Complete the School Security Checklist.	Sample included in *Appendix I: Sample Shipping Forms*.
☐	Securely store Student Testing Tickets after each testing session.	Use secure return envelopes for S/SS.
☐	Ensure that all test units are locked for all students at the end of each testing day.	

* ELA and math online testing may have an expanded window (up to six total weeks) beginning as early as March 13. High school science may have an early window of either March 27-April 14 or April 3-21.

4.1.5 End of Unit Tasks

After a test unit has been completed, DACs and SACs must ensure that the following tasks are completed. Test Administrators will need to be trained on the steps that are required to complete these tasks.

Collect Materials

At the end of each unit, the Test Administrator must collect any used and unused secure test materials and deliver them to the SAC. The return of all secure test materials (used and unused) must be documented on the school's chain of custody form. For computer-based testing, materials that need to be collected include Student Testing Tickets, any used scratch paper, school printed math reference sheets, and any human reader/oral script materials.

Ensure TestNav Logout and Lock Units

At the end of a unit, Test Administrators or SACs must ensure that the unit status on the **Students in Session** screen in PAnext has changed to **Completed** for each tested student. If the unit status does not display **Completed**, the unit was not properly submitted by the student. Students should be instructed to sign back in to TestNav and go through the proper steps to submit their answers for the unit before leaving the test environment (if the unit status is **Exited**, the Test Administrator will need to **resume** the test in PAnext before the student can sign in again). Step-by-step directions for submitting final unit answers are included in the *Test Administrator Manual*. **Note**: Student test units will only go into **Completed** status if *the student* has selected the green **Submit Final Answers** button on the **End of Unit** screen in TestNav.

If it is identified that a unit should be in Completed status but the student already left the physical test environment, the Test Administrator should alert the SAC who will **mark complete** the unit for the appropriate student.

Additionally, units must be locked at the end of a test unit. This is especially important for students who were absent during the testing of the unit. Locking the unit for all students in the test session will ensure that the next unit will be able to be unlocked without error in preparation for the next testing session.

Administer Make-Up Testing

If a student is absent from testing, or if an interruption requires a student to leave the testing environment during testing, Test Administrators must notify the SAC so make-up testing can be coordinated. To track absent students, Test Administrators may write the missed unit on the Student's Testing Ticket. For additional details regarding make-up testing, refer to *2.4.2 Make-up Testing*. For science and social studies, all make-up units must be administered in order.

4.1.6 Managing Testing for Students Who Move/Transfer

Refer to *Transfer Guidance Documentation* found at <u>http://www.cde.state.co.us/assessment/trainings</u> for step-by-step directions for managing testing for students who move or transfer.

District-to-District Movement (Cross-District Movement)

If a new student was previously registered for testing in another district and an error is received when trying to register the student in the new district, an **Enrollment Transfer Request** must be submitted through the **Work Requests** feature in PAnext. The previous district of enrollment will review and approve or reject the request.

- If a request is rejected, a reason for the rejection must be included on the transfer request screen (e.g., Student completed testing before leaving the district).
- If the request is approved, the new district of enrollment must confirm that the **Responsible School Code** on the **Register Students** screen in PAnext is updated to the student's new school in the new district.

Conversely, if a student moved out of the district and their registration was not removed, the new district of enrollment may request a student transfer. DACs or PAnext users with the Sensitive Data role must review, approve, or reject **Enrollment Transfer Requests** through the **Work Requests** feature in PAnext.

If a student registration is transferred and the student was assigned to a test in the previous district, the student will be placed in a transfer test session in the new district named "Transferred [Subject] [Grade]". The student's test will need to be moved into another test session in the new school to start or continue testing. The transfer test session cannot be prepared or started.

School-to-School Movement (In-District Movement)

DACs can update student registrations from one school to another within the district. A Student Transfer Request *does not* need to be submitted for in-district movement.

4.2 Paper-based Testing

This section describes Test Coordinator tasks for paper-based testing during the administration. These tasks may be shared by the DAC and SAC, and some tasks may be completed by Test Administrators/Test Examiners as determined by the district or school.

4.2.1 Checklist of Tasks for Test Coordinators to Complete During Testing

DAC or SAC	During Testing Tasks	Additional Information/Requirements
☐	Monitor all test activity in the district/school.	DACs should monitor the CMAS unit and test completion status across all schools, including charters, to ensure that all schools will complete testing before April 28, 2017. SACs should monitor the CMAS unit and test completion status across all sessions in their school to ensure that all students will complete testing before April 28, 2017.

☐	Ensure that all students present during the school testing window test are accounted for in PAnext for all applicable subjects.	
☐	Maintain test security at all times.	Proper chain of custody must be followed, all materials accounted for at all times, policies and procedures followed.
☐	Declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches).	These include testing irregularities may require tests to be invalidated. • SACs work with/report to DACs. • DACs work with/report to CDE. DACs should ensure that SACs follow proper procedures for reporting testing irregularities as soon as practicable. DACs should investigate and report testing irregularities and security breaches in a timely manner to ensure that appropriate steps are taken to mitigate the situation. DACs report to CDE: • **ELA/math/CSLA** - report to Stephanie Boyd • **S/SS** - report to Sara Loerzel
☐	Request additional secure and non-secure materials (SACs request from the DAC, DAC places order).	Additional orders for testing materials will not be approved unless they can be matched to actual student registrations in PAnext. Examples of orders that will **not** be approved: • 10 additional test books are ordered but no students are registered for PBT; • 8 S/SS English PBT oral scripts are ordered but only 3 students are assigned the accommodation.
☐	Submit, review, and approve Student Transfer Requests.	If a new student was previously registered for testing in another district and cannot be registered in the new district, a Student Transfer Request must be submitted by the new district through the Work Requests feature in PAnext.

4.2.2 Monitor Test Activity and Maintain Test Security

DACs should be actively involved in test administration through monitoring of the administration and test security procedures described in this manual. DACs should ensure that schools understand and follow active test proctoring procedures for CMAS and CoAlt.

DAC or SAC	Test Activity Monitoring and Security Tasks	Additional Information/Requirements
DACs - Monitor unit and test completion		
☐	DACs should monitor the CMAS unit and test completion status across all of their schools, including charters.	Ensure that all schools are on track to complete their testing within the testing window.
☐	DACs must also monitor the score entry completion rate for CoAlt.	This is monitored in PAnext through Reports > Score Entry Reports. See *Quick Reference Guide to S/SS CoAlt Activities* in *Appendix H: PAnext*.

SACs – Monitor unit and test completion	
☐	Play an active role in test administration through careful supervision and monitoring of the administration and test security procedures in each testing room.	
☐	Ensure that during each unit of the test, Test Administrators walk around the room and verify that students are working independently.	
☐	The state testing window for CMAS and CoAlt spans three weeks, from April 10 – 28, 2017.* Districts and/or schools may schedule initial testing to be completed in less than the three week allotment. Students present during any part of the initial school testing window should test.	New students enrolled **during** the state testing window: If the school has completed initial testing for the newly enrolled student's grade level and content area prior to the student's enrollment, the student does not need to be tested. However, special consideration should be given for newly enrolled students who started testing in their previous school of enrollment but did not finish. For new students who started testing elsewhere, the test book can be securely transferred between districts through DAC to DAC handoff or via secure shipment requiring signatures.
Test Security	
☐	Maintain proper chain of custody procedures for secure materials.	According to *2.1.2 Chain of Custody Requirements*.
☐	Distribute and collect paper-based testing materials on each testing day.	• Paper-based forms (including ancillary materials such as answer documents, social studies source books, high school science periodic tables, and mathematics reference sheets) • PBT human reader/oral scripts • Scratch paper
☐	Complete the School Security Checklist.	Sample included in *Appendix I: Sample Shipping Forms*.

* ELA and math online testing may have an extended window. High school science may have an early window, which may start as early as March 27, but maintains a 3 week window.

4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

If test books or answer documents are damaged during testing (e.g., ripped, contaminated), contact the DAC and complete the *Form to Report Contaminated, Damaged, or Missing Materials* (*Appendix E*). If test books are discovered containing printing errors, contact the appropriate Customer Service group for assistance.

Assessment	Customer Service
ELA and Math	**1-888-493-9888**
Science and Social Studies, CSLA	**1-888-687-4759**

If a test book was contaminated with bodily fluids (e.g., blood, vomit), follow school or district protocol.

4.2.4 End of Unit Tasks

After a test unit has been completed, DACs and SACs must ensure that the following tasks are completed. Test Administrators will need to be trained on the steps that are required to complete these tasks.

Collect Materials

At the end of each unit, the Test Administrator must collect any used and unused secure test materials and deliver them to the SAC. The return of all secure test materials (used and unused) must be documented on the school's chain of custody form. For paper-based testing, materials that need to be collected include paper-based forms (including ancillary materials such as answer documents, social studies source books, high school science periodic tables, rulers, and mathematics reference sheets), any <u>used</u> scratch paper, and any human reader/oral script materials.

Administer Make-Up Testing

If a student is absent from testing, or if an interruption requires a student to leave the testing environment during testing, Test Administrators must notify the SAC so make-up testing can be scheduled and administered. For additional details regarding make-up testing, refer to *2.4.2 Make-up Testing*.

4.2.5 Managing Testing for Students Who Move/Transfer

Refer to *Transfer Guidance Documentation* found at http://www.cde.state.co.us/assessment/trainings for step-by-step directions for managing testing for students who move or transfer.

For new students who started testing elsewhere, the paper-based form (including ancillary materials such as answer documents, social studies source books, high school science periodic tables, and mathematics reference sheets) can be securely transferred between districts through DAC to DAC handoff or via secure shipment requiring signatures.

District-to-District Movement (Cross-District Movement)

If a new student was previously registered for testing in another district and an error is received when trying to register the student in the new district, an **Enrollment Transfer Request** must be submitted through the **Work Requests** feature in PAnext. The previous district of enrollment will review and approve or reject the request.

- If a request is rejected, a reason for the rejection should be included on the transfer request screen (e.g., Student completed testing before leaving the district).
- If the request is approved, the new district of enrollment must confirm that the **Responsible School Code** on the **Register Students** screen in PAnext is updated to the student's new school in the new district.

Conversely, if a student moved out of the district and their registration was not removed, the new district of enrollment may request a student transfer. DACs must review, approve, or reject **Enrollment Transfer Requests** through the **Work Requests** feature in PAnext. Any user in PAnext with the Sensitive Data role may also review, approve, or reject Enrollment Transfer Requests.

School-to-School Movement (In-District Movement)

DACs can update student registrations from one school to another within the district. A Student Transfer Request *does not* need to be submitted for in-district movement.

4.3 Procedures for Testing Irregularities

4.3.1 Dismissing Students for Misconduct

Disruptive students should be removed from the testing environment. Disciplinary action is the decision of the school/district. Students with disabilities who exhibit disruptive behavior should be tested separately as indicated in their IEPs.

4.3.2 Item Irregularities During Testing

Computer-based item irregularities include, but are not limited to, device malfunctions and error messages that could not be resolved by the Test Administrator.

- **Single student.** If a single student experiences a technology disruption, Test Administrators should take the following steps:
    1. Note the time of the interruption in order to calculate the remaining unit testing time.
    2. Follow the school's procedures as to who should be contacted to provide troubleshooting guidance.

- Refer to the Test Administrator Manual Appendix for common error codes and actions.
- Technology Coordinators and Test Administrators must NOT take photos of error screens.
  3. Provide the student with the remaining unit testing time once their test has been resumed.

- **Multiple students.** If multiple students experience technology disruption, Test Administrators should take the following steps:
  1. Pause testing until the problem has been resolved.
  2. Note the time of the interruption in order to calculate the remaining unit testing time.
  3. Follow the school's procedures as to who should be contacted to provide troubleshooting guidance.
  4. Once the issues are resolved, resume students' tests in PearsonAccess[next] before instructing students to sign back in to TestNav. Students should continue testing on the devices they were previously using.
  5. Provide students with the remaining unit testing time to complete testing.

Persistent or reoccurring item irregularities should be reported to the SAC, who should report to the DAC. A *Form to Report a Testing Irregularity or Security Breach* (*Appendix D*) should be completed. If the issue cause students to not be able to complete the unit on the same day, contact CDE. The DAC should alert Customer Service and CDE:

Assessment	Customer Service	CDE Contact
ELA and Math	**1-888-493-9888**	Stephanie Boyd at 303-866-6849
Science and Social Studies	**1-888-687-4759**	Sara Loerzel at 303-866-3266

4.3.3 Procedures for Safety Threats and Severe Weather

In the rare event that there is a safety threat or severe weather occurs during a testing unit, follow the protocol outlined in *2.2.1 Testing Irregularities and Security Breaches*.

5.1 Computer-based Testing

This section describes activities that must be completed by the DAC, SAC, or Technology Coordinator after computer-based testing.

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

The following tasks are to be completed by Test Coordinators and Technology Coordinators after the completion of computer-based testing.

DAC	SAC	TC	After Testing Tasks	Additional Information/Requirements
Collect and Organize Materials				
	☐		SAC sorts CMAS materials by material type, including <u>used</u> scratch paper	See *SAC Tasks* in *5.1.2* Materials must be sorted by assessment (i.e., ELA/math materials must be separated from S/SS materials).
	☐		SAC returns CMAS materials to DAC	See *SAC Tasks* in *5.1.2* Materials must be separated by assessment. **Only the boxes provided by Pearson can be used for shipping test materials.** If additional boxes are needed, contact the DAC.
☐			DAC sorts CMAS materials	See *DAC Tasks* in *5.1.2* Materials must be sorted by assessment (i.e., ELA/math materials must be separated from S/SS materials).
☐			DAC prepares boxes for shipping	See *DAC Tasks* in *5.1.2*
☐			Apply the appropriate return labels to boxes	For computer-based testing, nonscorable labels should be used to return nonscorable materials.
☐			Schedule return shipment with UPS	
PAnext Cleanup Activities for CBT				
☐	☐		Verify that all students enrolled in the district/school are accounted for in PAnext	See *SAC Tasks* and *DAC Tasks* in *5.1.3*
	☐		Stop all started test sessions	
☐	☐		Apply Not Tested and Void Test Score Codes/Reasons, as appropriate	See *Appendix K: Data* for detailed information.
☐	☐		Verify/update student demographics	Only users with the Sensitive Data role may update sensitive student data.
☐	☐		Verify that all CoAlt scores have been entered in PAnext	See *Quick Reference Guide to CoAlt: S/SS Activities in PAnext* in *Appendix H: PAnext* for detailed information.
Additional After Testing Tasks				
		☐	Purge content from the proctor caching computers	CDE recommends that district purge content from the proctor caching computers.

			Complete the *Colorado Post-Test Compliance* form	See *Appendix C: Colorado Forms*
☐			Keep records	Forms and reports from before, during, and after test administration are to be locally kept on file (physically or electronically) for 3 years.
☐	☐	☐	**Optional**: Provide feedback on your experience by completing the survey emailed to you after testing	Separate surveys will be available for Test Coordinators, Technology Coordinators, Test Administrators/Examiners, and students.

5.1.2 Collect and Organize Materials

Materials need to be collected and inventoried at the school level before they are returned to the DAC. Once returned to the DAC, materials need to be inventoried and organized for return shipment to the vendor. The first part of this section includes tasks that must be completed by SACs. The second part includes tasks that must be completed by DACs.

SAC Tasks

The SAC is responsible for the distribution and collection of CMAS materials to and from Test Administrators on each day of administration, preferably within 15 minutes of the start and end of each testing session. See *2.1.2 Chain of Custody Requirements* for additional information.

Immediately after the final unit for each test, ensure that all Student Testing Tickets, CMAS Test Administrator Manuals, secure return envelopes, used scratch paper, accommodated materials, and all other student materials from Test have been collected and secured. Use the School Security Checklist to ensure that all secure CMAS materials have been collected. All test materials, including accommodated materials (including scripts) and the original Pearson shipping boxes, must be returned to the DAC for secure shipment back to Pearson.

Electronic material must be removed from any assistive technology device used as an accommodation for a student with a disability immediately after testing. A verification of this removal must be sent to the DAC. See *Verification of Removal of Saved Data* in *Appendix G: Accommodation Forms*.

Sort CMAS Materials

The CMAS test materials used together with computer-based testing are nonscorable, however they must be collected and delivered to the DAC after testing. These materials may include any of the following items and **must** be grouped together by assessment.

CMAS Nonscorable Secure Test Materials
- Oral script for translation
- Human reader kit for translation
- Secure return envelopes
- Used scratch paper
- Student Testing Tickets
- CMAS Test Administrator Manuals (science, social studies, ELA, and math)
- Other secure materials (e.g., student rosters with names and passwords)

Return CMAS Materials to DAC with Original Boxes
- The original Pearson shipping boxes in which test materials were delivered must be used for return shipping. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, contact the DAC.
- Prior to placing test materials in a box, securely tape the bottom of each box to prevent breakage. Reinforce all seams (top, bottom, and sides), following an "H" pattern.
- Place all nonscorable materials in nonscorable shipping boxes. Multiple types of materials can go into a single box, as long as the materials have been sorted and grouped together.

- Do NOT seal boxes. Return unsealed boxes to the DAC, who will check the contents before shipping to the vendor.
- **Reminder**: The materials should be sorted and/or packaged as directed by the DAC. If there is a conflict between the DAC's district-specific instructions and the instructions in this manual, follow the DAC's instructions.
- Ask the DAC to confirm the district's decision regarding the return or shredding of Student Testing Tickets.

DAC Tasks

Collect all materials from SACs. Use the District Receipt Form to verify that all materials are signed in from SACs. As materials are received from SACs, ensure that all materials are stored in a secure, locked location.

Electronic material must be removed from any assistive technology device used for a student accommodation immediately after testing. DACs are to collect verification of this removal from SACs if this type of accommodation was used during testing. See *Verification of Removal of Saved Data* in *Appendix G: Accommodation Forms*.

Sort CMAS Materials

The CMAS test materials used together with computer-based testing are nonscorable, however they must be collected by the SAC and delivered to the DAC after testing. These materials may include any of the following items and may be grouped together. Some districts may decide to have schools securely destroy or recycle CMAS Test Administrator Manuals and Student Testing Tickets (Testing Tickets contain PII so if they are not returned to the vendor, they must be securely destroyed/recycled).

CMAS CBT Nonscorable Secure Test Materials that <u>must</u> be Returned to Vendor	CMAS CBT Nonscorable Test Materials that may be Securely Destroyed or Recycled
• Oral script for translation • Human reader kit for translation • Secure return envelopes containing <u>used</u> scratch paper	• Student Testing Tickets • CMAS Test Administrator Manuals (science, social studies, ELA, and math) • Math Reference Sheets • Other secure materials (e.g., student rosters with names and passwords)

If multiple boxes are received from a single school and are not filled to capacity, the boxes from only that school can be consolidated so that fewer boxes are shipped back to the vendor. Proper consolidation requires grouping secure materials together by type in nonscorable boxes. Multiple types of nonscorable materials can go into a single box, as long as the materials have been sorted and grouped together. CMAS: Science and Social Studies, CMAS: PARCC ELA and Math, and CSLA nonscorable secure materials must be returned in separate boxes by assessment (e.g., cannot mix PARCC and CSLA, cannot mix S/SS and ELA/math).

In nonscorable boxes, do not include:
- CoAlt accommodated materials, which must be securely destroyed
- Scorable materials (This may result in failure to score paper-based test books in time for reporting.)

See *5.2.4 Package Materials for Return Shipping* (PBT) for additional information regarding these materials.

Prepare Boxes for Shipping

Reuse the original Pearson shipping boxes to return test materials to the vendor. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, place an additional order via PAnext or contact the appropriate Pearson Customer Service:

Assessment	Customer Service
ELA and Math	**1-888-493-9888**
Science and Social Studies	**1-888-687-4759**

Prior to packing test materials, ensure that the bottom of each box has been securely taped (all seams (top, bottom, and sides) have been reinforced following an "H" pattern) to prevent breakage.

If any box is not completely filled, add only crumpled paper to avoid damage caused by shifting during shipment. Add enough crumpled paper to hold the documents securely in place during transit. Do not use foam "popcorn" or "peanuts".

Return Labels

CMAS materials used with computer-based testing are nonscorable. Three types of return labels are provided in the Coordinator Kit:

- White UPS shipping labels
    - Boxes cannot be shipped without a UPS shipping label.
        - If the weight of the box exceeds the weight printed on the UPS label, UPS will update the label upon pickup.
    - Some white UPS labels will have the same address as the scorable return labels; some will have the same address as the nonscorable return labels.
        - The address on each UPS label must match the address on the appropriate return label, depending on the material being shipped. Ensure that the UPS label and the return label match when applying the labels to the boxes.
- CMAS scorable material labels
    - ELA/Math = red
    - S/SS = orange
- CMAS nonscorable material labels
    - ELA/Math = purple
    - S/SS = blue
- CSLA material labels = yellow

Affix the proper return label and UPS shipping label to each box.

To return nonscorable materials used together with computer-based testing, the nonscorable labels are to be used. The labels should be clearly visible. Refer to the following diagram for suggested label placement.

Nonscorable box
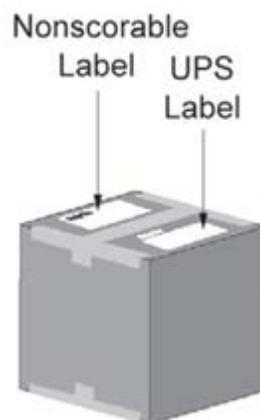
Nonscorable Label   UPS Label

Mark the boxes

The district's shipping labels should be numbered in sequence, by assessment, to show both the number of the box and the number of total boxes for the district shipment. Mark each box with a unique number such as "1 of 3", "2 of 3", and "3 of 3" on the nonscorable labels affixed to the boxes. If you have separately scheduled return shipments follow this same unique box sequence each time.

Store and ship test materials

Materials must be kept secure at all times. Hold the boxes for pickup by UPS. See *Contact UPS to Schedule Pickup* for instructions. Nonscorable materials must be picked up by UPS no later than May 5, 2017.

Contact UPS to Schedule Pickup

Each SAC must return all test materials to the DAC in time to inventory and prepare materials for UPS pickup. DACs may set district deadlines for schools that are earlier than the deadlines listed below. DACs must schedule pickup arrangements 24–48 hours in advance of the pickup.

DACs must **schedule** UPS pickup of nonscorable materials by May 3, 2017. All nonscorable materials **must be picked up** by **May 5, 2017**. If any scorable materials (i.e., answer documents or consumable paper test books) are in the district, UPS pickup of the scorable materials must be scheduled immediately after paper-based testing ends (scorable pickups must be scheduled by May 1, 2017 and must be picked up by May 3, 2017). If testing is completed before April 28, 2017, early UPS pickups can be scheduled as follows:

Assessment	Material Type	Earliest UPS Pickup	Latest UPS Pickup
ELA and Math	**Scorable**	**March 17, 2017**	**May 3, 2017**[1]
CSLA	**All**	**March 17, 2017**	**May 3, 2017**[1]
Science and Social Studies	**Scorable**	High School Science **March 31, 2017**[2] Elementary/Middle School Science and Social Studies **April 14, 2017**	**May 3, 2017**[1]
ELA and Math	**Nonscorable**	**March 17, 2017**	**May 5, 2017**
Science and Social Studies	**Nonscorable**	High School Science **March 31, 2017**[2] Elementary/Middle School Science and Social Studies **April 14, 2017**	**May 5, 2017**

[1] Scorable materials must be picked up by UPS no later than May 3, 2017, otherwise *there is no guarantee* that records for these PBT students **will be included in SBD or scored**.

[2] If the district is participating in an early high school science testing window, **high school science materials must be returned the week following completion of the high school science testing** (i.e., by April 21, 2017 for March 27 start, by April 28, 2017 for April 3 start).

Call UPS at **1-800-823-7459** to schedule pickups for Ground shipping. Tell the UPS representative you are calling in a pickup request for Pearson and will be using their "Return Service".

The following information must be provided to UPS:
- The physical location of where packages are to be picked up.
- The estimated number of packages to be picked up.

There may be time constraints for specific pickups based on their location. The UPS representative will let you know if the pickup cannot be made as requested. Once the pickup is confirmed, the district will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise.

Before boxes are picked up by UPS, make a note of the tracking numbers that appear on the UPS shipping label. Keep a record of the tracking numbers for future reference.

5.1.3 PAnext Cleanup Activities for Computer-based Testing

SAC

Verify that all students enrolled in the school are accounted for in PAnext.
According to state law, all students in grades 3-9 are required to take the ELA and math assessments. All students in grades 5, 8, and 11 are to take the science assessments. Students in grades 4 and 7 at schools selected as part of the 2016-17 social studies sample are to take the social studies assessments.

All students (as applicable by grade) need to be enrolled in PAnext and assigned to the appropriate tests (e.g., 5th grade ELA, math, and science; 4th grade CSLA, math, and social studies; 3rd grade ELA, math, and CSLA). If there are students who did not test or did not complete testing (single or multiple content areas), the appropriate invalidation must be indicated for each unused test assignment through a Not Tested or Void Test Score Reason/Code. See *Appendix K: Data* for additional information.

Stop all started CMAS test sessions.
Test sessions cannot be stopped if any students in the session have any units in a status other than "Completed" or "Marked Complete".
- If the student never started testing (i.e., all units in "Ready" status), a Not Tested Reason/Code should be indicated for the student test record on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance). The student's test should then be removed from the test session.
- If the student started testing but did not finish (i.e., units in a combination of statuses such as "Completed", "Exited", "Ready") the units that are not "Completed" will need to be "Marked Completed". If appropriate, a Void Test Score Reason/Code should be indicated for the student test record on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance).
  - If unable to enter a Void Test Score Reason/Code due to user account permission in PAnext, contact the DAC to have the test(s) coded appropriately.

Not Tested and Void Tests
For students who did not take a particular test or did not complete a started test, an invalidation code must be applied to the test record(s). There are two categories of invalidations, Not Tested Codes/Reasons and Void Test Score Codes/Reasons. Not Tested Codes/Reasons and Void Test Score Codes/Reasons must be applied by the district or school to individual test assignments as appropriate. For example, if a Parent Excuse was received for a student for ELA and math, the appropriate Parent Excuse (09) invalidation must be applied to the student's ELA record and be separately applied to the student's math record.

Not Tested and Void Test Score Codes/Reasons can be entered through the PAnext UI or through a Student Test Update (STU) file. The ability to enter this information through either method is determined by user permissions as assigned through PAnext. See *Appendix K: Data* for detailed information regarding code definitions, step-by-step directions, and timeframes.

Not Tested Codes/Reasons should only be applied to the records of students who did not begin testing.

For computer-based testing, a not tested code/reason should be used if one of the following scenarios applies to the student:
- The student is in an online started test session, but did not start a test. The student should be removed from the started test session before it is "stopped". A not tested code and reason should be applied for the student test.
- The student is in an online test session that was not started. These sessions do not need to be "stopped". A not tested code and reason should be applied for the student test.
- The student is assigned to an online test but not assigned to an online test session. A not tested code and reason should be applied for the student test.

Not Tested Codes/Reasons can be indicated by users with the **DAC**, **SAC**, or **Sensitive Data** role. The option to indicate a Not Tested Code/Reason appears on all student tests under Setup > Students > Manage Student Tests in PAnext.

Void test score codes/reasons should be applied to records of students who began testing, but should not receive scores.

A void test score code/reason should be used if one of the following scenarios applies to the student:
- The student may have finished testing and submitted the test, but should not receive a score. A void test score code/reason should be applied for the student test.
- The student may not have finished testing, but school personnel applied "mark complete" to the online test record, but the student should not receive a score. A void test score code/reason should be applied for the student test.
- The student never started testing, but school personnel applied "mark complete" to all units of the online test record and the student should not receive a score. A void test score code/reason should be applied for the student test.

Student tests that have been completed or marked complete will appear as "attempt" in the online test status field, which triggers the production of a score. If a void test score code/reason is applied to a student test record, the record **will not** receive an overall score.

Only tests in **Completed** or **Marked Complete** status may be voided. If a test is **Completed** or **Marked Complete,** Not Tested Reasons/Codes should **not** be used as they **will not** invalidate the test. If a test needs to be voided but is still in a testing status, it will first need to be marked completed **by a DAC, SAC, or Sensitive Data user**.

> **Note**: Indicating a "Marked Complete Reason" **does not** invalidate a test; a Void Test Score Code/Reason must be applied separately (and as appropriate for each test assigned to the student) through the steps included in *Appendix K: Data*.
>
> **"Marked Complete Reasons" are for district or school use only.** They do not follow the student test record into scoring and therefore will not stop a test from being scored and included in district and school reports and accountability. While a marked complete reason is required if a student test is marked complete, the district or school must still apply a void test score code/reason to the student test (e.g., "Parent Excuse" is entered for a marked complete reason so in addition to this step, Void 09 must be indicated on the student test record).

Void Test Score Codes/Reasons can only be indicated by users with the **Student Test Update** role. The option to note a void code will appear on student tests under Setup > Students > Manage Student Tests in PAnext once the system recognizes the test as being in a completed status (i.e., all units completed or marked complete).

Verify/update student demographics
If you have been assigned the Sensitive Data role, check student demographic information in PAnext to verify that all information is correct for all students (computer-based and paper-based), including CoAlt and CSLA. For instructions, see "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates, including accommodations that were provided for students during testing, through the PAnext User Interface before the deadline for each test administration.

If you are unable to verify and update student demographics due to PAnext user role permissions assigned to your account, provide the DAC with the appropriate information for any known updates.

Verify that all scores for CoAlt students have been entered.
Depending on district or school policy, Test Examiners, SACs, or DACs will enter student scores into PAnext for CoAlt assessments. See *Quick Reference Guide to CoAlt: S/SS Activities in PAnext* in *Appendix H: PAnext* for additional information.

DAC

The following PAnext cleanup activities should be completed by DACs after testing.

DAC	PAnext Cleanup Activities for DACs	Additional Information/Requirements
☐	Verify that all students enrolled in the school are accounted for all applicable tests in PAnext.	According to state law, all students in grades 3-9 are required to take the ELA and math assessments. All students in grades 5, 8, and 11 are to take the science assessments. Students in grades 4 and 7 at schools selected as part of the 2016-17 social studies sample are to take the social studies assessments All applicable students should be enrolled in PAnext and assigned to the appropriate tests (e.g., 5th grade ELA, math, and science; 4th grade math and social studies; 3rd grade ELA, math, CSLA). If there are students who did not test (single or multiple content areas), the appropriate invalidation must be indicated for each unused test assignment through a Not Tested or Void Test Score Reason/Code. See *Appendix K: Data* for additional information.
☐	Verify that all started test sessions have been **stopped**.	See information for SACs for additional details.
☐	Mark complete units, as needed.	If any students in a **started** test session have units that are not in "Completed" status, those units must be "Marked Complete" before the test session can be stopped. **Note**: The marked complete reason field **does not** invalidate student tests. If an invalidation is required, the appropriate coding (i.e., Void Test Score Reason/Code) must be indicated on the Student Test Details screen in PAnext (see *Appendix K: Data* for guidance) or through the Student Test Update (STU) process post-test administration.
☐	Ensure that the appropriate invalidation codes (i.e., Not Tested Reasons/Codes and Void Test Score Reasons/Codes) have been entered in PAnext for students whose tests need to be invalidated.	This can be done through the PAnext User Interface or batch loaded through the Student Test Update process. For instructions, see the PAnext User Guide (https://support.assessment.pearson.com/x/BYDy) for import/export guidance, and *Appendix K: Data* for invalidation information.
☐	Verify that all scores for CoAlt students have been entered.	See *Quick Reference Guide to CoAlt: S/SS Activities in PAnext* in *Appendix H: PAnext* for additional information.
☐	Confirm that demographic information in PAnext is correct for all students (computer-based and paper-based), including CoAlt and CSLA.	For instructions, see "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates in PAnext, including accommodations that were provided for students during testing, before the deadline for each test administration.

	Resolve Critical Warnings	
☐	Check PAnext for Critical Warning flags.	Located in the black bar at the top of the screen when logged into PAnext. Student Critical Warnings indicated by dark orange marker displaying number of warnings.
☐	Resolve Critical Warnings.	All Critical Warnings <u>other than</u> Title III need to be resolved in PAnext. If participating in CDE's optional Student Biographical Data review (SBD), Critical Warnings can be resolved through that process in Data Pipeline.

5.1.4 Complete the Colorado Post-Test Compliance Form

The *Colorado Post Test Compliance* form is located in *Appendix C: Colorado Forms*. This form is used to verify the completion of all CMAS and CoAlt testing (including ELA, math, science, social studies, and CSLA). While a *PARCC Post-Test Certification* form is available and can be used internally by districts and schools, CDE requires that districts return the *Colorado Post Test Compliance* in the CDE Assessment folder on Syncplicity. Notify Margo Allen (allen_m@cde.state.co.us) once this form is completed and posted for the district.

As part of post testing compliance, DACs are to **declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches, technology glitches).** DACs should complete any remaining investigations and report any resulting determinations of testing irregularities and security breaches to CDE.

5.1.5 Keep Records

The following documentation must be kept on file locally for three years (electronic or physical):

- Completed Verification of District Training form
- Signed copies of *Colorado Security Agreement* forms for all individuals involved with administering the assessment or handling secure assessment materials
- Completed Colorado Post-Test Compliance form
- Chain of custody documentation to ensure that there are no questions or concerns related to the security of the assessments or handling of materials after the fact. The DAC and each SAC must be able to assure the state, if any questions arise, that every step has been taken to ensure security of the test materials.
- School Security Checklist

5.2 Paper-based Testing

This section describes activities that must be completed by the DAC, SAC, or Technology Coordinator after paper-based testing.

5.2.1 Checklist of Tasks for Test Coordinators and Technology Coordinators After Testing

The following tasks are to be completed by Test Coordinators and Technology Coordinators after the completion of paper-based testing.

DAC	SAC	TC	After Testing Tasks	Additional Information/Requirements
			Collect Materials (See *5.2.2*)	
☐	☐		Report contaminated and damaged test materials.	SACs report to DACs, DACs report to CDE. Follow school or district protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials* in *Appendix E*.
☐	☐		Report missing test materials	SACs report to DACs, DACs report to CDE. Complete the *Form to Report Contaminated, Damaged, or Missing Materials* in *Appendix E*.

☐	☐		Verify transcription of student test responses	Student test responses need to be transcribed for students who took the braille or large print assessments and students who responded in a language other than English or Spanish (math, science, and social studies only).
☐	☐		Indicate "Do Not Score" on test materials, as appropriate	Any large print, braille, or test book/answer document with responses in languages other than Spanish or English must be marked as "Do Not Score". Student responses in these test materials must be transcribed into a scannable test book/answer document in order to be processed/scored by the assessment vendor.
Organize Materials (SAC) (See *5.2.3*)				
	☐		SAC sorts scorable and nonscorable materials for CMAS, CoAlt, and CSLA materials	Materials must be sorted by assessment (i.e., ELA/math materials must be separated from S/SS materials, CSLA materials must be separated from ELA/math materials).
	☐		Sort CMAS and CoAlt nonscorable materials by material type, including <u>used</u> scratch paper	All materials must be accounted for, including all materials from the CoAlt test kits.
	☐		Apply student ID labels	If this task was not completed before testing, ensure that labels are applied to the appropriate student test materials.
	☐		Hand grid demographic pages	If a student ID label is not available for a test or if the student ID label includes incorrect information, demographic pages need to be hand gridded. All fields must be completed.
	☐		Complete and verify header sheets	The header sheet is a scannable document that will be used to verify the number of CMAS test books or answer documents that are to be scored.
	☐		Organize CMAS scorable test books and answer documents	Must be organized by assessment, grade, and language. Separated stacks of organized materials are to be grouped with paper bands.
	☐		Return CMAS and CoAlt materials to the DAC	Materials must be separated by assessment. **Only the boxes provided by Pearson can be used for shipping test materials.** If additional boxes are needed, contact the DAC.
Package Materials for Return Shipping (DAC) (See *5.2.4*)				
☐			DAC sort test materials for return shipping	Materials must be sorted by assessment (i.e., ELA/math materials must be separated from S/SS materials, CSLA materials must be separated from ELA/math materials).
☐			DAC prepares boxes for shipping	
☐			Apply the appropriate return labels to boxes	Scorable labels should be used to return scorable materials (test books (grade 3 ELA/math, science, and social studies) and answer documents (grades 4-9 ELA/math)); nonscorable labels should be used to return nonscorable materials.
☐			Schedule return shipment with UPS	

			PAnext Cleanup Activities for PBT (See *5.2.5*)	
☐	☐		Verify that all students enrolled in the district/school are accounted for in PAnext	
☐	☐		Apply Not Tested and Void Test Score Codes/Reasons, as appropriate	See *Appendix K: Data* for detailed information.
☐	☐		Verify/update student demographics	Only users with the Sensitive Data role may update sensitive student data.
☐	☐		Verify that all CoAlt scores have been entered in PAnext	See *Quick Reference Guide to CoAlt: S/SS Activities in PAnext* in *Appendix H: PAnext* for detailed information.
☐	☐		Resolve ELA/math Rejected Student Tests	In PAnext > Testing > Rejected Student Test
Additional After Testing Tasks				
☐			Complete the *Colorado Post-Test Compliance* form	See *Appendix C: Colorado Forms*
☐			Keep records	Forms and reports from before, during, and after test administration are to be locally kept on file (physically or electronically) for three years.
☐	☐	☐	**Optional**: Provide feedback on your experience by completing the survey emailed to you after testing	Separate surveys will be available for Test Coordinators, Technology Coordinators, Test Administrators/Examiners, and students.

5.2.2 Collect Materials

All materials need to be collected and inventoried at the school level before they are returned to the DAC. Once returned to the DAC, materials will need to be inventoried and organized for return shipment to the vendor. See *5.2.3 Organize Materials* for additional collection and organization tasks that must be completed by SACs and DACs.

Report Contaminated and Damaged Test Materials

If a test book was contaminated with bodily fluids (e.g., blood, vomit), follow your school or district protocol and complete the *Form to Report Contaminated, Damaged, or Missing Materials* in *Appendix E*.

Report Missing Test Materials

Schools must investigate any report of missing test materials. If, after a thorough investigation, a secure test material is not found, the SAC must contact the DAC, who will contact CDE. Complete the *Form to Report Contaminated, Damaged, or Missing Materials* in *Appendix E*. If there is reason to believe that a secure document or test content has been stolen, photographed, or photocopied, the SAC or DAC should immediately contact CDE to determine a plan of action. This action may include the involvement of local law-enforcement personnel.

Transcription of Student Test Responses

Verify that student responses on the paper-based forms have been transcribed when necessary. Additional information regarding the following accommodations and appropriate administration procedures can be found in the *6.0 Administrative Considerations, Accessibility Features, and Accommodations*.

- Student responses written in large print and braille test books must be transcribed into the corresponding scannable test book or answer document included in the test kit.

- For math, science, and social studies, student responses written in a language other than English or Spanish must be transcribed into a second scannable test book (this is not an allowable accommodation on the ELA assessment).

- Student responses provided using assistive technology must be transcribed into the student's scannable test book.

"Do Not Score" Test Materials

Mark any large print, braille, or test book/answer document with responses in languages other than Spanish or English as "Do Not Score". Student responses in these test materials must be transcribed into a scannable test book/answer document in order to be processed/scored by the assessment vendor. After transcribing, return the test books containing the students' original written responses with nonscorable materials after they have been marked "Do Not Score".

5.2.3 Organize Materials (SAC)

Collected materials need to be inventoried at the school level before they are returned to the DAC. Once returned to the DAC, materials will need to be inventoried and organized for return shipment to the vendor. The SAC is responsible for the distribution and collection of CMAS and CoAlt materials to and from Test Administrators and Test Examiners on each day of administration, preferably within 15 minutes of the start and end of each testing session. See *2.1.2 Chain of Custody Requirements* for additional information.

Immediately after the final unit for each test, ensure that all CMAS Test Administrator Manuals, CoAlt Examiner's Manuals, answer documents, test books, social studies source books, secure return envelopes, used scratch paper, and all other student materials from Test Administrators and Test Examiners have been collected and secured. Use the School Security Checklist to ensure that all secure CMAS materials, CoAlt test books, and CoAlt task manipulatives have been collected. All test materials, including accommodated materials and the original Pearson shipping boxes, must be returned to the DAC for secure shipment back to Pearson.

Electronic material must be removed from any assistive technology device used as an accommodation for a student with a disability immediately after testing. A verification of this removal must be sent to the DAC. See *Verification of Removal of Saved Data* in *Appendix G: Accommodation Forms*. Any media used to distribute CoAlt accommodated electronic materials must be returned to the DAC at the end of testing for secure destruction.

Sort CMAS and CoAlt Materials

The test materials used for paper-based testing include both scorable and nonscorable materials, however all materials must be collected by the SAC and delivered to the DAC after testing. These materials may include any of the following items.

CMAS Test Materials	CoAlt Test Materials
• Answer documents	• Test books
• Test books	• Task manipulatives
• Social studies source books	• Accommodated materials
• Science periodic tables	• CoAlt Examiner's Manual
• Math reference sheets and tools	
• Large print test kits (including visual descriptions document)	
• Braille test kits (including Teacher Notes)	
• Oral scripts	
• Human reader kits	
• Secure return envelopes containing used scratch paper	
• CMAS Test Administrator Manuals (science, social studies, ELA, math, and CSLA)	
• Other secure materials (e.g., student rosters with names and passwords)	

Sorted items must be grouped together as follows, by assessment (CMAS scorable test books that will be returned to Pearson for scoring should be sorted first in order to be returned to the DAC immediately after paper based testing is completed):

Assessment	Scorable Secure Test Materials that __must be Returned__ to the Vendor	Nonscorable Secure Test Materials that __must be Returned__ to Vendor	Nonscorable Test Materials that may be Securely Destroyed or Recycled
CMAS: PARCC ELA and Math	• Scannable answer documents for grades 4-9 • Scannable test books for grade3	• ELA/math test books for grades 4-9 • Unused test books and answer documents • Human reader kits	• CMAS Test Administrator Manuals* • Math Reference Sheets • Student Testing Tickets • Other secure materials (e.g., student rosters with names)
CMAS and CoAlt: Science and Social Studies	• Scannable S/SS test books	• Unused test books • Social studies source books • High school science periodic tables • CoAlt test books and task manipulatives • Secure return envelopes containing used scratch paper • Oral scripts	• CMAS Test Administrator Manuals* • Student Testing Tickets • Other secure materials (e.g., student rosters with names)
CSLA	All CSLA materials returned in a single box, but must be grouped by grade, material type, and scorable vs. nonscorable. • Scorable CSLA test books • Unused/nonscorable test books • CSLA Test Administrator Manuals*		

* Some districts may decide to have schools securely destroy or recycle Test Administrator Manuals.

In nonscorable boxes, do not include:
- CoAlt accommodated materials, which will be securely destroyed by the DAC
- Scorable materials (This may result in failure to score paper-based test books in time for reporting.)

After materials have been sorted, student ID labels will need to be applied (if not previously completed), all demographic field will need to be hand gridded for students without ID labels (as necessary), and header sheets will need to be completed and verified. See the following information for task details.

Apply Student ID Labels

The ID labels are for students who will be taking the paper-based form of the test and are to be applied to test books (grade 3 ELA/math, science, and social studies) and answer documents (grades 4-9 ELA/math). Information verified/provided by DACs and individuals with the Sensitive Data role during student registration was used to print ID labels. These labels are linked to students' SASID and information in PAnext, even though not all of that information appears on the printed label. ID labels arrive pre-printed with student names, and are included in the Coordinator Kit. ID labels must be applied before scorable materials are returned to the vendor for scanning and scoring.

Before applying ID labels, verify that the name on the label matches the student name written on the test booklet/answer document and that the SASID on the label is correct.
- Affix the pre-coded label in the specified space.
- Any changes to the information printed on the label should be made in PAnext.

If the ID label is applied to an incorrect test booklet/answer document or the SASID is incorrect, cover the ID label with a blank label and bubble all of the fields on the data grid to exactly match the information in PAnext.

The sample demographic page shows where to affix the label. Note the following protocols:
- Only the SAC or designee may affix labels.
- All secure materials must be in locked storage until returned to DAC or Pearson.

Hand Grid Demographic Pages
If no pre-coded label is available for a student taking a paper-based test, all fields on the test book/answer document must be bubbled to exactly match the information in PAnext.

Note: If a demographic page includes both an ID label and bubbled-in fields, the label will override any of the gridded information.

Complete and Verify the Header Sheet
The header sheet is a scannable document that will be used to verify the number of CMAS test books or answer documents that are to be scored.
- Pre-gridded header sheets have been provided by the vendor for paper-based testing registrations indicated in PAnext prior to January 27, 2017.
- Some information on the header sheet will be pre-gridded, while other information will need to be filled in manually. All information, whether pre-gridded or manually entered, should be reviewed for accuracy.
- Corrections to pre-gridded information are not permissible; complete a new (blank) header sheet with accurate information to prevent scoring delays. If a new header sheet is required, contact the DAC.
- The following information must be manually completed on the pre-gridded header sheet:

SIDE 1	
NUMBER OF DOCUMENTS	Write and bubble in the total number of test books that will be bundled, by grade and language, under the header sheet.

## Organize CMAS Scorable Test Books and Answer Documents

Organize the test books (grade 3 ELA/math, science, and social studies) and answer documents (grades 4-9 ELA/math), by assessment, into stacks by grade and language (English or Spanish) so that the demographic page is facing down and the margin that contains the black horizontal bars is on the right.

- The scorable tests do not need to be alphabetized or sorted in any way other than by assessment, grade, and language (e.g., Science Grade 5 English and Science Grade 5 Spanish in separate stacks).
- Place a completed header sheet on top of stack of scorable tests by assessment, grade, and language.

Secure the header sheet and scorable test stacks with a paper band that was provided with the shipment of test materials.

- The paper band may be taped to ensure that it fits around the stack.
- If the stack is too large for a single band, you may break it down into stacks of 10 and use multiple bands.
  - Mark bands to indicate how many stacks of scorable tests are included for the same assessment in the box. For instance, label bands "1 of 2" and "2 of 2" for 20 Science Grade 5 English books that were broken down into two stacks.

Put the stacks into the boxes, with the lowest grade level going in first (on the bottom) and the highest grade level going in last (on the top). Example: Social Studies Grade 7 English (bottom), Social Studies Grade 7 Spanish, Science Grade 8 English, Science Grade 8 Spanish (top). Refer to the following diagram.
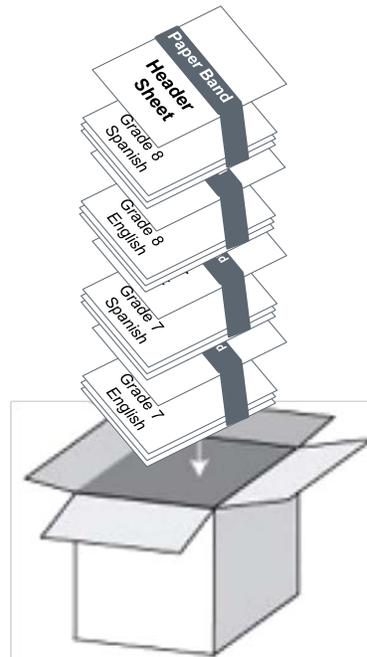
Keep these scorable tests separate from all other nonscorable material being returned to the DAC.

Return CMAS, CoAlt, and CSLA Materials to DAC with Original Boxes

- The original Pearson shipping boxes in which test materials were delivered must be used for return shipping. Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, contact your DAC.
- Separate boxes must be used scorable and nonscorable materials for CMAS: PARCC ELA and Math materials, CMAS and CoAlt: Science and Social Studies materials, and CSLA materials.
- Prior to placing test materials in a box, securely tape the bottom of each box to prevent breakage. Reinforce all seams (top, bottom, and sides), following an "H" pattern.
- Make sure all scorable materials are sorted in scorable shipping boxes (separate boxes for separate assessments).

- Place all nonscorable materials in nonscorable shipping boxes. Multiple types of materials can go into a single box, as long as the materials have been sorted and grouped together (separate boxes are required for separate assessments).
- Do NOT seal boxes. Return unsealed boxes to the DAC, who will check the contents before returning them to the vendor.
- **Reminder**: The materials should be sorted and/or packaged as directed by the DAC. If there is a conflict between the DAC's district-specific instructions and the instructions in this manual, follow the DAC's instructions.

5.2.4 Package Materials for Return Shipping (DAC)

DACs will collect all materials from SACs. Use the District Receipt Form to verify that all materials are signed in from SACs, including accommodated materials. As materials are received from SACs, ensure that all materials are stored in a secure, locked location until they are returned to the vendor. Ensure that all scorable test materials either have a label affixed or have the entire data grid completed. Incomplete gridding will result in rejected student tests.

After testing, electronic material must be removed from any assistive technology device used for as part of a student accommodation. DACs are to collect verification of this removal from SACs if this type of accommodation was used during testing. See *Verification of Removal of Saved Data* in *Appendix G: Accommodation Forms*.

Sort Test Materials for Return Shipping

All test materials must be collected by the SAC and delivered to the DAC after testing. These materials may include scorable and nonscorable materials. All CMAS scorable tests must be returned to the vendor as soon as paper-based testing is complete. Verify that used and unused test materials have been sorted and grouped as described in *5.2.3 Organize Materials (SAC)*.

DAC	Check test materials collected from SACs	Additional Information/Requirements
Scorable CMAS Materials:		
☐	Used test books and answer documents	Test books and answer documents that are to be scored
☐	Review the header sheet on the top of each stack of grade level test books that will be scored	Separate boxes must be used for CMAS: PARCC ELA and Math materials, CMAS and CoAlt: Science and Social Studies materials, and CSLA materials.
☐	Ensure that the demographic page is completed if the student ID label is missing or incorrect	Update PAnext as needed to reflect the most current and accurate information.
Nonscorable CMAS Materials:		
☐	Unused test books and answer documents	
☐	Social Studies source books	
☐	Braille and large print test kits	Kits contain the following secure materials that must be returned: Teacher Notes for use with braille test books and visual descriptions document for use with large print.
☐	Test books with transcribed student responses in languages other than Spanish or English	Cover should be marked as "Do Not Score".
☐	S/SS secure return envelopes	**Used** S/SS scratch paper must be returned to vendor in the secure return envelopes.
☐	Human Reader Kits/Oral Scripts	
☐	Student Testing Tickets	May be securely destroyed/recycled locally
☐	Student rosters with usernames and passwords (if printed)	
☐	Test Administrator Manuals	May be shredded/recycled locally

Nonscorable CoAlt Materials:		
☐	Test books with the CoAlt Examiner's Manuals	May include completed CoAlt Score Entry form. Ensure that CoAlt scores are entered for students in PAnext before returning materials to vendor.
☐	Secure return envelopes containing the task manipulatives	Envelope must be labeled with the student's name
☐	Accommodated CoAlt materials	Accommodated CoAlt materials are to be securely destroyed locally

If multiple boxes are received from a single school and are not filled to capacity, **the boxes from that school only can be consolidated** so that fewer boxes are shipped back to the vendor. Proper consolidation requires grouping secure materials together by type into scorable or nonscorable boxes (e.g., test books/answer documents that are to be scored **cannot** be returned in a nonscorable box with <u>used</u> scratch paper). Multiple types of nonscorable materials can go into a single box, as long as the materials have been sorted and grouped together; however, CMAS: Science and Social Studies, CMAS: PARCC ELA and Math, and CSLA nonscorable secure materials must be returned in separate boxes by assessment (e.g., cannot mix PARCC and CSLA, cannot mix S/SS and ELA/math).

Items may be grouped together as follows, by assessment:

Assessment	Scorable Secure Test Materials that <u>must be Returned</u> to the Vendor	Nonscorable Secure Test Materials that <u>must be Returned</u> to Vendor	Nonscorable Test Materials that may be Securely Destroyed or Recycled
CMAS: PARCC ELA and Math	• Scannable answer documents for grades 4-9 • Scannable test books for grade3	• ELA/math test books for grades 4-9 • Unused test books and answer documents • Human reader kits	• CMAS Test Administrator Manuals* • Math Reference Sheets • Student Testing Tickets • Other secure materials (e.g., student rosters with names)
CMAS and CoAlt: Science and Social Studies	• Scannable S/SS test books	• Unused test books • Social studies source books • High school science periodic tables • CoAlt test books and task manipulatives • Secure return envelopes containing <u>used</u> scratch paper • Oral scripts	• CMAS Test Administrator Manuals* • Student Testing Tickets • Other secure materials (e.g., student rosters with names)
CSLA	All CSLA materials returned in a single box, but must be grouped by grade, material type, and scorable vs. nonscorable. • Scorable CSLA test books • Unused/nonscorable test books • CSLA Test Administrator Manuals*		

* Some districts may decide to have schools securely destroy or recycle Test Administrator Manuals.

In nonscorable boxes, do not include:
- CoAlt accommodated materials, which must be securely destroyed by the DAC
- Scorable materials (This may result in failure to score paper-based test books in time for reporting.)

Prepare Boxes for Shipping

Reuse the original Pearson shipping boxes to return test materials to the vendor. **Only the boxes provided by Pearson are to be used for shipping test materials.** Ensure that the original shipping labels and other markings have been removed or covered. If more boxes are needed, place an additional order via PAnext or contact the appropriate Pearson Customer Service:

Assessment	Customer Service
ELA and Math	**1-888-493-9888**
Science and Social Studies, CSLA	**1-888-687-4759**

Prior to packing test materials, ensure that the bottom of each box has been securely taped (all seams (top, bottom, and sides) have been reinforced following an "H" pattern) to prevent breakage.

If any box is not completely filled, add only crumpled paper to avoid damage caused by shifting during shipment. Crumpled paper will hold the documents securely in place during transit. Do not use foam "popcorn" or "peanuts".

Return Labels

Three types of return labels are provided in the Coordinator Kit:
- White UPS shipping labels
  - Unless freight shipping directions were included, boxes cannot be shipped without a UPS shipping label.
    - If the box weight exceeds the weight on the label, UPS will update the label upon pickup.
  - Some white UPS labels will have the same address as the scorable return labels; some will have the same address as the nonscorable return labels.
    - The address on each UPS label must match the address on the appropriate return label, depending on the material being shipped. Ensure that the UPS label and the return label match when applying the labels to the boxes.
- CMAS scorable material labels
  - ELA/Math = red
  - S/SS = orange
- CMAS nonscorable material labels
  - ELA/Math = purple
  - S/SS = blue
- CSLA material labels = yellow

Affix the proper return label and UPS shipping label to each box.
The labels should be clearly visible. Refer to the following diagrams for suggested label placement.

Scorable box — Scorable Label, UPS Label

Nonscorable box — Nonscorable Label, UPS Label
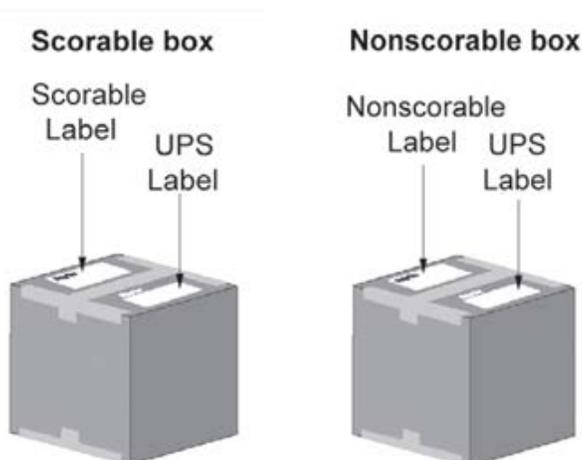
Note: To ensure the safe return of materials, it is absolutely essential that all boxes be packed, labeled, and secured as described in the previous section. Check to make sure that all boxes are tightly packed and securely sealed.

Mark the boxes

The district's shipping labels should be numbered in sequence, by assessment, to show both the number of the box and the number of total boxes for the district shipment. Mark each box with a unique number such as "1 of 3", "2 of 3", and "3 of 3" on the scorable or nonscorable labels affixed to the boxes. If you have separately scheduled return shipments follow this same unique box sequence each time.

Store and ship test materials

Materials must be kept secure at all times. Hold the boxes for pickup by UPS. See *Contact UPS to Schedule Pickup* for instructions. Scorable materials must be returned immediately after a school has completed paper-based testing, which may be prior to the last day of the testing window (April 28, 2017). Scorable materials must be picked up by UPS no later than May 3, 2017; nonscorable materials must be picked up by UPS no later than May 5, 2017.

Contact UPS to Schedule Pickup

Each SAC must return all test materials to the DAC in time to inventory and prepare materials for UPS pickup. DACs may set district deadlines for schools that are earlier than the deadlines listed below. DACs must schedule pickup of materials 24–48 hours in advance of the pickup.

DACs must schedule UPS pickup of **scorable** materials (i.e., answer documents or consumable paper test books) immediately after paper-based testing ends, by assessment (this may be before nonscorable materials are returned). At the latest, scorable pickups must be scheduled by May 1, 2017 and must be picked up by May 3, 2017. If scorable materials are **not** picked up by May 3, 2017 *there is no guarantee* that records for these PBT students **will be included in SBD or scored**.

DACs must schedule UPS pickup of **nonscorable** materials by May 3, 2017. All nonscorable materials **must be picked up** by **May 5, 2017**.

If any testing is completed before April 28, 2017, early UPS pickups can be scheduled as follows:

Assessment	Material Type	Earliest UPS Pickup	Latest UPS Pickup
ELA and Math	**Scorable**	**March 17, 2017**	**May 3, 2017**[1]
CSLA	**All Materials**	**March 17, 2017**	**May 3, 2017**[1]
Science and Social Studies	**Scorable**	High School Science **March 31, 2017**[2] Elementary/Middle School Science and Social Studies **April 14, 2017**	**May 3, 2017**[1]
ELA and Math	**Nonscorable**	**March 17, 2017**	**May 5, 2017**
Science and Social Studies	**Nonscorable**	High School Science **March 31, 2017**[2] Elementary/Middle School Science and Social Studies **April 14, 2017**	**May 5, 2017**

[1] Scorable materials must be picked up by UPS no later than May 3, 2017, otherwise *there is no guarantee* that records for these PBT students **will be included in SBD or scored**.

[2] If the district is participating in an early high school science testing window, **high school science materials must be returned the week following completion of the high school science testing** (i.e., by April 21, 2017 for March 27 start, by April 28, 2017 for April 3 start).

Call UPS at **1-800-823-7459** to schedule pickups for Ground shipping. Tell the UPS representative you are calling in a pickup request for Pearson and will be using their "Return Service".

The following information must be provided to UPS:
- The physical location of where packages are to be picked up.
- The estimated number of packages to be picked up.

There may be time constraints for specific pickups based on their location. The UPS representative will let you know if the pickup cannot be made as requested. Once the pickup is confirmed, the district will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise.

Before boxes are picked up by UPS, make a note of the tracking numbers that appear on the UPS shipping label. Keep a record of the tracking numbers for future reference.

5.2.5 PAnext Cleanup Activities for Paper-based Testing

SAC

Verify that all students enrolled in the school are accounted for in PAnext.
According to state law, all students in grades 3-9 are required to take the ELA and math assessments. All students in grades 5, 8, and 11 are to take the science assessments. Students in grades 4 and 7 at schools selected as part of the 2016-17 social studies sample are to take the social studies assessments.

As applicable by grade, all students, including students taking paper-based tests, should be enrolled in PAnext and assigned to all appropriate tests (e.g., 5th grade ELA, math, and science; 4th grade CSLA, math, and social studies; 3rd grade ELA, math, and CSLA). If there are students who did not test or did not complete testing (single or multiple content areas), the appropriate invalidation must be indicated for each unused test assignment through a Not Tested or Void Test Score Reason/Code. See *Appendix K: Data* for additional information.

Not Tested and Void Tests
For students who did not take a particular test or did not complete a started test, an invalidation code must be applied to the test record(s). There are two categories of invalidations, Not Tested Codes/Reasons and Void Test Score Codes/Reasons. Not Tested Codes/Reasons and Void Test Score Codes/Reasons must be applied by the district or school to individual test assignments as appropriate. For example, if a Parent Refusal was received for a student for ELA and math, the appropriate Parent Refusal (09) invalidation must be applied to the student's ELA record and be separately applied to the student's math record.

Not Tested and Void Test Score Codes/Reasons can be entered through the PAnext UI or through a Student Test Update file. The ability to enter this information through either method is determined by user permissions as assigned through PAnext. See *Appendix K: Data* for detailed information regarding code definitions, step-by-step directions, and timeframes.

Not Tested Codes/Reasons should <u>only</u> be applied for paper-based testing if the test (whether not started, started, or completed) was returned to the vendor in a nonscorable box.

Not Tested Codes/Reasons can be indicated by users with the **DAC**, **SAC**, or **Sensitive Data** role. The option to indicate a Not Tested Code/Reason appears on all student tests under Setup > Students > Manage Student Tests in PAnext.

Void Test Score Codes/Reasons should <u>only</u> be applied for paper-based testing if the test (whether not started, started, or completed) was returned to the vendor in a scorable box **and** the test should not be scored.

Paper-based tests returned in scorable boxes will not have the void option until the tests have been scanned into PAnext by the vendor. If a void test score code/reason is applied to a student test record, the record **will not** receive an overall score.

Void Test Score Codes/Reasons can only be indicated by users with the **Student Test Update** role. The option to note a void code will appear on student tests under Setup > Students > Manage Student Tests in PAnext once the system recognizes the test as being in a completed status (i.e., all units completed or marked complete).

Note: Not Tested Reasons/Codes **will not** invalidate scanned scorable tests.

Verify/update student demographics

If you have been assigned the Sensitive Data role, check student demographic information in PAnext to verify that all information is correct for all students (computer-based and paper-based), including CoAlt and CSLA. For instructions, see "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates, including accommodations that were provided for students during testing, through the PAnext User Interface before the cleanup deadline.

If you are unable to verify and update student demographics due to PAnext user role permissions assigned to your account, provide the DAC with the appropriate information for any known updates.

Verify that all scores for CoAlt students have been entered.

Depending on district or school policy, Test Examiners, SACs, or DACs will enter student scores into PAnext for CoAlt assessments. See *Quick Reference Guide to CoAlt: S/SS Activities in PAnext* in *Appendix H: PAnext* for additional information.

DAC

The following PAnext cleanup activities should be completed by DACs after testing.

DAC	PAnext Cleanup Activities for DACs	Additional Information/Requirements
☐	Verify that all students enrolled in the school are accounted for in PAnext.	According to state law, all students in grades 3-9 are required to take the ELA and math assessments. All students in grades 5, 8, and 11 are to take the science assessments. Students in grades 4 and 7 at schools selected as part of the 2016-17 social studies sample are to take the social studies assessments All applicable students should be enrolled in PAnext and assigned to the appropriate tests (e.g., 5th grade ELA, math, and science; 4th grade CSLA, math, and social studies; 3rd grade ELA, math, and CSLA). If there are students who did not test (single or multiple content areas), the appropriate invalidation must be indicated for each unused test assignment through a Not Tested or Void Test Score Reason/Code. See *Appendix K: Data* for additional information.
☐	Ensure that the appropriate invalidation codes (i.e., Not Tested Reasons/Codes and Void Test Score Reasons/Codes) have been entered in PAnext for students whose tests need to be invalidated.	This can be done through the PAnext User Interface or batch loaded through the Student Test Update process. For instructions, see the *PAnext User Guide* (https://support.assessment.pearson.com/x/BYDy) for import/export guidance, and *Appendix K: Data* for invalidation information.
☐	Verify that all scores for CoAlt students have been entered.	See *Quick Reference Guide to CoAlt: S/SS Activities in PAnext* in *Appendix H: PAnext* for additional information.
☐	Confirm that demographic information in PAnext is correct for all students (computer-based and paper-based), including CoAlt and CSLA.	For instructions, see "Create and Edit Student Records" in the *PAnext User Guide*. Provide any needed updates in PAnext, including accommodations that were provided for students during testing, before the deadline for each test administration.

Resolve Critical Warnings		
☐	Check PAnext for Critical Warning flags.	Located in the black bar at the top of the screen when logged into PAnext. Student Critical Warnings indicated by dark orange marker displaying number of warnings.
☐	Resolve Critical Warnings.	All Critical Warnings <u>other than</u> Title III need to be resolved in PAnext. If participating in CDE's optional Student Biographical Data review (SBD), Critical Warnings can be resolved through that process in Data Pipeline.

ELA/Math Rejected Student Tests

When ELA/math answer documents and test booklets are scanned by the vendor, any hand gridded demographic data is matched to student registrations in PAnext. If the data in PAnext and the gridded data do not exactly match, the record is rejected. Rejected records will not be scored. They must be fixed in PAnext in order to be scored. To fix these records, change either the scanned information that was gridded on the test booklet/answer document or change the registration data stored in PAnext so that the two records match.

For step-by-step directions, see "Fix Rejected Student Test Details" in the *PAnext User Guide*.

5.2.6 Complete the Colorado Post-Test Compliance Form

The *Colorado Post Test Compliance* form is located in *Appendix C: Colorado Forms*. This form is used to verify the completion of all CMAS and CoAlt testing (including ELA, math, science, social studies, and CSLA). While a *PARCC Post-Test Certification* form is available and can be used internally by districts and schools, CDE requires that districts return the *Colorado Post Test Compliance* in the CDE Assessment folder on Syncplicity. Notify Margo Allen (allen_m@cde.state.co.us) once this form is completed and posted for the district.

As part of post testing compliance, DACs are to **declare, investigate, and report testing irregularities (e.g., misadministrations, security breaches, technology glitches).** DACs should complete any remaining investigations and report any resulting determinations of testing irregularities and security breaches to CDE.

5.2.7 Keep Records

The following documentation must be kept on file locally for three years (electronic or physical):
- Completed *Verification of District Training* form
- Signed copies of *Colorado Security Agreement* forms for all individuals involved with administering the assessment or handling secure assessment materials
- Completed *Colorado Post-Test Compliance* form
- Chain of custody documentation to ensure that there are no questions or concerns related to the security of the assessments or handling of materials after the fact. The DAC and each SAC must be able to assure the state, if any questions arise, that every step has been taken to ensure security of the test materials.
- School Security Checklist

6.1 Introduction

The online test engine used to administer CMAS assessments, TestNav 8, includes tools and accessibility features that are made available to all students to increase the accessibility of the assessments. Beyond the accessibility features that are available to all students, assessment accommodations are available to some students who have IEP, 504, or English learner (EL) plans. Assessment accommodations are changes made to assessment procedures that provide a student with access to comprehensible information and to an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. Accommodations should not provide an unfair advantage to any student. Providing an accommodation for the sole purpose of increasing test scores is not ethical. Administrative considerations are also available for any student who may benefit from a change in the conditions of testing as long as test security is not compromised and testing environment requirements are met. Districts must have a plan in place to ensure and monitor the appropriate use of administrative considerations, accessibility features, and accommodations.

6.1.1 Administrative Considerations

Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised and testing environment requirements are met. Generally, most students are tested with their peers; however, under certain circumstances, a student may benefit from a change in the conditions of testing. The following considerations are available to all students for both computer-based and paper-based testing:

- Adaptive and specialized equipment or furniture (e.g., slant board, yoga ball)
- Frequent breaks that do not stop the testing clock
- Noise buffers/headphones
- Separate or alternate location
- Small group
- Specified seating
- Time of day

While administrative considerations can be recorded in PAnext through the SR/PNP file import process or through the user interface, entering this information is optional.

Adaptive and Specialized Equipment or Furniture
Some students may require specialized equipment or furniture such as special seating, weighted vests, fidget tools, or adaptive keyboards. This is not an exhaustive list. Students who use adaptive or specialized furniture or equipment should have access to it during testing. If the other students in the testing environment are familiar with the furniture/equipment being used by the students (so it is determined not to be a disruption to others), students using the furniture/equipment do not need to test in a separate environment.

Frequent Breaks that DO NOT Stop the Testing Clock
Students must complete each test unit within the specified unit testing time (by assessed content area, by unit). Breaks do not stop the testing clock. During breaks, student testing device screens or paper-based materials must be covered or closed. Students are to remain in the testing environment for breaks during each testing unit. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom. In these cases arrangements should be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in an individual testing environment or in a group testing environment with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students in the testing environment. Students may not discuss any questions or their answers on the assessment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

Noise Buffers

Noise cancelling headphones, earplugs, earphones or other noise buffers **not connected to any audio device** may be used.

Note: Noise buffers may not be compatible with the text-to-speech accessibility feature (English) and some Auditory Presentation accommodations such as Spanish text-to-speech and human reader/oral script.

Separate or Alternate Location

Students may be tested in a separate or alternate location from their peers as long as standardized testing procedures are followed.

Small Group

Assessment policy does not prescribe the minimum group size for any student; however, for students with IEP, 504 or EL plans, schools must follow group guidelines as documented on the plans (e.g., "less than ten students" or "no more than 8 students"). If the plan does not specify the maximum number of students in the small group, common practice for that student during instruction and classroom/district assessment must be followed.

Specified Seating

Students may be seated in specified locations in the testing environment during assessment, as determined at the local level. For example, a student may need to be seated away from the door or windows to minimize distractions, or, a student may need to be seated away from a heating/cooling vent.

While seating is an administrative consideration, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing **is not** appropriate). Additionally, It is not appropriate to seat a student in a location that is not visible to the test proctor, such as behind a bookshelf separating the student from the rest of the room.

Time of Day

Assessment policy does not prescribe the time of day for testing; however, for students with IEP, 504 or EL plans, schools must follow guidelines as documented on the plans. Students requiring a specific time of day for assessment typically have medical needs that impact performance during some portion of the day.

Students testing at a specific time of day should follow the same testing order as the general test schedule. These test units should be scheduled as close to the general test schedule as possible. Students may not discuss questions or their answers outside of the test session.

If a student must be tested on a different timeline from the general student testing schedule, the DAC must be consulted when developing the student's unique testing schedule to ensure that all the requirements for test security have been met.

6.1.2 Accessibility Features

Embedded and Test Administrator-provided accessibility features are available to all students on CMAS assessments. Students determine when and how to utilize the tools throughout the testing experience. The text-to-speech (for math, science, and social studies only), answer masking (ELA and math only), assistive technology (ELA and math only), and color contrast accessibility features, which are embedded in the test engine for CBT, must be pre-selected during the forms assignment process. For more information on form assignment, see the *Quick Reference Guide to Special Forms and Ordering* located in *Appendix B* of this manual.

> **While accessibility features like text-to-speech for math, science, and social studies can be made available to all students, they may not be appropriate for all students.** Students eligible for the math, science, and social studies text-to-speech form should be using similar access strategies during instruction.

The following accessibility features and tools are available to all students and meet the access needs of most students.

Table 1: Embedded Accessibility Features and Tools

Tool	Description	Location
Pointer (default)	Select answer choices, drag answer choices to their correct spots, select hot spots on an image, or deselect any other tool.	Toolbar
Text Highlighter	Highlight words	Pointer
Answer Eliminator	Visually eliminate (with a red "X") one or more answers.	Toolbar
Line Reader Mask	Provides a mask for on screen text that allows the student to read line-by-line. ELA and math only.	User Menu
Quarter Inch Ruler (Students may use the ruler tool as a line reader guide)	Measures lengths in ¼" increments. Available based on appropriateness for various assessments.	Toolbar
Centimeter Ruler (Students may use the ruler tool as a line reader guide)	Measures lengths in 1 cm increments. Available based on appropriateness for various assessments.	Toolbar
Protractor	Measures angles in degrees. Available based on appropriateness for various assessments.	Toolbar
4 Function Calculator	Provides four functions: addition, subtraction, division, and multiplication. Available based on appropriateness for various assessments.	Toolbar
Scientific Calculator	Provides a range of functionality for general math, algebra, trigonometry, and statistics. Grade 8 math and science and high school science only.	Toolbar
Graphing Calculator	Provides an expanded range of functionality for upper level math courses. High school math only.	Toolbar
Notepad	Take notes (replaces scratch paper)	Toolbar
Spell Check	Checks the students constructed responses for spelling. ELA only.	Constructed Response Toolbar
Magnifier	Magnify item content while preserving clarity, contrast, and color.	User Menu
Zoom In	Zoom in on the screen.	PC: Keyboard Command (Ctrl and +)
		Mac: Keyboard command (Command and +)
		iPad: Touch screen
Zoom Out	Zoom out on the screen.	PC: Keyboard Command (Ctrl and -)
		Mac: Keyboard command (Command and -)
		iPad: Touch screen
Accessibility Feature Assigned Prior to Testing (SR/PNP)	**Description**	**Location**
Text-to-Speech for math, science, and social studies (TTS must be pre-assigned)	Text is read aloud to the student by means of the embedded text-to-speech software.	**Play** button
Answer Masking	Multiple choice answers masked. Student uncovers answer options when ready. ELA and math only.	User Menu
Color Contrast (A color contrast setting must be pre-assigned in advance)	Alternate color settings for text and background.	User Menu

Accessibility Features that must be Pre-assigned through SR/PNP

Only two computer-based testing (CBT) accessibility features, text-to-speech and color contrast, must be assigned in PAnext prior to testing. (CBT accommodated forms also require special form assignment. See *Table 2*.)

- Answer Masking for ELA/Math only
- Color Contrast
- Auditory Presentation – Text-to-Speech for Math, Science, and Social Studies

Answer Masking for ELA/Math only
When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature y selecting, "disable Answer Masking' un the user drop-down menu.

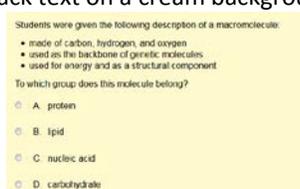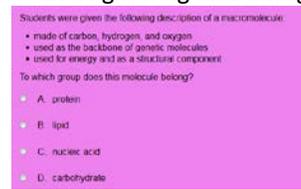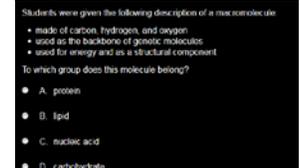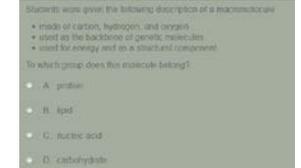| Color Contrast |
|---|
| An online color contrast feature is available for students who use similar tools to access content during instruction and classroom assessment. Color contrast settings allow the student to select alternate colors for text and background. There are six contrast setting options from which a student may select a combination that best meets his or her needs.

During testing, color contrast will only be available to students who have been pre-assigned a color contrast setting in PAnext through the SR/PNP. When the color contrast setting is selected, the background and text are adjusted. Some graphics (e.g., charts, graphs, tables, maps and drag-and-drop boxes) are presented in full color on a white background.

Students should have the opportunity to practice with the color contrast functionalities on the S/SS ePATs and ELA/math practice tests prior to testing. Functionality is dependent upon specific item type and device and browser configurations.

Students may also use **external color overlays**, if they prefer, or they may use external overlays combined with color contrast settings. The external overlays are provided by the school. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical computer work. |
| **Special CBT Accessibility Feature Assignment Required:** Yes – appropriate Color Contrast setting indicated (see SR/PNP file layout for expected values)

Ordering Required: No |

Black text on a cream background	Black text on a light blue background	Black text on a light magenta background
White text on a black background	Yellow text on a dark blue background	Gray text on a green background

For paper-based testing, **external color overlays** is the accessibility feature may be used students who use similar tools to access content during instruction and classroom-based assessment.to adjust print to page contrast. These overlays may be a full page or a partial page of colored plastic. The external overlays are provided by the school.

*Color overlay should be indicated for students requiring color contrast for PBT or for students who use a color overlay *instead* of a contrast setting for CBT. If a student uses a color overlay together with a contrast setting for CTB, the contrast setting must be indicated in PAnext *instead* of color overlay.

Auditory Presentation – Text-to-speech (TTS) for Math, Science, and Social Studies

Text-to-speech (in English) is an Auditory Presentation available to students who receive Auditory Presentation of text during instruction and classroom-based assessment. Through TTS, on-screen text is read aloud to the student by means of embedded text-to-speech software. For most students, TTS can be used for computer-based assessment *instead* of a human reader/oral script that would require word-for-word reading of the assessment script by a Test Administrator.

Word-for-word highlighting accompanies the embedded computer reading of the on-screen text. As a section of text is about to be read, it is highlighted in yellow; each word in that section is highlighted in blue as it is read by the computer. When words that appear in an image or graphic are read, the entire graphic panel is highlighted by a blue box.

Students assigned to the TTS form will be able to determine how and when they interact with the feature. The student may utilize the TTS tool in two ways.

Selecting the "Play" button will cause all text to be read from the beginning of the item to the end, including sources.	The "Toggle Click-to-Hear" button will allow the student to select the starting point for activating TTS.

Students use the "Stop" button to stop the reading.

TTS reading speed may be adjusted during testing by selecting the Settings button. Select the Plus or Minus buttons to increase or decrease the speed of the audio.
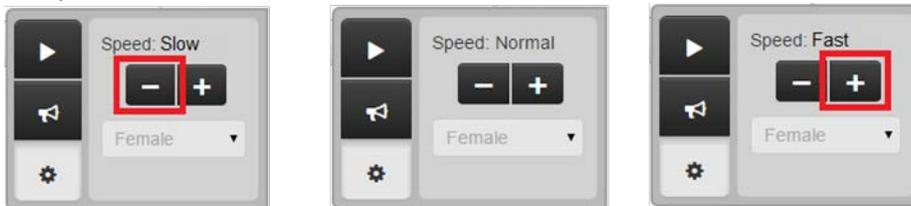
If tested in a group, headphones must be worn by students assigned to the text-to-speech form, and the volume must be set at such a level that there is no sound leakage to surrounding students. Students must set their volume before launching TestNav by using the "Test Audio" function on the TestNav Sign In screen. These students may take the assessment with other students who are using TTS, as well as students who are not using TTS. If students are unable to use headphones, speakers may be used; however, the students will need to test in a separate environment.

During testing, TTS will only be available to students who have been pre-assigned the TTS form through the SR/PNP in PAnext during form assignment.

Students should have the opportunity to practice with the TTS functionalities on the S/SS ePATs and ELA/math practice tests prior to testing. Functionality is dependent upon specific item type.

Special CBT Form Assignment Required: Yes – appropriate TTS form indicated (see SR/PNP file layout for expected values)

> **While the TTS accessibility feature is available to all students, it may not be appropriate for all students. This accessibility feature increases the file size for testing which may result in slower computer response times for all students testing on the network. Students eligible for the TTS form should be using similar access strategies during instruction.**

Note: For paper-based math administrations, human reader/signer scripts are available to students as an accessibility feature but must be ordered in advance. For human signer instructions, refer to *Human Signer Guidelines* in *Appendix L* of the *PARCC Accessibility Features and Accommodations Manual*. The human signer script and any notes made to facilitate sign language system/interpretation are secure testing materials.

Refer to *6.1.3 Auditory Presentation* information (i.e., oral script and human signer) for human reader/signer script security requirements.

Ordering Required: Human Reader Kit for PBT Math (also used for signed presentations)

Accessibility Features that do not have to be Pre-assigned

Test Administrator-provided accessibility features are available to all students on CMAS assessments. These accessibility features may require students to be tested in a separate environment.
- General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)
- Read Aloud to Self
- Time and a Half for Science and Social Studies

General Administration (SAY) Directions Clarified and Repeated as Needed (by Test Administrator)

Upon request from a student, the Test Administrator clarifies general administration directions (SAY directions) only after reading the directions word-for-word from the *Test Administrator Manual*. A student may also raise his or her hand and request the directions to be repeated. No passages or test questions may be clarified or read to students.

Read Aloud to Self

A student may read the assessment aloud to him/herself. Devices, such as "whisper phones" may also be used.

This accessibility feature requires that the student be tested in an environment separate from other students.

Time and a Half for S/SS

Accessibility feature **a**vailable to all students for S/SS and is built into each unit testing time.

Scheduling of extended time sessions should follow the same testing order, and be as similar to the general test schedule as possible. Each assessment unit must be completed within the school day in which it was started. It is recommended that students with fairly equivalent skills and abilities be assessed together.

Reminder: Time and a half is an accommodation available to students for ELA/math as documented on their IEP, 504, or EL plan. See *Timing Accommodations* and *English Learner (EL) Accommodations* in *6.1.3 Accommodations*.

Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student still working on the assessment.

6.1.3 Accommodations

Accommodations provided to a student must be based on individual need documented in the student's approved IEP or 504 plan. Accommodations may not be provided based on a category of disability, level of instruction, environment, or other group characteristic. No accommodations may be provided to a student merely because he or she is a member of an instructional group. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based staff involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the SAC and/or the DAC to ensure that appropriate CBT forms have been assigned and PBT forms have been ordered for students prior to testing. See information regarding English language learners later in this section.

Accommodations are available for students with disabilities and/or English learners for both the computer-based and paper-based forms of the assessments. Information regarding specific accommodations found in the following sections:
- Presentation Accommodations
- Response Accommodations
- Timing Accommodations
- English learner Accommodations

In these sections, information is provided on the overall use of the accommodation; additional information provided if directions vary between paper-based and computer-based accommodation delivery.

DACs and SACs should collect information regarding students who require testing accommodations with sufficient time to properly plan test administration. It is imperative that the test administration reflects identified needs documented in a student's formal educational plan, and that the student is only provided with accommodations comparable to those used regularly during instruction and on classroom and district assessments. Once accommodations have been verified, the DAC and SAC must use this list to identify available resources (e.g., sign language interpreters, translators, and assistive technology equipment) and needed space for small group or individual administrations.

When administering assessments, it should be recognized that unless a student is accustomed to a particular accommodation, introducing that accommodation at the time of the assessment may impede the student's performance. **Note**: For CBT assessments, while the accommodation may not be identical to the accommodation used during instruction, it should be comparable (e.g., instructional auditory presentation of books on tape = auditory presentation of text-to-speech for CMAS: Math, Science, and Social Studies assessment; ELA requires an approved UAR, see *6.1.4 Unique Accommodations* for additional ELA information).

Test Administrators who are managing "accommodated testing groups" should receive training on the appropriate way to administer that specific assessment accommodation. Test Administrators who administer the assessment to students with multiple accommodations must be trained on all applicable accommodations.

Important: Colorado Revised Statutes 22-7-1006.3 (1) states:

> *(d) If all or any portion of a state assessment requires a student to use a computer to take the assessment, at the request of a local education provide, the department of education must administer the portions of the state assessment that require a computer in a format that a student may complete using pencil and paper. Each local education provider shall report to the department the number of students it enrolls who will take the state assessment in a pencil-and-paper format.*

> *(e) The department shall review and update assessment administration and security policies as necessary to maintain the integrity of the assessments.*

Presentation Accommodations

Presentation accommodations are changes to the way the assessment is presented to a student with a need for the accommodation, as documented on an IEP or 504 plan. These accommodations do not change the construct of the assessment. Presentation accommodations are available for both computer-based and paper-based assessments.

Table 2: Computer-based and Paper-based Presentation Accommodations

Accommodation		Computer-based		Paper-based
		Relevant Accessibility Features Available to All Students	IEP or 504	IEP or 504
Presentation	Braille		**ELA only** - Refreshable braille display with screen reader	Braille test book with tactile graphics
	Screen Reader		**Math and ELA only**	
	Large Print (18 point font)	Zoom (300% across all browsers)/Magnifier Tool		Large Print secure materials
	Low-Vision Devices (CCTV, etc.)	Zoom (300% across all browsers)/Magnifier Tool		Projector, magnifier, etc.
	American Sign Language (ASL) Video		**Math and ELA* only**	
	Closed-Captioning of Multimedia		**ELA only**	
	Auditory Presentation – English	Text-to-Speech – Accessibility Feature*		Human Reader/Oral Script, English PBT*
	Human Signer/Oral Script		Script unique to CBT*	Script unique to PBT*
	Paper-based Form**	Standard English paper test		

*For ELA, assignment and delivery of this accommodation requires an approved UAR. See *6.1.4 Unique Accommodations* for information.

** The paper-based form of the CMAS assessments is available to any student; however, if a school/district is using computer-based assessments for their general student population, the paper-based form is also available as an accommodation.

Braille	
Available only to students with an IEP/504 with a documented diagnosis of blindness/visual impairment. Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments. The assessment must be administered by a teacher who is proficient in reading the braille code used by the student. This accommodation is typically administered in an individual assessment environment by a teacher of the visually impaired (TVI).	
Computer-based Assessment	Refreshable braille display with screen reader for ELA only. **Special CBT Form Assignment Required:** Refreshable Braille form (ELA only)
Paper-based Assessment	Test Administrators/TVIs may have access to the *Teacher Notes* (included in the braille kit) 24 hours prior to the administration of the assessment to ensure that all needed materials are procured. Early access to other assessment materials is not allowed other than to verify the correct braille code has been provided (i.e., UEB, EBAE contracted or uncontracted) by reviewing the test book cover only. Test Administrators will transcribe student work demonstrated using tactile tools, such as an abacus or alternate graphing, into the test book. Test Administrators may assist in placement of a straight edge, or other tools needed, as requested by the student. The student may record his/her answers directly on the adapted format book, on blank braille paper,

	or use a brailler or braille note-taker. The student's responses must be **transcribed** by a TVI into the scannable test book (included in the braille kit) to be submitted for scoring. Student work and/or answers not transcribed will not be scored. See *6.1.5 Transcription Instructions*. **Ordering Required:** Braille test kit (UEB, EBAE contracted or uncontracted) Determination of which braille code is needed will be made by a teacher certified in the area of visual impairments through the <u>Learning Media Assessment</u> process. DACs must order the appropriate braille materials. If the braille form was indicated in PAnext before January 27, 2017, it will be received with the district's automatic initial shipment. If the braille form was not indicated in PAnext before January 27, an additional order must be placed.

Screen Reader – for ELA and Math ONLY	
Computer-based Assessment	Available only to students with an IEP/504 with a documented diagnosis of blindness/visual impairment. Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments. A student who is blind or has a visual impairment takes the assessment using his/her preferred screen reader software (e.g., JAWS 15), pending an infrastructure trial. Refer to the Assistive Technology Guidelines available at parcc.pearson.com/technology-setup. This online accommodated form reads information on the screen using the screen reader software. If the student is not using headphones, the student must be tested in a separate setting. A student who uses screen reader will also need a tactile graphics booklet. Due to technical limitations, TestNav tools are not available for use with the screen reader version. **Special CBT Form Assignment Required:** Screen Reader form **Ordering Required:** Tactile Graphics Booklet If screen reader was indicated in PAnext before January 27, 2017, tactile graphics will be received with the district's automatic initial shipment. If the screen reader form was not indicated in PAnext before January 27, the DAC will need to place an additional order for the appropriate tactile graphics materials.
Paper-based Assessment	See Braille.

Large Print (18 point font)	
Computer-based Assessment	**Accessibility Feature:** Browser-based zoom and magnifier tool Students will be able to enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students will be able to return to regular size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. On touch screen devices, students will be able to enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors will allow for increased text and image size with less scrolling. Additionally, there is a magnifier tool available to increase the size of portions of the screen. Utilizing the magnifier and other tools concurrently may result in less than optimal functionality. Functionality is dependent upon specific item type, as well as device and browser configurations.

	Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs and practice tests prior to testing. **Recommendation:** Optimal zoomed presentation typically occurs at 300%.
Paper-based Assessment	Large print paper-based forms are available for students as documented in their IEP or 504 plans. The large print test is packaged as a kit. The enlarged print test books are printed on ivory paper (science and social studies large print books are printed in full color). Test questions are printed in 18 point Calibri font; graphics are enlarged. The large print test books are spiral bound and the dimensions of the books are 14 inches by 18 inches. • A large print source book is also included in the large print test kit for social studies. • In the High School Science large print test kit only, a magnifier sheet is included and can be used to increase font size on the printed periodic table as not all text on this document meets the 18 point font minimum. • Separate visual descriptions are included in the large print test kits for science and social studies. These picture descriptions describe some of the images or graphics in the student's test book. Descriptions are not included for all visuals; they are included to increase accessibility to select images. Student answers must be transcribed into the scannable test book/answer document provided in the large print kit and returned to Pearson for scoring. Student work and/or answers that are not transcribed will not be scored. See *6.1.5 Transcription Instructions*. **Ordering Required:** Large print form If large print was indicated in PAnext before January 27, 2017, the kit will be received with the district's automatic initial shipment. If the large print was not indicated in PAnext before January 27, an additional order must be placed.

Low-Vision Devices	
Computer-based Assessment	**Accessibility Feature:** Browser-based zoom and magnifier tool Students will be able to enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students will be able to return to regular size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. On touch screen devices, students will be able to enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors will allow for increased text and image size with less scrolling. Additionally, there is a magnifier tool available to increase the size of portions of the screen. Utilizing the magnifier and other tools concurrently may result in less than optimal functionality. Functionality is dependent upon specific item type, as well as device and browser configurations. Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs and practice tests prior to testing. **Recommendation:** Optimal zoomed presentation typically occurs at 300%.
Paper-based Assessment	Students will use their low vision device with a regular or large print paper-based form. Student answers in test book. Transcription is only required if the student uses a large print test book.

American Sign Language (ASL) Video – Math ONLY

Computer-based Assessment	Available to students with an IEP or 504 plan, who are deaf or hearing impaired. The student views an embedded video in which a person signs the assessment content. The video can be opened/closed and played/paused for each question as needed. For ELA see *6.1.4 Unique Accommodations.* **Special CBT Form Assignment Required:** ASL form
Paper-based Assessment	Not applicable.

Closed-Captioning of Multimedia on ELA ONLY

Computer-based Assessment	Available to students with an IEP or 504 plan, who are deaf or hearing impaired. The student views captioned text embedded in multimedia video segments of the ELA assessment. Captioning can be turned on/off within the video player as needed. Transcripts are also available in an additional tab within the test form. **Special CBT Form Assignment Required:** Closed-Captioning form
Paper-based Assessment	Not applicable.

Auditory Presentation - English - for Science and Social Studies ONLY

Computer-based Assessment	**Accessibility Feature:** Text-to-Speech Text-to-speech (TTS) in English is available to students who receive Auditory Presentation of text during instruction and classroom-based assessment. See 6.1.2 for information about TTS. For most students, TTS can be used instead of a human reader/oral script that requires reading by a Test Administrator. If a student requires support beyond TTS, a paper-based form must be ordered with a human reader or oral script for math, science and social studies (see information below). Provide students with an opportunity to practice using TTS on ePATs or practice tests before testing. For ELA see *6.1.4 Unique Accommodations.* For Math see *6.1.2 Accessibility Features that must be Pre-assigned through SR/PNP.* **Special CBT Form Assignment Required:** Text-to-Speech form
Paper-based Assessment	**Accommodation:** Oral Script, English PBT Oral scripts are used to provide an Auditory Presentation of the paper-based assessment to students as documented in IEP or 504 plans. This script is read word-for-word to the student by a Test Administrator. All oral scripts are secure testing materials. Test Administrators must be able to read and pronounce English correctly. Refer to the *1.2.5 Who May Administer the Assessments* in this manual for additional qualifications of Test Administrators. Test Administrators may have supervised access to the oral script for the paper-based form 24 hours prior to administration. This time is to ensure that Test Administrators are familiar with the content terminology and the appropriate practices associated with this accommodation. Students using this accommodation must be grouped by grade and test unit. Grouped students should have similar skills and abilities. Each question is read aloud from the script to the entire group. The Test Administrator pauses while students answer each question. If a student asks to have a question

repeated, it is repeated to the entire group (pacing based on the speed of the slowest student).

The size of an oral script group for state assessments is determined at the district level; the number of students in a group should be reflective of instructional practice for this accommodation. Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided individually.

Note: For science and social studies, while it is anticipated that most students will be able to complete the testing session within the standard testing time even with this accommodation, due to the nature of Auditory Presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.

For ELA see *6.1.4 Unique Accommodations.* For Math see *6.1.2 Accessibility Features that must be Pre-assigned through SR/PNP*.

Ordering Required: Paper form and *Oral Script, English PBT*

If the paper-based form and *Oral Script, English PBT* were indicated in PAnext before January 27, 2017, they will be received with the district's automatic initial shipment. If the paper-based form and *Oral Script, English PBT* were not indicated in PAnext before January 27, an additional order must be placed.

Human Signer/Oral Script for Translation - Sign System/Language for Science and Social Studies ONLY

Available to students with an IEP or 504 plan only, with a documented diagnosis of hearing impairment and whose primary mode of communication is a sign system/language.

Interpreters interpret the *Oral Script for Translation* in the sign language/system typically used with the student (ASL, PSE or SEE) during instruction. The *Oral Script for Translation* and any notes made to facilitate sign language system/interpretation are secure testing materials.

Interpreters may have supervised access to the script four working days prior to administration to ensure they are familiar with the content terminology and with the appropriate practices associated with this accommodation. Interpreters must use interpretation techniques and tools that do not compromise the security of the assessments. Instructions for early access are found in *3.3.1 Training Plan* under *Accessibility Features and Accommodations Training*.

Interpreters must make sure signs do not provide information that would cue the student to the correct answer. Interpreters must not clarify, elaborate, or provide assistance with the meaning of words.

Students using this accommodation must be grouped by sign language/system, grade level, and test unit. Students in the same testing environment should have similar skills and abilities. Each question is signed from the script to the entire testing group. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is signed to the entire testing group. Pacing is based on the speed of the slowest student.

The size of an oral script group for state assessments is determined at the district level; the number of students in a group should reflect instructional practice for this accommodation. Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided to students individually.

Note: For science and social studies, while it is anticipated that most students will be able to complete the testing session within the standard testing time even with this accommodation, due to the nature of Auditory Presentation and the need to repeat questions and answers as requested, an oral script testing session may take additional time.

For ELA see *6.1.4 Unique Accommodations.* For Math see *6.1.2 Accessibility Features that must be Pre-assigned through SR/PNP* or *6.1.3 American Sign Language (ASL) Video*.

Computer-based Assessment	An acceptable practice for this accommodation is for the interpreter to sit next to the computer facing the student to allow for the interpreter to point to content words not translated as indicated in the oral script. This allows the student to maintain contact with the interpreter and the print simultaneously. **Special CBT Form Assignment Required:** Human Signer form **Special Session Assignment Required:** Oral Script form group type **Ordering Required:** *Human Signer/Oral Script for Translation CBT* (translated locally) If *Human Signer/Oral Script for Translation CBT* was indicated in PAnext before January 27, 2017, it will be received with the district's automatic initial shipment. If *Human Signer/Oral Script for Translation CBT* was not indicated in PAnext before January 27, an additional order must be placed.
Paper-based Assessment	**Ordering Required:** PBT form and *Human Signer/Oral Script for Translation PBT* (translated locally) If the paper form and *Human Signer/Oral Script for Translation PBT* were indicated in PAnext before January 27, 2017, they will be received with the district's automatic initial shipment. If the paper form and *Human Signer/Oral Script for Translation PBT* were not indicated in PAnext before January 27, an additional order must be placed.

Paper-based Form

The paper-based form of the assessment is available to any student; however, if a school/district is using computer-based assessments for their general student population, a paper-based form is available as an accommodation for students with disabilities and/or English learners such as students who:

- Have a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer;
- Need Auditory Presentation support beyond text-to-speech and thus require an oral script for PBT; or
- Have an IEP or 504 plan that requires assistive technology that may not be compatible with CBT administration.

Ordering Required: Paper test format

If the paper-based test format was indicated for an individual student in PAnext before January 27, 2017, it will be received with the district's automatic initial shipment. If the paper-based test format was not indicated in PAnext before January 27 for an individual student, an additional order must be placed.

Response Accommodations

Response accommodations are changes to the way the student responds to the assessment. These must be documented in an IEP or 504 plan. These accommodations do not change the construct of the assessment. Response accommodations are available for both computer-based and paper-based assessments.

Table 3: Computer-based and Paper-based Response Accommodations

	Accommodation	Computer-based	Paper-based
Response	Assistive Technology	IEP or 504	IEP or 504
	Brailler/Braille Note-taker		IEP with Visual Impairment Only
	Scribe - English **Spoken**	IEP or 504	IEP or 504
	Speech-to-Text	IEP or 504	IEP or 504
	Talking Calculator/Abacus/Tactile Math Manipulatives	IEP with Visual Impairment Only	IEP with Visual Impairment Only
	Word Prediction	IEP or 504	IEP or 504

Assistive Technology

Available to students as documented on their IEP or 504 plans. Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have the appropriate documentation on their formal educational plans must use technology in lieu of a scribe for state assessments.

Assistive technology includes but is not limited to computers, keyboards, communication devices, and adaptive computer input/output devices.

Extra time may not be given for "lost" work.

Additional considerations for test security must be applied when students are using assistive technology, including speech-to-text and word prediction software.
- Students must be seated in such a manner that they cannot see other students' screens.
- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs or the Internet while in the testing environment.
- Student must not be able to access any previously saved data while in the testing environment.
- Assistive technology devices storing student answers are secure test materials and must be treated as secure.

Verbatim transcription must occur in the presence of a second school adult who will verify the transcription. Student work and/or answers not transcribed will not be scored. See *6.1.5 Transcription Instructions*. For students using assistive technology and/or augmentative communication devices that:
- **Do not** produce a printed product, transcribing of student responses (directly from the device) must be performed with a second staff member in the room to verify the transcription.
- **Do** produce a printed product, student work must be printed and transcribed into TestNav 8 or the student's test book by a school district employee prior to when the student begins the next test unit.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the *Verification of Removal of Saved Data* form, found in *Appendix G*, to verify that this has been completed. This documentation must be available upon request by CDE.

Printed pages containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test unit.

For students using assistive technology and/or augmentative communication devices that do not produce a printed product, transcribing of student responses (directly from the device) must be performed with a second staff member in the room to verify the transcription.

Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials.

Computer-based Assessment	Some students may require software that is not compatible with TestNav 8. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access.
Paper-based Assessment	No additional information.

Brailler/Braille Note-taker

Available only to students with an IEP/504 with a documented diagnosis of blindness/visual impairment. Determination for use of this accommodation must be made with a teacher certified in the area of visual impairments (TVI). The assessment must be administered by a TVI proficient in reading the braille code used by the student. Administration must take place in an individual testing environment with adequate space for all materials, including the braille test book, the braille source book (social studies only), and brailler/braille note-taker.

Only authorized personnel may have access to the test, test materials, and student answers. Any pages (braille paper, brailler produced, or printed from a braille note-taker) containing the student's answers are secure materials and must be returned to the SAC along with any <u>used</u> scratch paper from the test unit.

Computer-based Assessment	Not applicable.
Paper-based Assessment	The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The student's responses must be **transcribed** into the regular test book (included in the braille kit) to be submitted for scoring. **Verbatim** transcription must be completed by a teacher who is proficient in reading braille in the presence of a second school adult. Student work and/or answers not transcribed will not be scored.

Scribe – English Spoken

Available for students as documented in their IEP or 504 plans. In making decisions on whether to provide this accommodation for students with an IEP or 504 plan, teams are instructed to consider whether the student has either:
- A physical disability that severely limits or prevents the student's motor process of writing through keyboarding or paper/pencil; **or**
- A disability that severely limits or prevents the student from expressing his/her thoughts in writing, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all of the following requirements:
- The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; **and**
- The student has access to written expression during routine instruction through the use of a scribe, except when the student is receiving direct writing instruction; **and**
- The student's inability to express in written form is documented in an IEP or 504 plan.

Students who use assistive technology to respond in the classroom on a day-to-day basis, for assessments, and who have appropriate documentation on their IEP or 504 plans must use technology in lieu of a scribe for state assessments.

The student must be assessed in a separate, one-on-one testing environment.

For constructed response items:
> The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary.
>
> The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.
>
> The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions.
>
> The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.

For ELA, this accommodation requires an approved UAR, see *6.1.4 Unique Accommodations.*

Computer-based Assessment	The Scribe – English Spoken accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type. • A student's poor attention span. Scribes must be proficient in reading and writing in English and be proficient in keyboarding. The student tells the scribe exactly what to type directly into the student's test on the computer, and, if needed, indicates answers to select on selected response items.
Paper-based Assessment	The Scribe – English Spoken accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write. • A student's poor attention span. Scribes must be proficient in reading and writing in English. The scribe must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.

Speech-to-Text

Available to students as documented on their IEP or 504 plans. Because this accommodation requires that the student provide answers orally, this accommodation must be provided in an individual testing environment.

Additional considerations for test security must be applied when students are using speech-to-text software.
- Students must not retrieve or access work from another student.
- Students must not be able to access additional programs or the Internet while in the testing environment.
- Student must not be able to access any previously saved data while in the testing environment.

Extra time may not be given for "lost" work.

Assistive technology devices with student answers on them are secure test materials and must be secured as such. For students using assistive technology and/or augmentative communication devices that:
- **Do not** produce a printed product, transcribing of student responses (directly from the device) should be supervised and follow the guidelines in *6.1.5 Transcription Instructions*.
- D**o** produce a printed product, student work must be printed and transcribed verbatim into the student's test book. Verbatim transcription should occur in the presence of a second school adult and follow the transcription guidelines. Student work and/or answers not transcribed will not be scored.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that still contain secure materials must be secured with testing materials. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the *Verification of Removal of Saved Data* form (*Appendix G*) to verify that this has been completed. This documentation must be available upon request by CDE.

Printed pages containing the student's answers are secure materials and must be returned to the SAC along with any used scratch paper from the test unit.

Computer-based Assessment	Some students may require software that is not compatible with TestNav 8. These students will use a second device in the testing environment to provide access to speech-to-text software. The second device may **not** have Internet access. Speech-to-Text software will usually be used to answer constructed response items.
Paper-based Assessment	No additional information.

Talking Calculator/Abacus/Tactile Math Manipulatives

Available only to students with an IEP/504 with a documented diagnosis of blindness/visual impairment. Students who use a talking calculator must be assessed in a separate testing environment. The calculator used during daily instruction should be available for student to use on the assessment.

The calculator should be available on all science units of the assessment and the calculator sections of the math assessment.

All extra/adaptive papers used by the student during the assessment are secure materials and must be returned to the SAC for secure destruction.

Computer-based Assessment	Talking calculator used in place of the embedded calculator in TestNav.
Paper-based Assessment	An abacus may be used for calculation on the paper-based test for students with a documented diagnosis of blindness including visual impairment. The Test Administrator will record the student's work on the abacus in the test book for constructed response items, or the student may use a brailler to record answers.

Word Prediction

Available to students as documented on their IEP or 504 plans. Students may use commercially published word prediction software on assistive technology devices. All constraints indicated with assistive technology apply. Software must work independent of the Internet. Word prediction software is only used to answer constructed response items.

Students must manipulate the software program and their work independently. Test Administrators may not assist students or provide instructions for use of the program during testing.

If students are using an auditory component to the word prediction software, they must use headphones that prevent other students from hearing the sounds, or be tested in a separate environment.

Transcription is required for this accommodation. Verbatim transcription should occur in the presence of a second school adult and follow the guidelines in *6.1.5 Transcription Instructions*. Student work and/or answers not transcribed will not be scored.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. All student responses must be removed from the assistive technology device immediately following the transcription or printing for transcription purposes. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the *Verification of Removal of Saved Data* form (*Appendix G*) to verify this has been completed. This documentation must be available upon request by CDE.

Printed pages containing the student's answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test unit. Students may not have access to assistive technology devices that contain secure materials until they have been removed from the device. Devices that still contain secure materials must be secured with testing materials.

Computer-based Assessment	For CBT, students need a second device in the testing environment to provide access to word prediction software not compatible with TestNav 8. The second device may **not** have Internet access. Students may use word prediction software as a tool to inform the responses they input directly into the test engine itself. In such cases, the student would complete the assessment independently. If the student is generating their entire response on a second device with the word prediction software, student work must be printed and transcribed into TestNav 8 by a school district employee prior to when the student begins the next test unit.
Paper-based Assessment	No additional information.

Timing Accommodations

Adjustments to the unit testing time may be made for students with a documented need for the accommodation in their IEP or 504 plans.

Table 4: Computer-based and Paper-based Timing Accommodations

	Accommodation	Computer-based	Paper-based
Timing	Time and a Half for ELA/Math	ELA/math	ELA/math
	Double Time	ELA/math, S/SS	ELA/math, S/SS
	Multiple breaks (stops the clock)	ELA/math, S/SS	ELA/math, S/SS

Time and a Half for ELA/Math

Accommodation **a**vailable to students for ELA/math as documented on their IEP or 504. (**Reminder:** Time and a half is an accessibility feature available to all students for S/SS and is built into each unit testing time. See *Accessibility Features that do not have to be Pre-assigned* in *6.1.2 Accessibility Features* for information.) Scheduling of extended time sessions should follow the same testing order, and be as similar to the general test schedule as possible. Each assessment unit must be completed within the school day in which it was started.

Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with fairly equivalent skills and abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

Double Time

Available to students as documented on their IEP or 504. Scheduling of extended time sessions should follow the same testing order, and be as similar to the general test schedule as possible. Each assessment unit must be completed within the school day in which it was started.

Districts may choose to implement policies that allow students to exit the physical testing environment after they have completed the assessments. However, it is critical that students do not feel compelled to complete the test quickly due to peer pressure, or due to being the last student working on the assessment. It is recommended that students with fairly equivalent skills and abilities be assessed together.

If the standard unit testing time for that session has passed <u>and</u> all students have completed testing (for PBT all test materials must first be turned in), the testing unit may end.

Multiple Breaks (Stops the Clock)

Available to students as documented on their IEP or 504 plan. Students requiring multiple breaks typically experience extreme fatigue or have other medical needs that must be addressed while testing (e.g., check blood sugar, see nurse).

Medical Notes:
- Students may leave the testing environment to take care of medical needs. Efforts must be made to minimize interaction with other students during this time.
- For unforeseeable medical concerns such as seizure activity, follow "ill during testing" procedures.
- For other medical concerns such as testing blood sugar levels, or visual fatigue (students with a documented vision impairment only), breaks are untimed and should not be counted towards "testing time".

Outside of these multiple breaks, students must complete each unit within the unit testing time. Test Administrators must track start and end time of breaks to ensure that students are given the appropriate unit testing time.

Breaks are not overnight. Once a unit has begun, it must be completed during the same academic day. Students are to remain in the testing environment for breaks during each unit. The student may stand up, walk around, or engage in similar activities. The exception for students remaining in the testing environment would be for the restroom or if a student needs to access special equipment, such as sensory equipment for calming. In these cases arrangements must be made for the student to be escorted to minimize interactions with other students on a different testing schedule.

Students must be assessed in individual or group testing environments with students with similar break needs. The secure standardized testing environment must be maintained, and the break activity must not be a distraction to other students. Students may not discuss any questions or their answers on the assessment during breaks.

Secure assessment material may not be removed from the test environment during breaks. Reading, accessing the internet, or making and/or receiving phone calls is not allowed during a break.

Computer-based Assessment	During breaks, student computer screens must be covered or turned off.
Paper-based Assessment	During breaks, student answer documents, test books, and source books (social studies only) must be closed.

English Learner (EL) Accommodations

Accommodations for English learners change the way the assessment is presented to a student, how the student responds to assessment questions, or timing of the assessment based on a documented need for the accommodation as indicated in an EL plan. Generally, these accommodations do not change the construct of the assessment. EL accommodations are available for both computer-based and paper-based assessments.

Table 5: Computer-based and Paper-based EL Accommodations

	EL Accommodation	Computer-based	Paper-based
Presentation	CSLA in place of PARCC ELA		Grades 3 and 4 meeting eligibility criteria
	Large Print Spanish (18 pt. font)	Zoom (300% across all browsers)/Magnifier Tool	Large Print Secure Materials – NEP/LEP with IEP/504
	Auditory Presentation – English* Math, Science, and Social Studies	Text-to-Speech – Accessibility Feature	Human Reader/Oral Script English PBT – NEP/LEP
	Auditory Presentation – Spanish Math, Science, and Social Studies	Spanish Text-to-Speech NEP/LEP	Human Reader/Oral Script Spanish PBT – NEP/LEP
	Auditory Presentation – Translated (Languages Other Than Eng or Spa - Translated Locally) Math, Sci, and SS	Human Reader/Oral Script for Translation CBT – NEP/LEP **	Human Reader/Oral Script for Translation PBT – NEP/LEP
	Spanish Form Math, Science, and Social Studies	Spanish with Text-to-Speech NEP/LEP	Spanish Paper Test NEP/LEP
	Translated General Administration (SAY) Directions	NEP/LEP	NEP/LEP
	Word-to-Word Dictionary	NEP/LEP/FEP M1	NEP/LEP/FEP M1
Response	Scribe – English	NEP/LEP with IEP/504	NEP/LEP with IEP/504
	Scribe – Spanish	NEP/LEP with IEP/504	NEP/LEP with IEP/504
	Scribe - Language other than Eng/Spa	NEP/LEP with IEP/504	NEP/LEP
	Spanish Response	NEP/LEP	NEP/LEP
	Response in Language other than English or Spanish (Transcription)	NEP/LEP	NEP/LEP
	Speech-to-Text	NEP/LEP with IEP/504	NEP/LEP with IEP/504
Timing	Time and a Half for ELA/Math	NEP/LEP/FEP M1	NEP/LEP/FEP M1
	Double Time	NEP/LEP/FEP M1	NEP/LEP/FEP M1

*For ELA/CSLA, assignment and delivery of this accommodation requires an approved UAR. See *6.1.4 Unique Accommodations* for information.

**Given the complexity of translating and transcribing student responses into the online form of the assessment, the paper-based form is recommended.

CSLA in place of PARCC ELA

CSLA is a paper-based accommodated version of the ELA assessment available to qualifying students in grades 3 and 4. Eligible students must be NEP or LEP, have received Spanish language arts instruction in the last nine months, and have had instruction in an English Language Development program for less than five years (**Note**: five years does not include pre-school or kindergarten).

Districts must determine if CSLA is the best choice for the student or if the CMAS: PARCC ELA with EL accommodations or translated CoAlt: DLM ELA will better help the student access assessment content. District assessment leadership should collaborate with EL staff to evaluate appropriateness and eligibility of students to take CSLA.

See *CSLA Decision Making Flowchart* posted at http://www.cde.state.co.us/assessment/csladecision.

Because CSLA is an accommodation itself, other EL accommodations are not allowed on CSLA. The CSLA assessment is comprised of four units. Students taking CSLA should not have a CMAS: PARCC ELA registration in PAnext, but should have a CMAS: PARCC Math registration (EL accommodations available for math).

Ordering Required: Register student in CSLA administration in PAnext. Test Format should = P.

If the CSLA paper-based form was indicated in PAnext before January 27, 2017, it will be received with the district's automatic initial shipment. If the CSLA paper-based form was not indicated in PAnext before January 27, an additional order must be placed through the CSLA administration.

Large Print Spanish (18 point font)

Computer-based Assessment	**Accessibility Feature:** Browser-based zoom and magnifier tool For all content areas, students will be able to enlarge the on-screen text and images using "ctrl +" on the keyboard for PCs and Chromebooks, and "command +" on the keyboard for Macs. Students will be able to return to regular size by using "ctrl –" keys for PCs and Chromebooks, and "command –" on Macs. On touch screen devices, students will be able to enlarge and reduce using pinch-to-zoom. Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors will allow for increased text and image size with less scrolling. Additionally, there is a magnifier tool available to increase the size of portions of the screen. Utilizing the magnifier and other tools concurrently may result in less than optimal functionality. Functionality is dependent upon specific item type, as well as device and browser configurations. Students should have the opportunity to practice with the zoom and magnifier functionalities on the ePATs and practice tests prior to testing. **Recommendation:** Optimal zoomed presentation typically occurs at 300%.
Paper-based Assessment	Large print paper-based forms of Math assessment in Spanish and CSLA are available for students as documented in their IEP or 504 plans. The large print test is packaged as a kit. The enlarged print test books are printed on ivory paper. Test questions are printed in 18 point font; graphics are enlarged. The large print test books are spiral bound and the dimensions of the books are 14 inches by 18 inches.

	Student answers must be transcribed into the scannable test book/answer document provided in the large print kit and returned to Pearson for scoring. Student work and/or answers that are not transcribed will not be scored. See *6.1.5 Transcription Instructions*. **Ordering Required:** Large Print Math Assessment in Spanish form, CSLA Large Print form If large print was indicated for the student's Math assessment in Spanish and/or CSLA test assignment in PAnext before January 27, 2017, the kit will be received with the district's automatic initial shipment. If the large print was not indicated in PAnext before January 27, an additional order must be placed.

Auditory Presentation - English – for Math, Science, and Social Studies ONLY

Computer-based Assessment	**Accessibility Feature:** English Text-to-Speech Text-to-speech (TTS) in English is available to students who receive Auditory Presentation of text during instruction and classroom-based assessment. See 6.1.2 for information about TTS. For most students, TTS can be used instead of a human reader/oral script that requires reading by a Test Administrator. If a student requires support beyond TTS, a paper-based form must be ordered with a human reader or oral script for math, science and social studies (see information below). Provide students with an opportunity to practice using TTS on ePATs or practice tests before testing. For ELA see *6.1.4 Unique Accommodations.* **Special CBT Form Assignment Required:** English Text-to-Speech
Paper-based Assessment	**Accommodation:** Human Reader/Oral Script, English PBT The English human reader/oral script accommodation is used to provide an Auditory Presentation of the paper-based assessment to students designated as NEP/LEP for five years or less as documented in EL plans. See *Auditory Presentation – English* in *Presentation Accommodations* for information. All human reader/oral scripts are secure testing materials. For ELA, this accommodation requires an approved UAR, see *6.1.4 Unique Accommodations.* **Ordering Required:** English paper form and *Human Reader/Oral Script, English PBT*

Auditory Presentation – Spanish - for Math, Science, and Social Studies ONLY

	Only available to students designated as NEP/LEP for five years or less with a home language of Spanish. Students should have received content-based instruction in Spanish within 9 months prior to test administration.
Computer-based Assessment	**Accommodation:** Spanish Text-to-Speech While Spanish text-to-speech (TTS) is an accommodation, the embedded tool functions in the same way as the English TTS accessibility feature. See 6.1.2 for additional information about using TTS. For most students, TTS can be used instead of a human reader/oral script that requires reading by a Test Administrator. If a student requires support beyond TTS Auditory Presentation, a Spanish paper-based form must be ordered together with a human reader/oral script (see PBT information below). Students should an opportunity to practice with Spanish TTS on ePATs or practice tests before testing. For ELA, this accommodation requires an approved UAR, see *6.1.4 Unique Accommodations.* **Special CBT Form Assignment Required:** Spanish Text-to-Speech

Paper-based Assessment	**Accommodation:** Human Reader/Oral Script, Spanish PBT
	All oral scripts are secure testing materials. Test Administrators must be able to read and pronounce Spanish correctly. Refer to 1.2.5 for additional qualifications of Test Administrators.
	Test Administrators may have supervised access to the Spanish oral script for the paper- based assessment 24 hours prior to administration. This time is to ensure that readers are familiar with the content terminology and with the appropriate practices associated with this accommodation. Instructions for early access to assessment materials are found in *3.3.1 Training Plan*.
	Students with this accommodation must be grouped by grade and unit. Students in the same testing environment should have similar skills and abilities. The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation. Each question is read aloud in Spanish from the script to the group. Students may follow along in their test books. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the entire group. Pacing is based on the speed of the slowest student.
	Due to the number, length and complexity of sources in the social studies assessment, it is recommended that this accommodation be provided in groups of no more than one student.
	Note: For science and social studies, while it is anticipated that most students will be able to complete testing within the unit testing time even with this accommodation, due to the nature of Auditory Presentation and the need to repeat questions and answers as requested, a human reader/oral script testing session may take additional time.
	For ELA, this accommodation requires an approved UAR, see *6.1.4 Unique Accommodations.*
	Ordering Required: Spanish paper form and *Human Reader/Oral Script, Spanish PBT*
	If the paper-based Spanish form and *Human Reader/Oral Script, Spanish PBT* were indicated in PAnext before January 27, 2017, they will be received with the district's automatic initial shipment. If the paper-based Spanish form and *Human Reader/Oral Script, Spanish PBT* were not indicated in PAnext before January 27, an additional order must be placed.

Auditory Presentation – Translated – for Math, Science, and Social Studies ONLY

A human reader or *Oral Script for Translation CBT* or *PBT* accommodation is available only to students designated as NEP/LEP for five years or less with a home language other than English or Spanish. Students should be receiving content-based instruction in the other language within 9 months prior to test administration.

Translators may have supervised access to the human reader/oral script four working days prior to administration. This time is to ensure that readers are familiar with the content terminology and the appropriate practices associated with this accommodation. Translators must use translation techniques and tools that do not compromise the security of the assessments. Instructions for early access to assessment materials are found in *3.3.1 Training Plan*. Test Administrators must be able to read and pronounce the other language correctly. Refer to the *1.2.5 Who May Administer the Assessments* for additional qualifications of Test Administrators.

The original *Human Reader/Oral Script for Translation* and locally translated oral scripts are secure testing materials.

Students using the translated oral script must be grouped by language, grade level, and unit. Students in the same testing environment should have similar skills and abilities. Each question is read aloud in the other language from the script to the testing group. The Test Administrator pauses while students answer each question. If a student asks to have a question repeated, it is repeated aloud to the testing group. Pacing is based on the speed of the slowest student.

The size of an oral script group for state assessments is determined at the district level. The number of students in an oral script group should be reflective of instructional practice for this accommodation. Due to the number, length and complexity of sources for social studies, it is recommended that this accommodation be provided individually.

Note: For science and social studies, while it is anticipated that most students will be able to complete testing within the standard testing time even with this accommodation, due to the nature of Auditory Presentation and the need to repeat questions and answers as requested, a human reader/oral script testing session may take additional time.

For ELA, this accommodation requires an approved UAR, see *6.1.4 Unique Accommodations.*

Computer-based Assessment	**Special Online Form Assignment Required:** Student assigned to *Read Aloud/Oral Script* test session **Ordering Required:** *Human Reader/Oral Script for Translation CBT* (translated locally) If the *Oral Script for Translation CBT* was indicated in PAnext before January 27, 2017, it will be received with the district's automatic initial shipment. If this material was not indicated in PAnext before January 27, an additional order must be placed.
Paper-based Assessment	**Ordering Required:** Paper form and *Human Reader/Oral Script for Translation PBT* (translated locally) If the paper-based form and *Human Reader/Oral Script for Translation PBT* were indicated in PAnext before January 27, 2017, they will be received with the district's automatic initial shipment. If these materials were not indicated in PAnext before January 27, an additional order must be placed.

Spanish Form – Math, Science, and Social Studies ONLY

	Available to students identified as NEP/LEP in English Language Proficiency program for five years or less.
Computer-based Assessment	**Spanish Transadapted Mathematics form:** Test content presented in Spanish. **Spanish Transadapted form with Text-to-Speech (math, S/SS):** Test content presented in Spanish with embedded Spanish text-to-speech (TTS) feature that allows the device to play audio of the text that appears on the screen. Students assigned to the Spanish TTS form will be able to determine if and when they interact with the audio feature. While Spanish TTS is an accommodation, the embedded tool functions in the same way as the English TTS accessibility feature. See *6.1.2 Accessibility Features* for additional information about using TTS. Headphones must be worn by students using the Spanish TTS form. If students are unable to wear headphones, they must be assessed in a separate environment. **Special Online Form Assignment Required:** Spanish Text-to-Speech (math, S/SS) or Spanish Transadapted form (math only)
Paper-based Assessment	Available paper-based Spanish forms: • Math all grades – test content presented in Spanish. • S/SS grades 4 and 5 only – bilingual presentation of test content in Spanish and English. In the test book, Spanish is stacked on top of English. A Spanish bilingual source book is included in the social studies kit. These printed source books are sealed by unit to correspond with the respective sealed units of the test books. • S/SS grades 7, 8, and high school – test content presented in Spanish. Spanish source book included with social studies kit. • ELA grades 3-4 – the CSLA is available for eligible students. **Ordering Required:** Spanish Transadapted paper form If the paper-based Spanish form was indicated in PAnext before January 27, 2017, it will be received with the district's automatic initial shipment. If the paper-based Spanish form was not indicated in PAnext before January 27, an additional order must be placed.

Translated General Administration (SAY) Directions

Available to students identified as NEP/LEP. The Test Administrator-read general administration directions that are read aloud to all students in a testing environment (SAY directions) may be translated into the student's native language. No passages or test questions may be clarified. This accommodation alone does not provide a translation of the test content into the student's native language (see *Auditory Presentation – Translated*).

Word-to-Word Dictionary (also considered a response accommodation)

Available to students identified as NEP/LEP/FEP Monitor Year 1 via paper-based linguistic dictionary. A word-to-word dictionary (English and the student's native language) is provided by the school. The word-to-word dictionary may not contain definitions.

Test Administrators may not assist students with dictionary use.

Scribe – English Spoken

Available for students as documented in EL plans (identified as NEP/LEP for five years or less) who *also* have an IEP or 504 plan.

See *Scribe – English Spoken* under *Response Accommodations* for information.

Scribe – Spanish Spoken – Math, Science, and Social Studies ONLY

Available to students identified as NEP/LEP for five years or less with a home language of Spanish who *also* have an IEP or 504 plan. Students should be receiving content-based instruction in Spanish within the nine months prior to assessment administration.

Student responses are recorded in Spanish. No onsite translation should occur.

For constructed response items:
> The scribe must record student responses verbatim into the constructed response field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary. The scribe may administer this accommodation to only one student at a time.

> The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

> The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment.

Computer-based Assessment	The Scribe – Spanish Spoken accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type. • A student's poor attention span. Scribes must be proficient in reading and writing in Spanish and must be proficient in keyboarding. The student tells the scribe exactly what to type directly into the student's test on the computer, and, if needed, indicates answers to select on selected response items.

Paper-based Assessment	The Scribe – Spanish Spoken accommodation **is not** appropriate based solely on: • A student's poor handwriting. • A student's preference to speak rather than write. • A student's poor attention span. Scribes must be proficient in reading and writing in Spanish. The scribe must write legibly. The student tells the scribe exactly what to write in the test book, and, if needed, indicates answers to select on selected response items.

Scribe – Other Language Spoken (Language other than English or Spanish)

Available to students identified as NEP/LEP for five years or less with a home language other than English or Spanish who also have and IEP or 504 plan. Students should be receiving content-based instruction in the other language in the nine months before testing.

This accommodation must be administered individually in a separate testing environment. The scribe must be familiar with the tested content area and proficient in reading and writing in the student's language and English. The scribe must write legibly. See *6.1.5 Transcription Instructions*.

Student responses are recorded in the student's language. The student tells the scribe exactly what to write on a separate piece of paper, and if needed, indicates answers to select on selected response items.

For constructed response items:

The scribe must record student responses verbatim into the constructed response field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words or parts, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary. The scribe may administer this accommodation to only one student at a time.

The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during the scribing, translation, and transcription.

Any pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with any used scratch paper from the test unit.

Computer-based Assessment	Given the complexity of translating and transcribing student responses into the online form of the assessment, districts may want to consider providing students who are providing responses in languages other than English or Spanish with the paper-based form. The Scribe – Other Language Spoken accommodation **is not** appropriate based solely on: • A student's preference to speak rather than write/type. • A student's poor attention span.

	The steps for administering this accommodation are:
	1. Scribe responses on a separate piece of paper in the student's language,
	2. Exit the student from the test unit following the directions in the Transcription Instructions,
	3. Translate the student's responses into English on a separate piece of paper*, and
	4. Transcribe the student's responses into the student's online test form.
	*If the person providing the translation is also the person who will do the entry into the student's online form, steps 3 and 4 may be combined without translating the student's responses on a separate piece of paper.
	TRANSLATING and TRANSCRIBING
	• The translator must be proficient in keyboarding.
	• The translator/transcriber will translate the student's responses into English without embellishment into TestNav.
Paper-based Assessment	The Scribe – Other Language Spoken accommodation **is not** appropriate based solely on:
	• A student's poor handwriting.
	• A student's preference to speak rather than write.
	• A student's poor attention span.
	The steps for administering this accommodation are:
	1. Scribe responses on a separate piece of paper in the student's language, and
	2. Translate and transcribe the student's responses into English in the student's test book.
	TRANSLATING and TRANSCRIBING
	• The translator must write legibly.
	• The translator/transcriber will translate the student's responses into English without embellishment into the student's test book.

Spanish Response

Available to students identified as NEP/LEP for five years or less, whose primary language is Spanish. Students should be receiving content-based instruction in Spanish in the nine months before testing.

The Spanish Transadapted form should be assigned to students who will respond in Spanish. Students may write their answers in Spanish. Answers will be scored in Spanish and therefore do not require transcription.

Spanish responses on ELA will not be scored. In grades 3-4, students may respond in Spanish on CSLA.

Response in Language other than English or Spanish (Requires Translation and Transcription)

Available to students identified as NEP/LEP for five years or less with a home language other than English or Spanish. Students should be receiving content-based instruction in the other language in the nine months before testing.

The translator/transcriber must be proficient in reading and writing in the student's language and English. The translator should be familiar with the content area in both English and the student's language. The translator must write legibly.

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment during translation and transcription. Any pages containing the student's original or translated answers are secure materials and must be returned to the SAC along with the scratch paper provided during the test unit.

See *6.1.5 Transcription Instructions*.

Responses in languages other than English on ELA cannot be translated.

Computer-based Assessment	Given the complexity of translating and transcribing student responses into the online form of the assessment, districts may want to consider providing students who are providing responses in languages other than English or Spanish with the paper-based form. The recommended steps for administering this accommodation are: 1. The student writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. The student completes the selected response and technology-enhanced items on the computer. The Test Administrator collects the student's responses at the end of the unit. 2. The student exits the test unit following the directions in the Transcription Instructions. 3. Translate the student's responses into English on a separate piece of paper*, and 4. Transcribe the student's responses into the student's online test form. *If the person providing the translation is also the person who will complete the entry into the student's online form, steps 3 and 4 may be combined. The translator/transcriber translates the student's responses into English without embellishment.
Paper-based Assessment	The steps for administering this accommodation are: 1. The student writes responses to the constructed response questions on a separate piece of paper in the student's language, indicating each response by item number. This paper is kept with the student test book. The Test Administrator collects the student's responses at the end of the unit. 2. Translate and transcribe the student's responses into English in the student's test booklet after the student has completed testing. The translator/transcriber translates the student's responses into English without embellishment directly into the student's test book.

Speech-to-Text (Requires Transcription)

Available to students as documented on EL plans.

See *Response Accommodation* section for information.

Time and a Half for ELA/Math

Accommodation available to students for ELA/math as documented on their EL plans (NEP/LEP/ FEP Monitor Year 1 only).

Reminder: Time and a half is an accessibility feature available to all students for S/SS and is built into each unit testing time. See *Accessibility Features that do not have to be Pre-assigned* in *6.1.2 Accessibility Features* for information.

See information in the *Timing Accommodations* section.

Double Time

Accommodation available to students as documented on their EL plans (NEP/LEP/FEP Monitor Year 1 only).

See information in the *Timing Accommodations* section.

6.1.4 Unique Accommodations

Unique accommodations must be approved by the CDE Assessment Unit prior to use on state assessments. For ELA and math, these accommodations will create an "Accommodations Reminder" in PAnext. Districts are responsible for ensuring that students are only provided with a Unique Accommodation from the list below if they have received approval from CDE's Assessment Unit. If one of these accommodations is provided without CDE approval, then the score will be invalidated or suppressed and the student twill not count as participating in the assessment. A master list of all students and their accommodations must be maintained by the SAC and/or the DAC to ensure that appropriate CBT forms have been assigned and PBT forms have been ordered for students.

Table 5: Computer-based and Paper-based Unique Accommodations

Unique Accommodation		Computer-based	Paper-based
Unique	Auditory Presentation ELA and CSLA	Text-to-Speech – Reading Access UAR Guidance Doc	Human Reader– Reading Access UAR Guidance Doc
	Signed Presentation ELA	Human Signer, ASL – Reading Access UAR Guidance Doc	Human Signer– Reading Access UAR Guidance Doc
	Constructed Response Scribe ELA and CSLA	Human Scribe UAR Guidance Doc	Human Scribe UAR Guidance Doc
	Calculator on Non-calculator Section for Math	Calculator UAR Guidance Doc	Calculator UAR Guidance Doc

Auditory Presentation for ELA and CSLA

Auditory Presentation must be documented on a student's IEP or 504 plan and is only available to students who meet the unique accommodation criteria and have been approved for this accommodation by the CDE Assessment Unit. See *Guidance on Reading Access Accommodation for CMAS: PARCC ELA/L Assessment* in *Appendix G*.

The reading access accommodation may be available to a limited number of students with a print disability which severely limits or prevents the student from **decoding** text. This accommodation is **not** intended for use by students who have difficulty with reading comprehension, but instead is intended to allow students to **decode** text. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC English Language Arts/Literacy or CSLA assessments and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the ELA/Literacy assessment beyond what is included in the *PARCC Accessibility Features and Accommodations Manual (AF&A).*

Signed Presentation for ELA

See *Guidance on Reading Access Accommodation for CMAS: PARCC ELA/L Assessment* in *Appendix G*.

Human Signer or ASL must be documented on the student's IEP or 504 plan and is only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Unit. See *6.1.3 American Sign Language (ASL) Video* for additional information regarding the ASL Video form for ELA.

The reading access accommodation may be available to a limited number of students with a print disability which severely limits or prevents the student from **decoding** text. This accommodation is **not** intended for use by students who have difficulty comprehending text and instead is intended to allow students to **decode** text. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC English Language Arts/Literacy assessment and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the ELA/Literacy assessment beyond what is included in the *PARCC Accessibility Features and Accommodations Manual (AF&A).*

Constructed Response Scribe for ELA and CSLA

See *Guidance on Human Scribe Accommodation for Constructed Response Items for CMAS: PARCC ELA/L Assessment* in *Appendix G*.

Must be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Unit.

The human scribe accommodation for constructed response items may be available to a limited number of students with a neurological or orthopedic impairment which severely limits or prevents the student's motor process of writing, either manually or with assistive technology. This may include students with reduced ability due to pain, impaired motor function or limited endurance. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC English Language Arts/Literacy assessment and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the ELA/Literacy assessment beyond what is included in the *PARCC Accessibility Features and Accommodations Manual (AF&A)*.

Calculator on Non-calculator Section for Math

See *Guidance on Accommodations for the Calculation Device and Math Tools on Non-calculator Sections for the CMAS: PARCC Mathematics Assessment (Grades 3-7 or Grades 8-9)* in *Appendix G*.

Must be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Unit.

The Calculation Device and Math Tools on Non-Calculator Sections accommodation may be available to a limited number of students with a disability which severely limits or prevents the student from **performing basic calculations**. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC Mathematics assessment and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the mathematics assessment beyond what is included in the *PARCC Accessibility Features and Accommodations Manual (AF&A)*.

Math tools, including 100's charts, Two-color chips, Arithmetic tables, One-to-one counters or counting chips, Square tiles, Base 10 blocks are approved at the district level. Number lines are not allowed.

6.1.5 Transcription Instructions

Transcription must take place for students who require large print or braille test books, for students who respond in a language other than English or Spanish, or those who use an assistive technology device that is not compatible with TestNav. Transcribing must occur after the administration of each test unit. Only authorized personnel may have access to the test, test materials, and student responses. **Verbatim** transcription must occur in the presence of a second school or district employee who will verify that the transcription is valid. Student work and/or answers that are not transcribed will not be scored.

PBT Procedures for Transcribing Student Responses

- A No. 2 pencil must be used.
- The transcriber or translator (for students who respond in a language other than English or Spanish) must write legibly.
- The transcriber will transcribe the student's responses into the student's scannable, regular print test booklet or answer document as they were originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.

PROCEDURES

1. Transcriptions must take place in a private, secure environment and, whenever possible, under the SAC's supervision. Ensure the individual responsible for transcribing into scannable test books has signed a *Colorado Security Agreement*. Two people must be in the room for the transcription; one to transcribe, and the second to verify the transcription.
2. In an unused regular print test book, the transcriber must copy the student's responses to constructed response items exactly as they were originally written (including all errors in grammar, mechanics, and spelling) and all marks for selected response and matching/technology enhanced items.
3. On the original test book "DO NOT SCORE" must be prominently marked across the front cover with a black marker.
4. All test materials (including any braille and large print test books) must be returned to the SAC so that they can then be returned to the DAC for shipment to Pearson.
5. After transcription, the scannable test books must be returned to Pearson with the scorable materials.

BRAILLE

The braille test kit includes a regular print test book. The student may record his/her answers directly on the adapted format book, on blank braille paper, or use a brailler or braille note-taker. The student's responses must be transcribed into the regular test book included in the braille test kit by a teacher who is proficient in reading the braille code used by the student. The regular, scannable test book is to be submitted for scoring.

Any pages (braille paper, brailler produced, or printed from a braille note-taker) containing the student's answers are secure materials and must be returned to the SAC.

LARGE PRINT

The large print test kit includes a regular test book that can be scanned and scored. Student answers must be transcribed into the regular test book and returned to Pearson for scoring. Student work and/or answers not transcribed will not be scored.

TRANSLATION

- The transcriber/translator must **NOT** be related to the student.
- The transcriber/translator must be proficient in reading and writing in the student's language and English. **NOTE**: Responses written in Spanish **do not** need to be translated and transcribed for science and social studies as they will be scored by Pearson. Math responses must be transcribed.
- The transcriber/translator should be familiar with the content area in both English and the student's language.
- Any pages containing the original or translated answers are secure materials and must be returned to the SAC.

ASSISTIVE TECHNOLOGY

- If the assistive technology device has the capability to print, it is recommended that the student's answers are printed.
- Any pages printed from an assistive technology device that contain the student's original answers are secure materials and must be returned to the SAC.
- Any device with student responses is secure and must be maintained as secure until the responses are totally removed from the device.

Please note: For paper-based assessment accommodations, only scannable test books are scored. Any student response accommodation (such as braille or large print versions of the test), or student responses written in a language other than English or Spanish, must be translated, as appropriate, and transcribed into a scannable test book in order for a score to be generated.

CBT Procedures for Transcribing Student Responses

The transcriber must be proficient in keyboarding. Transcriptions must take place in a private, secure environment and, whenever possible, under the SAC's supervision. Ensure the individual responsible for transcribing into TestNav has signed a *Colorado Security Agreement*. Two people must be in the room for the transcription; one to transcribe, and the second to verify the transcription.

**Selected Response and Technology Enhanced Items**

For selected response and technology enhanced items, student responses must be entered into TestNav during the test session by the student. Once the student reaches the end of the test with all Selected Response and Technology Enhanced Items completed, the Test Administrator should be notified.

Constructed Response Items

During administration of computer-based assessments, students who respond in a language other than English or Spanish, or require use of a speech-to-text converter or an incompatible assistive technology device, will need constructed responses transcribed into TestNav. This must be done by a Test Administrator after each test unit is completed by the student, either immediately after unit completion (no student log out required) or delayed (student log out required, Test Administrator must resume), and before the testing window closes.

PROCEDURES

- As the student encounters constructed responses, he/she should use another piece of paper or his/her assistive technology device to respond to the questions. The student will then continue testing in TestNav, leaving constructed response items unanswered in TestNav.
- After completing the last question, the End of Unit screen will appear. Students should NOT select the green "Submit Final Answers" button.
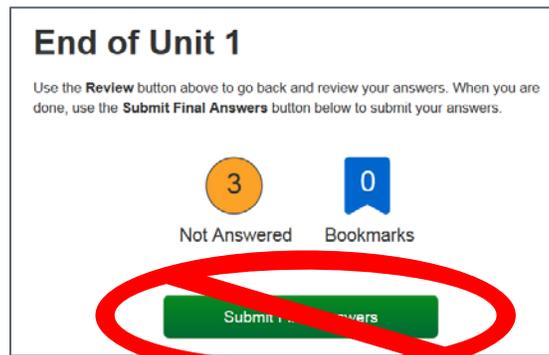
Transcribing Immediately Following the Student Completing the Test Unit

It is strongly suggested that transcription occur as soon as the student finishes testing and prior to the student exiting the unit. The following steps should be followed for transcribing immediately following testing:

1. After completing the last question in the unit, the student will NOT "Submit Final Answers" or exit the test.
2. The student may be excused from the testing environment.
3. If student work was recorded on a second device and can be printed, it should be printed from the device. All student responses must be cleared from the second device in a secure manner after printing or after the completion of transcription.
4. Using TestNav's review drop-down menu in the student's test, the transcriber will navigate to each of the constructed response items.
5. The transcriber will copy the student's marks or responses to constructed response items exactly as they were originally written (including all errors in grammar, mechanics, and spelling) and without embellishment.
6. The second transcriber in the room will verify that the responses were transcribed verbatim.
7. School personnel will select the green "Submit Final Answers" button on the End of Unit screen and sign the student out of the test unit by following typical exit procedures.
   a. The student's unit status in PAnext should now be "Completed".
8. This process will be repeated for subsequent unit.

Delayed Transcribing

If transcribing is not going to immediately follow the student's completion of the test unit, the below steps must be followed. (The Test Administrator may assist students who need help exiting their test.)

1. The student will NOT "Submit Final Answers" but WILL exit the test unit by completing the following steps:
   a. Students must be told that when they get to the last question or when they arrive at the End of Unit screen (after completing all questions in the unit), they should notify the Test Administrator.
   b. After completing the last question, select the button next to the student's name displayed in the top right corner of the screen.
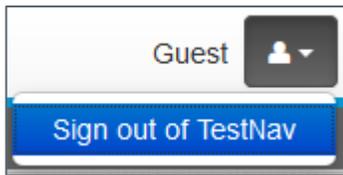
   c. Choose the option "Sign out of TestNav".
   d. Select "Save and Return Later" on the Exit Test screen.
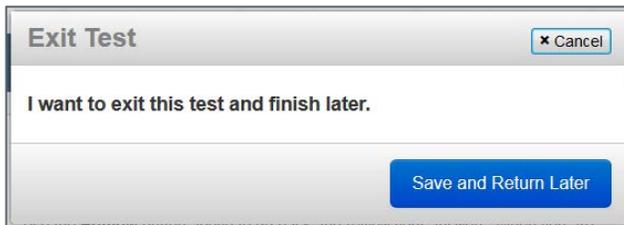
   e. The sign out confirmation screen will appear.
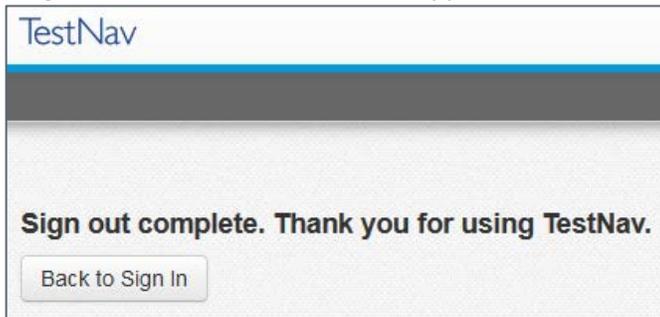
   The student's unit status in PAnext should now be "Exited".
2. If student work was recorded on a second device and can be printed, it should be printed from the device. All responses must be cleared from the second device in a secure manner after printing or after the completion of transcription.
3. The Test Administrator will "unlock" and "resume" the student's test unit through the PAnext Students in Sessions screen. To unlock and resume a student's test, follow these steps in PAnext using the Test Administrator computer.
   a. Go to **Testing** > **Students in Sessions**.
   b. Type the name of the student's test session in the **Session List** box.
   c. Select the session name from the search results.
   d. Locate the student, select the student's unit status, and select **Unlock** if the lock icon is displayed.
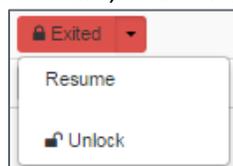
   e. Select the student's unit status again and select **Resume**.
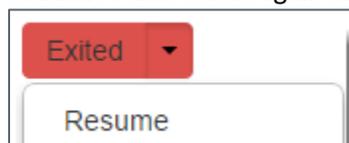
   The student's status should now be "Resumed".
   f. On the student's testing device, enter the username and password from the Student Testing Ticket.
4. From the testing device, using the TestNav **Review** drop-down menu or navigation buttons, the transcriber will navigate to each of the constructed response items.
5. The second transcriber in the room will verify that the responses were transcribed verbatim.

6. The transcriber will select the green "Submit Final Answers" button on the End of Unit screen and sign the student out of the test unit by following typical exit procedures.
    a. The student's unit status in PAnext should now be "Completed".
7. This process will be repeated for subsequent units.

Only authorized personnel may have access to the test, test materials and student answers. Procedures must be in place for secure retrieval of printed materials. Students may not have access to assistive technology devices that contain secure materials until all secure materials have been removed from the device. Devices that contain secure materials must be secured with testing materials. All student responses must be removed from the assistive technology device immediately following transcription or printing for transcription purposes. It is the DAC's responsibility to ensure that this is done in a secure manner. The DAC may adapt the *Verification of Removal of Saved Data* form, found in *Appendix G*, to verify that this has been completed. This documentation must be available upon request by CDE.

Printed pages containing student answers are secure and must be returned to the SAC with any used scratch paper.

6.2 Before Testing: Assigning and Ordering Accessibility Features and Accommodations

Training
Test Administrators providing accessibility features and accommodations to students must be trained prior to testing. A training checklist for accessibility features and accommodations is available in 3.3.1.

6.2.1 Assigning Computer-based Testing Accessibility Features and Accommodations
Special test forms and some accommodated materials must be ordered prior to testing. Special CBT forms (e.g., Text-to-Speech, Spanish Text-to-Speech, and Human Reader/Oral Script) and accessibility features (e.g., Color Contrast, Answer Masking), must be assigned prior to testing. If students requiring these accommodations or accessibility features are not assigned to the correct special form, they will not have access to necessary accommodations or accessibility features.

Instructions for assigning special forms through the PAnext User Interface (UI) are found in *Appendix H: PAnext* of this document. The UI instructions allow you to assign or update special forms one student at a time. To assign or update multiple special forms for multiple students at once, see the Student Registration/Personal Needs Profile (SR/PNP) directions at http://www.cde.state.co.us/assessment/. (**Note**: Valid values for various fields may vary by assessment.)
- CMAS: PARCC ELA and Math http://www.cde.state.co.us/assessment/newassess-parcc
- CMAS: CSLA http://www.cde.state.co.us/assessment/newassess-parcc
- CMAS: Science and Social Studies http://www.cde.state.co.us/assessment/newassess-sum
- CoAlt: Science and Social Studies http://www.cde.state.co.us/assessment/newassess-sum

6.2.2 Accommodations Requiring Physical Materials
Accommodations requiring physical materials must be assigned and ordered prior to testing: online and paper-based oral scripts, braille, regular print PBT, and large print. Accommodated materials, for accommodations that are indicated in PAnext for students by the initial upload deadline (January 27, 2017), will automatically be received by the district two weeks prior to testing (or March 17, 2017 for early high school science window).

Detailed instructions for ordering additional materials during the additional orders window included in *Appendix H*.

The following table identifies which accessibility features and accommodations require physical materials that need to be ordered through PAnext registrations.

Table 2: Accessibility Features and Accommodations – Ordering and Special Form Assignment

Accessibility Features and Accommodations Requiring Physical Materials and/or Special Online Form Assignment	Secure materials are automatically ordered when indicated in PAnext by **January 27, 2017**. Additional materials may be ordered by District Assessment Coordinators through PAnext, as needed, during the additional orders windows.	
	ELA/Math Physical Materials	**S/SS Physical Materials**
CBT Accommodation: Auditory Presentation – Translated/Signed **CBT Test Session Type:** Read Aloud/Oral Script **Order:** Human Reader/Oral Script for Translation CBT (onsite translation into languages other than Eng or Spa, or sign language/system interpretation)	**ELA requires CDE approved UAR** Test Format = O Student with Disabilities = IEP or 504 or English Learner = Y Human Reader/Signer = 01 (Human Signer) or 02 (Human Read Aloud)	Test Format = O Student with Disabilities = IEP or 504 or English Learner = Y Auditory Presentation: Oral Script/Signer = 01 (Human Signer) or 06 (CBT Oral Script for Translation)
Test Format: Paper = P (Paper-based PBT)	Test Format = P	Test Format = P
PBT Accommodated Form: Braille **Order:** Braille Kit	Test Format = P Student with Disabilities = IEP Braille with Tactile Graphics = 01 (UEB) or 02 (EBAE)	Test Format = P Student with Disabilities = IEP Braille with Tactile Graphics = 01 (UEB) or 02 (Contracted EBAE) or 03 (Uncontracted EBAE)
PBT Accommodated Form: Large Print **Order:** Large Print Test Book	Test Format = P Student with Disabilities = IEP or 504 Large Print = Y	Test Format = P Student with Disabilities = IEP or 504 Large Print = Y
PBT Accommodated Form: Spanish Paper-based **Order:** Spanish Paper Form	**For Math ONLY** Test Format = P English Learner = Y Spanish Transadaptation of the Mathematics Assessment = SPA	Test Format = P English Learner = Y Spanish Transadaptation of the Mathematics Assessment = SPA
PBT Accommodation: Auditory Presentation – English **Order:** Human Reader/Oral Script, English PBT	**ELA requires CDE approved UAR** Test Format = P Student with Disabilities = IEP or 504 Human Reader/Signer = 02 (Human Read Aloud)	Test Format = P Student with Disabilities = IEP or 504 Auditory Presentation: Oral Script = 03 (PBT English Oral Script) or 05 (PBT Oral Script for Translation)
PBT Accommodation: Auditory Presentation – Spanish **Order:** Spanish Human Reader/Oral Script, Spanish PBT	**For Math ONLY** Test Format = P English Learner = Y Translation of the Assessment (Spanish) = SPA Human Reader/Signer = 02 (Human Read Aloud)	Test Format = P English Learner = Y Translation of the Assessment (Spanish) = SPA Auditory Presentation: Oral Script = 04 (PBT Spanish Oral Script)
PBT Accommodation: Auditory Presentation – Translated/Signed **Order:** Human Reader Kit or Oral Script for Translation PBT (onsite translation into languages other than English or Spanish, or sign language/system interpretation)	**ELA requires CDE approved UAR** Test Format = P Student with Disabilities = IEP or English Learner = Y Human Reader/Signer = 02 (Human Read Aloud)	Test Format = P Student with Disabilities = IEP or English Learner = Y Auditory Presentation: Oral Script or Human Signer = 01 (Human Signer) or 05 (PBT Oral Script for Translation)

6.3 Accommodated Materials During Testing

All accommodated materials must be treated as secure at all times. Like test books and answer documents, accommodated materials must be kept in a secure location when not being used for testing. Movement of accommodated materials must also be tracked using a chain of custody document.

6.4 Accommodated Materials After Testing

Test Administrators must return all accommodated materials to the SAC after each testing session and after the completion of testing. The SAC must return accommodated materials to the DAC after the school has completed testing. After inventorying all materials, the DAC must return secure accommodated materials to Pearson in nonscorable return boxes. See *5.0 Tasks for DACs, SACs, and Technology Coordinators After Testing* for additional information regarding returning materials.

Glossary

Accessibility Feature (AF) – CBT-embedded and TA-provided features that allow for inclusive, accessible, and fair testing for diverse populations of students. AFs are available to all students.

Accessibility Features and Accommodations Manual (AF&A) – PARCC manual that describes accessibility features and accommodations that can be used on PARCC assessments.

Additional Order (AO) – An order placed in PearsonAccessnext to receive additional assessment or administration materials after the initial shipment of materials has been delivered and inventoried locally.

Administrative Consideration (AC) – Change in testing environment conditions

Colorado Academic Standards (CAS) - Expectations of what students need to know and be able to do at the end of each grade in the content areas of reading, writing, math, science, social studies, etc. CAS include the Common Core State Standards (CCSS) for ELA and math.

Colorado Alternate (CoAlt) – Alternate assessment of ELA/L, math, science and social studies for students with a significant cognitive impairment.

Colorado Measures of Academic Success (CMAS) – Includes PARCC developed ELA/L and math assessments as well as Colorado developed science and social studies assessments.

Colorado Spanish Language Arts (CSLA) – Replaces the PARCC ELA/L assessments for eligible EL students in 3rd and 4th grade. Students must receive Spanish language arts instruction within the nine months prior to assessment administration (based on date of April 10, 2017).

Computer-based Test (CBT) – Assessment taken on a computer or tablet device (including iPads and Chromebooks)

District Assessment Coordinator (DAC) – The individual at the district level responsible for the overall coordination of test administration. The DAC is appointed by the superintendent. Also referred to as LEA Test Coordinator

Dynamic Learning Maps (DLM) – CoAlt ELA/L and math assessment for students with significant cognitive impairment.

District Technology Coordinator (DTC) – The individual at the district who ensures that site readiness activities, designed to ensure that testing environments are ready for testing, are completed well in advance of testing.

English Learner (EL) – A student who is linguistically diverse and who is identified (using the state-approved English language proficiency assessment) as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.

English Language Arts (ELA) – The reading and writing content areas. Also referred to as English Language Arts/Literacy (ELA/L).

English Language Proficiency (ELP) – Level of English language development.

ePATs (Practice Testing Environments) for CMAS: Science and Social Studies – Practice testing environments that help familiarize students with the online test engine, TestNav 8. The ePATs will help students navigate through the online testing environment and use embedded supports on the day of testing. An ePAT for each grade level and content area can be accessed at https://co.PearsonAccessnext.com through the Practice Tests link under Science and Social Studies. **Districts are strongly encouraged to give students time to practice in the testing environment before actual testing.**

ePAT Guides for CMAS: Science and Social Studies – Used by teachers or other adults to guide students through the sample items. While the use of the guides with the sample items is not required, it is strongly encouraged as it will help ensure that students are familiar with TestNav 8 navigation and the types of items that may be encountered while taking

the computer-based test. The 2016–2017 guides also include student performance data for selected response and constructed response items along with sample student responses. An ePAT guide for each grade can be accessed at https://co.PearsonAccessnext.com through the Practice Tests link under Science and Social Studies.

Extended Evidence Outcome (EEO) – Extension of the Colorado Academic Standards, measured on the alternate assessment.

Fluent English Proficient (FEP) – An English language proficiency level. A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read and write English on a level comparable to his or her monolingual English-speaking peers. Student will be monitored for two years (Monitor 1 is year one) after designation as FEP.

Individual Student Report (ISR) – Assessment results in a printed or printable PDF report for an individual student. Also referred to as Student Performance Report (SPR).

Limited English Proficient (LEP) – An English language proficiency level. A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

Local Education Agency (LEA) – The school district. PARCC uses the term LEA in place of district in the TCM.

Local Education Provider (LEP) – A district, school, or program providing educational services.

Non English Proficient (NEP) – An English language proficiency level. A student who speaks a language other than English and does not comprehend, speak, read, or write English..

Paper-based Test (PBT) – Assessment taken on paper.

Partnership for Assessment of Readiness for College and Careers (PARCC) – A group of states working together to create an assessment of the Common Core State Standards (included in the CAS) in ELA/L and math.

PARCC Test Coordinator Manual (TCM) – PARCC manual for assessment coordinators describing the overall process and procedures of administering and handling the ELA/L and math assessments.

PearsonAccess^next (PAnext or PAN) – The website used for the registration, setup, management, and reporting for the CMAS assessments (i.e., Science and Social Studies, CoAlt: Science and Social Studies, English Language Arts and Mathematics (PARCC), and Colorado Spanish Language Arts [CSLA]). PAnext requires usernames and passwords to be created for new users, or re-enabled for returning users. More information about setup and operation of online testing is available in the *PAnext User Guide* located at https://support.assessment.pearson.com/x/BYDy.

Physical testing group – Students who take assessments together in a physical testing environment at the same time. During make-up testing, a physical testing group may include students from different test sessions spanning different grades and content areas (administration directions and unit testing time must be the same).

Personally Identifiable Information (PII) – Sensitive student data (e.g., name, SASID, DOB, etc.) that can only be shared with authorized individuals through a secure file transfer.

Performance Level Descriptors (PLD) – Describe how student performance looks at the various command levels of the assessed content are (four levels for S/SS, five levels for ELA/math and CSLA).

Student Registration/Personal Needs Profile (SR/PNP) – The file or user interface fields used to register students for assessments, accessibility features, and accommodations.

School Assessment Coordinator (SAC) – The individual at the school level responsible for the overall coordination of test administration. This individual is responsible for coordinating test administration at his or her school. Also referred to as School Test Coordinator

Student Biographical Data (SBD) – Opportunity for districts to review student biographical data and make changes to ensure reporting is accurate.

Student Performance Report (SPR) – Assessment results in a printed or printable PDF report for an individual student. Also referred to as Individual Student Report (ISR).

School Technology Coordinator (STC) – Districts may choose to identify School Technology Coordinators to coordinate efforts at individual testing sites. The STC is the individual at the school who ensures that site readiness activities, designed to ensure that testing environments are ready for testing, are completed well in advance of testing. If identified, School Technology Coordinators must coordinate with the DTC.

Secure materials – All test content or materials that have not been made available to the public. The term also includes computer-based and paper-based test items and student responses. For the computer-based administration, "secure paper materials" include printed Student Testing Tickets, human reader/oral scripts, and used scratch paper. For paper-based administration, "secure paper materials" include test books, source books, answer documents, high school science periodic tables, math reference sheets, human reader/oral scripts, used scratch paper, and any accommodated material (e.g., braille teacher notes and large print visual descriptions). After testing is completed, DACs must collect all secure computer-based and paper-based assessment materials from SACs so they can be packaged and returned to Pearson. Proper chain of custody procedures outlined in this document (and as determined by the school district) must be followed so that secure materials are kept secure at all times.

Session – A physical group of students or virtual grouping of students in PAnext. These students will take all units of a content area assessment together (they will take the same assessment unit at the same time). For computer-based tests, students must be placed in a scheduled test session before they can log in to begin or complete testing.

Speech-to-Text (STT) – Accommodation for eligible students with disabilities and English learners where the student speaks into an assistive technology device to respond to assessment questions. Transcription may be required.

Storage area – Test materials must be stored in a locked storage area with limited access when not in use. Examples of secure storage include a closet, desk, or cabinet that can be locked. Test materials must not be stored in classrooms.

Student Testing Tickets – Contain the unique username and password needed for each student to log in to take the assessment. The Student Testing Ticket also contains the URL that students using browser-based TestNav on a desktop or laptop must enter into a browser to access TestNav (http://co.testnav.com). For students using the TestNav app on a desktop or tablet device, the URL on the Student Testing Tickets is not needed. App users will instead launch the app, select the Colorado icon, and then enter the username and password from the Student Testing Ticket. A different ticket is used for each content area assessment.

Student with a Disability (SWD) – Student with an IEP or 504 plan. SWD designation required for assignment of accommodations.

Technology Enhanced Item (TEI) – Types of assessment items that present questions and capture student responses in ways not possible on paper-based tests (e.g., drag-and-drop, hot spot). TEIs are converted to a comparable format for paper-based testing.

Test Administrator (TA) – Education professional who administers the assessment (cannot be a student teacher).

Test Administrator Manual (TAM) – Manuals used by Test Administrators that provide directions regarding administration and security policies and procedures for the various assessments. TAMs include directions that are read aloud, word-for-word to students on each testing day.

Test Examiner (TE) – Licensed education professional who administers the alternate assessment (substitute teachers may not administer the alternate assessments).

Test Incident Report (TIR) – Form used to report issues or misadministrations experienced during assessment administration.

Testing Environment – All surroundings while students are testing, including what a student can see, hear, or access.

TestNav – The online test engine used to administer computer-based assessments. TestNav is accessed through the downloadable TestNav Desktop Application; TestNav applications for iPads, Android devices, and Chromebooks; and supported web browsers.

Text-to-Speech (TTS) – Embedded CBT auditory presentation feature that reads the item and answer options to students (requires UAR for ELA). This is an auditory presentation of the assessment replacing the need for an adult reading from an oral script/human reader script. TTS must be pre-assigned to students, as needed. TTS is an accessibility feature for math, science, and social studies available to individual students based on need.

Unique Accommodations Request (UAR) – Form that must be completed to request the use of a unique accommodation by an individual student with disabilities to use on the assessment. Individual students must meet all criteria on UAR form and supporting data must be submitted for review by CDE Assessment to determine eligibility. Submit UARs via Syncplicity by December 15.

Unit – An individual pars of a CMAS assessment. Each mathematics assessment for grades 3-5 includes four test units. All science, social studies, ELA, and mathematics assessments for grades 6-8 and high school include three test units. (ELA assessments that include a field test unit will include an additional unit.) For computer-based testing, the test units are locked and will need to be unlocked, one at a time, just prior to students beginning each unit. For science and social studies paper-based testing, pull-tab seals are used to seal each unit of the test book until the time of testing; no seals are used for the ELA (including CSLA) and math paper-based tests.

User Interface (UI) – The screens that can be accessed by a PAnext user to complete assessment tasks (e.g., register students, place additional orders, manage test sessions) after logging in to PAnext.

Colorado Security Agreement

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: ELA, Math, Science, and Social Studies assessments (including CSLA). The security of all test materials must be maintained before, during, and after test administration. Because you are involved in the administration of the CMAS and/or CoAlt: ELA, Math, Science and Social Studies assessments, it is important for you to know that the prohibited activities on the following list threaten the integrity of the test. Engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action.

This form must be signed by all individuals involved in the administration of the CMAS and/or CoAlt: ELA, Math, Science and Social Studies assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

District Assessment Coordinators
- I have completed all CMAS and CoAlt training as provided by CDE and Pearson.
- I will read the *CMAS and CoAlt Procedures Manual* and the *PARCC Test Coordinator Manual (TCM)* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a district security plan.
- I will provide training to all Sensitive Data personnel, DTCs, and SACs in my district in regard to test security, administration policies, and procedures.
- I will collect, inventory, and follow all secure chain of custody requirements documented in the *CMAS and CoAlt Procedures Manual* and the *PARCC TCM.*
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt Procedures Manual* and the *PARCC TCM*, to CDE.

Sensitive Data
- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures, as they apply to my role.

District Technology Coordinators
- I have completed all CMAS and CoAlt training as provided by CDE and the DAC.
- I will read the appropriate sections of the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.

School Assessment Coordinators
- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read the *CMAS and CoAlt Procedures Manual* and the *PARCC TCM* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a school security plan.
- I will provide training to all CMAS Test Administrators and CoAlt Test Examiners in regard to test security, administration policies, and procedures.
- I will not remove secure test materials from the school's campus unless returning the materials to the DAC.
- I will collect, inventory, and follow all secure chain of custody requirements documented in the *CMAS and CoAlt Procedures Manual* and as determined by the district.
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt Procedures Manual*, to the DAC.

CMAS Test Administrators and CoAlt Test Examiners
- I have completed all CMAS Test Administrator or CoAlt Test Examiner training as provided by the SAC.
- I will maintain security measures and administration policies and procedures identified in the *Test Administrator Manuals* or the *CoAlt Examiner's Manual*.
- I will not download any part of the assessments, unless an assistive device that requires downloading content is used for a student with an approved accommodation. In this rare situation, the content must be securely removed from the device immediately after the student completes the assessment.
- I will not remove secure test materials from the school's campus.

- I will remove or cover prohibited visual aids in the testing environment and configure the room to prevent a student from viewing another student's test materials or testing device screen.
- I will not leave test materials unattended or fail to keep test materials secure when in my possession.
- I will not explain or read sources or test items to students. (Exception: Reading is allowed if administering a human reader/signer or oral script accommodation or CoAlt assessment.)
- I will not coach students (e.g., give students verbal or non-verbal cues) during testing, or alter or otherwise interfere with students' responses in any way.
- I will not engage in activities that will result in lack of supervision of students at any time (e.g., use a cell phone or other prohibited electronic device (unless for purposes of communicating with SAC or DTC), check email, grade papers), including leaving students unattended at any time during the test session.
- I will not allow students to communicate with each other in any way or cause disturbances at any time during the test session.
- I will not allow students to use cell phones or other prohibited materials and electronic devices (e.g., smartphones, smart watches, iPods, eReaders) at any time during the test session.
- I will not encourage students to finish any test unit early.
- I will not provide students with more time than is allotted for testing (except for students who have an accommodation for extended time listed in their approved IEP, 504, or EL plan).
- I will collect, inventory, and follow all secure chain of custody requirements as determined by the school/district.
- I will not actively read, view, or comment on student responses (except when viewing student responses for accommodation purposes, such as scribing or transcription).
- Some CMAS accommodations require Test Administrators, and all CoAlt Test Examiners, to view and read test content, and/or transcribe student responses. If I am administering such an accommodation or the CoAlt assessment, I will not disclose any test content that I view while providing these accommodations.
- I will report testing irregularities or security breaches, as specified in the *Test Administrator Manuals* or the *CoAlt Examiner's Manual,* to the SAC.

All individuals involved in CMAS and/or CoAlt administration
- I will not actively read or view the assessment items or content before, during, or after testing except if necessary to administer the human reader/signer or oral script accommodation or CoAlt assessment.
- I will not copy or otherwise reproduce **any part of** secure test materials including test stimuli, test items, and student responses or save any part of the assessments.
- I will not discuss the content of the assessments with anyone, including students or school personnel, through verbal exchange, email, social media, or any other form of communication before, during, or after testing.
- I will not score—formally or informally—test items or student responses.
- I will not engage in any activity that will adversely affect the validity, reliability, or fairness of the test(s).

I acknowledge the information above, pertaining to my role in the CMAS and/or CoAlt: ELA, Math, Science and Social Studies administration, and agree to all of the statements associated with my role. I also acknowledge that a failure to abide by the terms of this agreement may result in serious consequences, as described above.

I acknowledge that I have read and will follow 2.0 Test Security and Administration Policies of the CMAS and CoAlt Procedures Manual, the PARCC TCM, and/or the *Test Administrator Manuals or CoAlt Examiner's Manual as they apply to my role(s).*

In the spaces below, indicate your role(s) in the administration, print your name, sign, and date the form.

Role (check all that apply):

☐ District Assessment Coordinator　　☐ School Assessment Coordinator　　☐ Sensitive Data

☐ District Technology Coordinator　　☐ Test Administrator　　☐ CoAlt Test Examiner

☐ Other _____

Printed Name　　　　　　　　*Signature*　　　　　　　　*Date*

DAC – Submit signed Security Agreement electronically through the **Assessment Forms** folder on **CDE Assessment Syncplicity**. The form must be saved with the file name indicating **district name, form name, and the date on which the file was saved** (e.g., District A_Security Agreement_031317).
DTC, SAC, Sensitive Data – Submit signed Security Agreement to your DAC.
Test Administrator, CoAlt Test Examiner – Submit signed Security Agreement to your SAC.
Signed Security Agreements must be maintained physically or electronically by the district/school for three years.

Colorado Forms

- Verification of District Training
- Post Test Compliance

Verification of District Training
Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies

This form must be filled out by the District Assessment Coordinator, signed by the District Superintendent, and submitted to the Assessment Unit as documentation that **all** district personnel who come in contact with the assessments before, during, and after the Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies administration have been trained.

Trainings must be comprehensive and interactive, and must include:
- District Determined Policies and Procedures,
- Test Security,
- Standardized Environment,
- Test Administration,
- Providing Student Testing Accommodations (as necessary),
- Test Administrator Role vs. Teacher Role, and
- An opportunity for questions/answers.

This form certifies that within **[District Name:]**_____, the District Assessment Coordinator and **all** School Assessment Coordinators, Test Administrators, Test Examiners, and other appropriate district personnel (e.g., District Technology Coordinator, Sensitive Data personnel) have been trained in **all** aspects of the administration of the state's assessments, including handling of materials, security, and ethical administration practices. On the lines below, specify the dates that trainings were completed for all SACs, Test Administrators/Examiners, and Technology Coordinators in your district for the Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies assessments.

SAC training completion date for CMAS: ELA, Math, Science and Social Studies:_____

Test Administrator training completion date for CMAS: ELA, Math, Science and Social Studies:_____

SAC training completion date for CoAlt: ELA, Math, Science and Social Studies:_____

Test Examiner training completion date for CoAlt: ELA, Math, Science and Social Studies:_____

Technology Coordinator training completion date for CMAS: ELA, Math, Science and Social Studies:_____

*I have verified that district and school trainings took place on the dates as listed above, and that **all** individuals involved in the Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies administration have been trained.*

Superintendent's Name (print)	
Date	*Superintendent's Signature*
DAC's Name (print)	
Date	*DAC's Signature*

This completed form must be saved electronically with a file name indicating the **district name, form name, and the date on which the document was saved** (e.g., District A_Verification of District Training_031117). Then, the completed form must be loaded in the **Assessment Forms** folder on **CDE Assessment Syncplicity** prior to beginning CMAS and CoAlt: ELA, Math, Science and Social Studies assessment administration.

Post Test Compliance Report
Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies

This form must be completed and returned electronically to the Assessment Unit upon completion of the Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies assessments. Return the completed form in the **Assessment Forms** folder on **CDE Assessment Syncplicity** with a file name indicating the **district name, form name, and the date on which the document was saved** (e.g., District A_Post Test Compliance_050517).

Date of this Report:_____

District Assessment Coordinator Name:_____

Title:_____

District Name and Code:_____

DAC Phone:_____DAC Email:_____

Assessment:

☐   CMAS: ELA and Math (PARCC)   ☐   CoAlt: ELA and Math (DLM)

Total number of misadministered tests _____

    Number of students affected _____

Total number of **major** misadministrations_____

    Number of students affected _____

☐   CMAS: Science and Social Studies   ☐   CoAlt: Science and Social Studies

Total number of misadministered tests _____

    Number of students affected _____

Total number of **major** misadministrations_____

    Number of students affected _____

By signing below, you certify that the administration of the indicated assessment(s) complies with all procedures as described in the *Spring 2017 CMAS and CoAlt Procedures Manual, PARCC Test Coordinator Manual, Test Administrator Manuals*, and/or *CoAlt Examiner's Manuals* and that **all secure materials have been returned to the assessment vendor**.

_____

    DAC Printed Name   *DAC Signature*   *Date*

Form to Report a Testing Irregularity or Security Breach

- CMAS and CoAlt: Science and Social Studies Form
- CMAS: PARCC ELA and Math, CSLA Form

Form to Report a Testing Irregularity or Security Breach
Spring 2017 CMAS and CoAlt: Science and Social Studies

This form is for use by districts in reporting major misadministrations and security breaches during the Spring 2017 CMAS and CoAlt: Science and Social Studies administration. When a major misadministration or security breach occurs, or is suspected to have occurred, please call Sara Loerzel in the Student Assessment Unit as soon as possible at (303) 866-3266.

Do not discuss, transmit, or reproduce secure test materials on this report form or in preparation of this report. This form must be sent to CDE through the CDE Assessment Syncplicity account > CMAS Science and Social Studies > Test Incident Reports.

Note: If the incident affects more than a single student, include a list of all student names and SASID numbers in the description of the test incident. Separate forms should **NOT** need to be completed for each student.

Type of Test Incident (Check One)

☐ Major Misadministration
☐ Test Security Breach

Contact Information

District Assessment Coordinator Name:

Title:

District Name and Code:

DAC Phone: _____ DAC Email: _____

Date of Test Incident: _____ Date Report Submitted: _____

School Information

School Name and Code:

Phone _____ Principal _____

Test Incident Information

Assessment	**Subject**	**Test Format**
☐ CMAS	☐ Science	☐ Online
☐ CoAlt	☐ Social Studies	☐ Paper

Description of Test Incident

Description of Proposed Solution

PARCC

2016–2017 PARCC Assessment
Form to Report a Testing Irregularity or Security Breach

Instructions for the School Assessment Coordinator or District Assessment Coordinator:

1. Call to report an **ELA, math,** or **CSLA** testing irregularity or security breach IMMEDIATELY upon discovering it. SAC reports to the DAC, and the DAC reports to CDE. The Test Administrator or reporting party should immediately write a statement regarding the incident.
2. Submit this form in the district's **Assessment Forms** folder through **Syncplicity** once complete. Notify Stephanie Boyd (303-866-6849) that the completed form has been submitted via Syncplicity.
3. Maintain a copy of the submitted form for your school files. Maintain this record for three years.

Note: If the incident affects more than a single student, attach a sheet with a list of all student names and SASID numbers. Separate forms do **NOT** need to be completed for each student.

LEA/District Name:	
LEA/District Organization Code:	
School Name and Number:	
Contact Name:	Role: □ LTC □ STC
Contact Phone and Extension:	

Test Administration Information: □ Spring 2017   Date of Incident: _____ Date Report Submitted:_____
Mode: □ Computer □ Paper   Content Area: □ Math □ ELA/L □ CSLA   Unit: □ 1 □ 2 □ 3 □ 4   Student Grade: □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9   Test Session Name (if online):
Test Administrator's Name:
Student Name: (if additional students are impacted, attach a sheet with names and SASIDs)

SASID:	Local Student ID:

Detailed Description of Incident:
Investigation Steps Taken:
Actions Taken by Staff:
Proposed Solution:
Was the incident resolved in a manner that allowed the student to continue testing? □ Yes □ No
If incident was related to a particular item, please provide item number (note that only students can read test content):

Form to Report Contaminated, Damaged, or Missing Materials

Form to Report Contaminated, Damaged, or Missing Materials
Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies

Instructions:

1. Follow the instructions in the *CMAS and CoAlt Procedures Manual* if test materials become contaminated (*Section 4.2.3*), damaged (*Section 3.10.3*), or missing (*Section 5.2.2*).
2. The School Assessment Coordinator (SAC) will report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, contact the District Assessment Coordinator (DAC).
3. The DAC will submit the completed form to CDE through the district's Assessment Forms folder on Syncplicity and alert the appropriate CDE contact.

Assessment Subject	CDE Contact	Phone
ELA, Math, CSLA	Stephanie Boyd	303-866-6849
Science, Social Studies	Sara Loerzel	303-866-3266

Note: CDE will require additional documentation for any missing secure materials.

Assessment Administration: ❏ CMAS   ❏ CoAlt

Subject (select all that apply)**:**   ❏ ELA   ❏ Math   ❏ Science   ❏ Social Studies   ❏ CSLA

Contact Name _____   **Contact Phone and Ext.** _____

Contact Person's Role _____   **Contact Email** _____

School Name _____   **School Code** _____

District Name _____   **District Code** _____

Complete and submit this form to CDE via the district's Assessment Forms folder on Syncplicity.

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 9 ELA Test Booklet	1	123456789-0	Student had a nosebleed on the booklet and it has now been destroyed according to district protocol.

Sample School Schedules

Early window options for High School Science and expanded window options for schools testing ELA and Math online:

Districts must submit requests to CDE to participate in these testing window options.

ELA and math – up to three extra weeks starting as early as March 13, 2017 for schools with a spring break week beginning between March 20 and April 24.

High school science – early three week window from March 27-April 14, 2017 or from April 3-April 21, 2017.

Reminder:

Social studies assessments administered on a sampling basis at approximately one-third of elementary and middle schools. Schools that are not part of the sample can interpret "SS 4" and "SS 7" sessions as make-up time.

Schedule Key:

Official State Window Weeks
Early Window Weeks
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 11
Combined Grades
Combined Grades
Make-up Testing
No Scheduled Testing
Social Studies/Make-up Time

CMAS Sample School Schedule for Grades 3-5
__1__ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 10-14)	Morning	Late morning	Early afternoon	Late afternoon
Monday	Math 3 Unit 1 – 60 min	Math 3 Unit 2 – 60 min	Math 4 Unit 1 – 60 min	Math 4 Unit 2 – 60 min
Tuesday	Math 5 Unit 1 – 60 min	Math 5 Unit 2 – 60 min	Math 4 Unit 3 – 60 min	Math 4 Unit 4 – 60 min
Wednesday	Math 3 Unit 3 – 60 min	Math 3 Unit 4 – 60 min	Math 5 Unit 3 – 60 min	Math 5 Unit 4 – 60 min
Thursday	Make-up	Make-up	Make-up	Make-up
Friday				

WEEK 2 (April 17-21)	Morning	Mid-day	Afternoon
Monday	ELA 3 Unit 1 – 75 minutes	ELA 4 Unit 1 – 90 minutes	ELA 5 Unit 1 – 90 minutes
Tuesday	ELA 3 Unit 2 – 90 minutes	ELA 4 Unit 2 – 90 minutes	ELA 5 Unit 2 – 90 minutes
Wednesday	ELA 3 Unit 3 – 90 minutes	ELA 4 Unit 3 – 90 minutes	ELA 5 Unit 3 – 90 minutes
Thursday	Make-up	Make-up	Make-up
Friday			

WEEK 3 (April 24-28)	Morning	Mid-day	Afternoon
Monday	Science 5 Unit 1 – 80 minutes	SS 4 Unit 1 – 80 minutes* Or Make-up	
Tuesday	Science 5 Unit 2 – 80 minutes	SS 4 Unit 2 – 80 minutes* Or Make-up	
Wednesday	Science 5 Unit 3 – 80 minutes	SS 4 Unit 3 – 80 minutes* Or Make-up	
Thursday	Make-up	Make-up	
Friday			

*Only schools that are part of the 2017 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 3-5
__1__ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 10-14)	Morning	Mid-day	Afternoon
Monday	ELA 5 Unit 1 – 90 minutes	ELA 4 Unit 1 – 90 minutes	Math 3 Unit 1 – 60 minutes
Tuesday	ELA 5 Unit 2 – 90 minutes	ELA 4 Unit 2 – 90 minutes	Math 3 Unit 2 – 60 minutes
Wednesday	ELA 5 Unit 3 – 90 minutes	ELA 4 Unit 3 – 90 minutes	Math 3 Unit 3 – 60 minutes
Thursday	Math 5 Unit 1 – 60 minutes	Math 4 Unit 1 – 60 minutes	Math 3 Unit 4 – 60 minutes
Friday	Math 5 Unit 2 – 60 minutes	Math 4 Unit 2 – 60 minutes	Make-up

WEEK 2 (April 17-21)	Morning	Mid-day	Afternoon
Monday	Math 5 Unit 3 – 60 minutes	Math 4 Unit 3 – 60 minutes	ELA 3 Unit 1 – 75 minutes
Tuesday	Math 5 Unit 4 – 60 minutes	Math 4 Unit 4 – 60 minutes	ELA 3 Unit 2 – 90 minutes
Wednesday	Science 5 Unit 1 – 80 minutes	SS 4 Unit 1 – 80 minutes* Or Make-up	ELA 3 Unit 3 – 90 minutes
Thursday	Science 5 Unit 2 – 80 minutes	SS 4 Unit 2 – 80 minutes* Or Make-up	Make-up
Friday	Science 5 Unit 3 – 80 minutes	SS 4 Unit 3 – 80 minutes* Or Make-up	Make-up

WEEK 3 (April 24-28)	Morning	Mid-day	Afternoon
Monday	Make-up	Make-up	Make-up
Tuesday			
Wednesday			
Thursday			
Friday			

*Only schools that are part of the 2017 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 3-5
__2__ Physical Testing Groups Required – Early Window for ELA/Math CBT Only (One Extra Week)

WEEK 1 (April 3-7)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 4 Unit 1 – 60 min (Group 1)	Math 4 Unit 1 – 60 min (Group 2)	Math 5 Unit 1 – 60 min (Group 1)	Math 5 Unit 1 – 60 min (Group 2)
Tuesday	Math 4 Unit 2 – 60 min (Group 1)	Math 4 Unit 2 – 60 min (Group 2)	Math 5 Unit 2 – 60 min (Group 1)	Math 5 Unit 2 – 60 min (Group 2)
Wednesday	Math 4 Unit 3 – 60 min (Group 1)	Math 4 Unit 3 – 60 min (Group 2)	Math 5 Unit 3 – 60 min (Group 1)	Math 5 Unit 3 – 60 min (Group 2)
Thursday	Math 4 Unit 4 – 60 min (Group 1)	Math 4 Unit 4 – 60 min (Group 2)	Math 5 Unit 4 – 60 min (Group 1)	Math 5 Unit 4 – 60 min (Group 2)
Friday	Make-up	Make-up	Make-up	Make-up

WEEK 2 (April 10-14)	Morning	Mid-day	Afternoon
Monday	SS 4 Unit 1 – 80 min (Group 1)* Or Make-up	SS 4 Unit 1 – 80 min (Group 2)* Or Make-up	ELA 3 Unit 1 – 75 minutes (Group 1)
Tuesday	Science 5 Unit 1 – 80 minutes (Group 1)	Science 5 Unit 1 – 80 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 1)
Wednesday	Science 5 Unit 2 – 80 minutes (Group 1)	Science 5 Unit 2 – 80 minutes (Group 2)	ELA 3 Unit 3 – 90 minutes (Group 1)
Thursday	Science 5 Unit 3 – 80 minutes (Group 1)	Science 5 Unit 3 – 80 minutes (Group 2)	ELA 3 Unit 1 – 75 minutes (Group 2)
Friday	ELA Grade 5 Unit 1 – 90 minutes (Group 1)	ELA Grade 5 Unit 1 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 2)

WEEK 3 (April 17-21)	Morning	Mid-day	Afternoon
Monday	SS 4 Unit 2 – 80 min (Group 1)* Or Make-up	SS 4 Unit 2 – 80 min (Group 2)* Or Make-up	ELA 3 Unit 3 – 90 minutes (Group 2)
Tuesday	ELA 4 Unit 1 – 90 minutes (Group 1)	ELA 4 Unit 1 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 1)
Wednesday	ELA 4 Unit 2 – 90 minutes (Group 1)	ELA 4 Unit 2 – 90 minutes (Group 2)	ELA 5 Unit 3 – 90 minutes (Group 1)
Thursday	ELA 4 Unit 3 – 90 minutes (Group 1)	ELA 4 Unit 3 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 2)
Friday	SS 4 Unit 3 – 80 min (Group 1)* Or Make-up	SS 4 Unit 3 – 80 min (Group 2)* Or Make-up	ELA 5 Unit 3 – 90 minutes (Group 2)

WEEK 4 (April 24-28)	Morning	Mid-day	Afternoon
Monday	Make-up	Math 3 Unit 1 – 60 minutes (Group 1)	Math 3 Unit 1 – 60 minutes (Group 2)
Tuesday	Make-up	Math 3 Unit 2 – 60 minutes (Group 1)	Math 3 Unit 2 – 60 minutes (Group 2)
Wednesday	Make-up	Math 3 Unit 3 – 60 minutes (Group 1)	Math 3 Unit 3 – 60 minutes (Group 2)
Thursday	Make-up	Math 3 Unit 4 – 60 minutes (Group 1)	Math 3 Unit 4 – 60 minutes (Group 2)
Friday	Make-up	Make-up	Make-up

*Only schools that are part of the 2017 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 6-8
__1__ Physical Testing Group Required – CBT and/or PBT

WEEK 1 (April 10-14)	Morning	Mid-day	Afternoon
Monday	ELA 8 Unit 1 – 90 minutes	ELA 7 Unit 1 – 90 minutes	ELA 6 Unit 1 – 90 minutes
Tuesday	ELA 8 Unit 2 – 90 minutes	ELA 7 Unit 2 – 90 minutes	ELA 6 Unit 2 – 90 minutes
Wednesday	ELA 8 Unit 3 – 90 minutes	ELA 7 Unit 3 – 90 minutes	ELA 6 Unit 3 – 90 minutes
Thursday	Math 8 Unit 1 – 80 minutes	Math 7 Unit 1 – 80 minutes	Math 6 Unit 1 – 80 minutes
Friday	Math 8 Unit 2 – 80 minutes	Math 7 Unit 2 – 80 minutes	Math 6 Unit 2 – 80 minutes

WEEK 2 (April 17-21)	Morning	Mid-day	Afternoon
Monday	Math 8 Unit 3 – 80 minutes	Math 7 Unit 3 – 80 minutes	Math 6 Unit 3 – 80 minutes
Tuesday	Science 8 Unit 1 – 80 minutes	SS 7 Unit 1 – 80 minutes* Or Make-up	Make-up
Wednesday	Science 8 Unit 2 – 80 minutes	SS 7 Unit 2 – 80 minutes* Or Make-up	Make-up
Thursday	Science 8 Unit 3 – 80 minutes	SS 7 Unit 3 – 80 minutes* Or Make-up	Make-up
Friday	Make-up	Make-up	Make-up

WEEK 3 (April 24-28)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

*Only schools that are part of the 2017 social studies sample will administer the social studies assessment (about one-third of schools).

WEEK 1 (April 10-14)	Morning	Mid-day	Afternoon
Monday	ELA 6, 7, 8 Unit 1 – 90 minutes (Group 1)	ELA 6, 7, 8 Unit 1 – 90 minutes (Group 2)	ELA 6, 7, 8 Unit 1 – 90 minutes (Group 3)
Tuesday	ELA 6, 7, 8 Unit 2 – 90 minutes (Group 1)	ELA 6, 7, 8 Unit 2 – 90 minutes (Group 2)	ELA 6, 7, 8 Unit 2 – 90 minutes (Group 3)
Wednesday	ELA 6, 7, 8 Unit 3 – 90 minutes (Group 1)	ELA 6, 7, 8 Unit 3 – 90 minutes (Group 2)	ELA 6, 7, 8 Unit 3 – 90 minutes (Group 3)
Thursday	Math 6, 8 Unit 1 – 90 minutes (Group 1)	Math 6, 8 Unit 1 – 90 minutes (Group 2)	Math 6, 8 Unit 1 – 90 minutes (Group 3)
Friday	Math 7 Unit 1 – 90 minutes (Group 1)	Math 7 Unit 1 – 90 minutes (Group 2)	Math 7 Unit 1 – 90 minutes (Group 3)

WEEK 2 (April 17-21)	Morning	Mid-day	Afternoon
Monday	Math 6, 7, 8 Unit 2 – 90 minutes (Group 1)	Math 6, 7, 8 Unit 2 – 90 minutes (Group 2)	Math 6, 7, 8 Unit 2 – 90 minutes (Group 3)
Tuesday	Math 6, 7, 8 Unit 3 – 90 minutes (Group 1)	Math 6, 7, 8 Unit 3 – 90 minutes (Group 2)	Math 6, 7, 8 Unit 3 – 90 minutes (Group 3)
Wednesday	Science 8 Unit 1 – 80 minutes (Group 1)	Science 8 Unit 1 – 80 minutes (Group 2)	Science 8 Unit 1 – 80 minutes (Group 3)
Thursday	Science 8 Unit 2 – 80 minutes (Group 1)	Science 8 Unit 2 – 80 minutes (Group 2)	Science 8 Unit 2 – 80 minutes (Group 3)
Friday	Science 8 Unit 3 – 80 minutes (Group 1)	Science 8 Unit 3 – 80 minutes (Group 2)	Science 8 Unit 3 – 80 minutes (Group 3)

WEEK 3 (April 24-28)	Morning	Mid-day	Afternoon
Monday	SS 7 Unit 1 – 80 min (Group 1)* Or Make-up	SS 7 Unit 1 – 80 min (Group 2)* Or Make-up	SS 7 Unit 1 – 80 min (Group 3)* Or Make-up
Tuesday	SS 7 Unit 2 – 80 min (Group 1)* Or Make-up	SS 7 Unit 2 – 80 min (Group 2)* Or Make-up	SS 7 Unit 2 – 80 min (Group 3)* Or Make-up
Wednesday	SS 7 Unit 3 – 80 min (Group 1)* Or Make-up	SS 7 Unit 3 – 80 min (Group 2)* Or Make-up	SS 7 Unit 3 – 80 min (Group 3)* Or Make-up
Thursday	Make-up	Make-up	Make-up
Friday			

*Only schools that are part of the 2017 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 9, 11
__3__ Physical Testing Group Required – Early Window for ELA/Math (Two Extra Weeks), HS Science (One Extra Week) CBT Only

WEEK 1 (March 27-31)	Morning	Mid-day	Afternoon
Monday	ELA 9 Unit 1 – 90 minutes (Group 1)	ELA 9 Unit 1 – 90 minutes (Group 2)	ELA 9 Unit 1 – 90 minutes (Group 3)
Tuesday	ELA 9 Unit 2 – 90 minutes (Group 1)	ELA 9 Unit 2 – 90 minutes (Group 2)	ELA 9 Unit 2 – 90 minutes (Group 3)
Wednesday	ELA 9 Unit 3 – 90 minutes (Group 1)	ELA 9 Unit 3 – 90 minutes (Group 2)	ELA 9 Unit 3 – 90 minutes (Group 3)
Thursday	Alg I, Geo, Alg II/Int I, II, III (9) Unit 1 – 90 minutes (Group 1)	Alg I, Geo, Alg II/Int I, II, III (9) Unit 1 – 90 minutes (Group 2)	Alg I, Geo, Alg II/Int I, II, III (9) Unit 1 – 90 minutes (Group 3)
Friday	Alg I, Geo, Alg II/Int I, II, III (9) Unit 2 – 90 minutes (Group 1)	Alg I, Geo, Alg II/Int I, II, III (9) Unit 2 – 90 minutes (Group 2)	Alg I, Geo, Alg II/Int I, II, III (9) Unit 2 – 90 minutes (Group 3)

WEEK 2 (April 3-7)	Morning	Mid-day	Afternoon
Monday	Alg I, Geo, Alg II/Int I, II, III (9) Unit 3 – 90 minutes (Group 1)	Alg I, Geo, Alg II/Int I, II, III (9) Unit 3 – 90 minutes (Group 2)	Alg I, Geo, Alg II/Int I, II, III (9) Unit 3 – 90 minutes (Group 3)
Tuesday	Science 11 Unit 1 – 60 minutes (Group 1)	Science 11 Unit 1 – 60 minutes (Group 2)	Science 11 Unit 1 – 60 minutes (Group 3)
Wednesday	Science 11 Unit 2 – 60 minutes (Group 1)	Science 11 Unit 2 – 60 minutes (Group 2)	Science 11 Unit 2 – 60 minutes (Group 3)
Thursday	Science 11 Unit 3 – 60 minutes (Group 1)	Science 11 Unit 3 – 60 minutes (Group 2)	Science 11 Unit 3 – 60 minutes (Group 3)
Friday	Make-up	Make-up	Make-up

WEEK 3 (April 10-14)	Morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

CMAS Sample School Schedule for Grades 3-5
__3__ Physical Testing Groups Required – Early Window for ELA/Math CBT Only (Two Extra Weeks)

WEEK 1 (March 27-31)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 4 Unit 1 – 60 min (Group 1)	Math 4 Unit 1 – 60 min (Group 2)	Math 4 Unit 1 – 60 min (Group 3)	Math 5 Unit 1 – 60 min (Group 1)
Tuesday	Math 4 Unit 2 – 60 min (Group 1)	Math 4 Unit 2 – 60 min (Group 2)	Math 4 Unit 2 – 60 min (Group 3)	Math 5 Unit 1 – 60 min (Group 2)
Wednesday	Math 4 Unit 3 – 60 min (Group 1)	Math 4 Unit 3 – 60 min (Group 2)	Math 4 Unit 3 – 60 min (Group 3)	Math 5 Unit 1 – 60 min (Group 3)
Thursday	Math 4 Unit 4 – 60 min (Group 1)	Math 4 Unit 4 – 60 min (Group 2)	Math 4 Unit 4 – 60 min (Group 3)	Math 5 Unit 2 – 60 min (Group 1)
Friday	Math 5 Unit 2 – 60 min (Group 2)	Math 5 Unit 3 – 60 min (Group 2)	Math 5 Unit 2 – 60 min (Group 3)	Math 5 Unit 3 – 60 min (Group 3)

WEEK 2 (April 3-7)	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 5 Unit 3 – 60 min (Group 1)	Math 5 Unit 4 – 60 min (Group 2)	Math 5 Unit 4 – 60 min (Group 3)	Math 5 Unit 4 – 60 min (Group 1)
Tuesday	Math 3 Unit 1 – 60 min (Group 1)	Math 3 Unit 1 – 60 min (Group 2)	Math 3 Unit 1 – 60 min (Group 3)	Make-up
Wednesday	Math 3 Unit 2 – 60 min (Group 1)	Math 3 Unit 2 – 60 min (Group 2)	Math 3 Unit 2 – 60 min (Group 3)	Make-up
Thursday	Math 3 Unit 3 – 60 min (Group 1)	Math 3 Unit 3 – 60 min (Group 2)	Math 3 Unit 3 – 60 min (Group 3)	Make-up
Friday	Math 3 Unit 4 – 60 min (Group 1)	Math 3 Unit 4 – 60 min (Group 2)	Math 3 Unit 4 – 60 min (Group 3)	Make-up

WEEK 3 (April 10-14)	Morning	Mid-day	Afternoon
Monday	Science 5 Unit 1 – 80 minutes (Group 1)	Science 5 Unit 1 – 80 minutes (Group 2)	Science 5 Unit 1 – 80 minutes (Group 3)
Tuesday	Science 5 Unit 2 – 80 minutes (Group 1)	Science 5 Unit 2 – 80 minutes (Group 2)	Science 5 Unit 2 – 80 minutes (Group 3)
Wednesday	Science 5 Unit 3 – 80 minutes (Group 1)	Science 5 Unit 3 – 80 minutes (Group 2)	Science 5 Unit 3 – 80 minutes (Group 3)
Thursday	ELA 3 Unit 1 – 75 minutes (Group 2)	ELA 3 Unit 1 – 75 minutes (Group 2)	ELA 3 Unit 1 – 75 minutes (Group 3)
Friday	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 3)

WEEK 4 (April 17-21)	Morning	Mid-day	Afternoon
Monday	ELA 3 Unit 3 – 90 minutes (Group 1)	ELA 3 Unit 3 – 90 minutes (Group 2)	ELA 3 Unit 3 – 90 minutes (Group 3)
Tuesday	ELA 4 Unit 1 – 90 minutes (Group 1)	ELA 4 Unit 1 – 90 minutes (Group 2)	ELA 4 Unit 1 – 90 minutes (Group 3)
Wednesday	ELA 4 Unit 2 – 90 minutes (Group 1)	ELA 4 Unit 2 – 90 minutes (Group 2)	ELA 4 Unit 2 – 90 minutes (Group 3)
Thursday	ELA 4 Unit 3 – 90 minutes (Group 1)	ELA 4 Unit 3 – 90 minutes (Group 2)	ELA 4 Unit 3 – 90 minutes (Group 3)
Friday	ELA Grade 5 Unit 1 – 90 minutes (Group 1)	ELA Grade 5 Unit 1 – 90 minutes (Group 2)	ELA Grade 5 Unit 1– 90 minutes (Group 3)

WEEK 5 (April 24-28)	Morning	Mid-day	Afternoon
Monday	ELA 5 Unit 2 – 90 minutes (Group 1)	ELA 5 Unit 2 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 3)
Tuesday	ELA 5 Unit 3 – 90 minutes (Group 1)	ELA 5 Unit 3 – 90 minutes (Group 2)	ELA 5 Unit 3 – 90 minutes (Group 3)
Wednesday	SS 4 Unit 1 – 80 min (Group 1)* Or Make-up	SS 4 Unit 1 – 80 min (Group 2)* Or Make-up	SS 4 Unit 1 – 80 min (Group 3)* Or Make-up
Thursday	SS 4 Unit 2 – 80 min (Group 1)* Or Make-up	SS 4 Unit 2 – 80 min (Group 2)* Or Make-up	SS 4 Unit 2 – 80 min (Group 3)* Or Make-up
Friday	SS 4 Unit 3 – 80 min (Group 1)* Or Make-up	SS 4 Unit 3 – 80 min (Group 2)* Or Make-up	SS 4 Unit 3 – 80 min (Group 3)* Or Make-up

*Only schools that are part of the 2017 social studies sample will administer the social studies assessment (about one-third of schools).

CMAS Sample School Schedule for Grades 3-5
___3___ Physical Testing Groups Required – Early Window for ELA/Math CBT Only (Three Extra Weeks)

WEEK 1 March 13-17	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 4 Unit 1 – 60 min (Group 1)	Math 4 Unit 1 – 60 min (Group 2)	Math 4 Unit 1 – 60 min (Group 3)	Make-up
Tuesday	Math 4 Unit 2 – 60 min (Group 1)	Math 4 Unit 2 – 60 min (Group 2)	Math 4 Unit 2 – 60 min (Group 3)	Make-up
Wednesday	Math 4 Unit 3 – 60 min (Group 1)	Math 4 Unit 3 – 60 min (Group 2)	Math 4 Unit 3 – 60 min (Group 3)	Make-up
Thursday	Math 4 Unit 4 – 60 min (Group 1)	Math 4 Unit 4 – 60 min (Group 2)	Math 4 Unit 4 – 60 min (Group 3)	Make-up
Friday	ELA 4 Unit 1 – 90 minutes (Group 1)	ELA 4 Unit 1 – 90 minutes (Group 2)	ELA 4 Unit 1 – 90 minutes (Group 3)	

Spring Break March 20-34	Early morning	Mid-day	Afternoon
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

WEEK 2 March 27-31	Early morning	Mid-day	Afternoon
Monday	ELA 4 Unit 2 – 90 minutes (Group 1)	ELA 4 Unit 2 – 90 minutes (Group 2)	ELA 4 Unit 2 – 90 minutes (Group 3)
Tuesday	ELA 4 Unit 3 – 90 minutes (Group 1)	ELA 4 Unit 3 – 90 minutes (Group 2)	ELA 4 Unit 3 – 90 minutes (Group 3)
Wednesday	ELA 3 Unit 1 – 75 minutes (Group 2)	ELA 3 Unit 1 – 75 minutes (Group 2)	ELA 3 Unit 1 – 75 minutes (Group 3)
Thursday	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 2)	ELA 3 Unit 2 – 90 minutes (Group 3)
Friday	ELA 3 Unit 3 – 90 minutes (Group 1)	ELA 3 Unit 3 – 90 minutes (Group 2)	ELA 3 Unit 3 – 90 minutes (Group 3)

WEEK 3 April 3-7	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Make-up	Make-up	Make-up	Make-up
Tuesday	Math 3 Unit 1 – 60 min (Group 1)	Math 3 Unit 1 – 60 min (Group 2)	Math 3 Unit 1 – 60 min (Group 3)	Make-up
Wednesday	Math 3 Unit 2 – 60 min (Group 1)	Math 3 Unit 2 – 60 min (Group 2)	Math 3 Unit 2 – 60 min (Group 3)	Make-up
Thursday	Math 3 Unit 3 – 60 min (Group 1)	Math 3 Unit 3 – 60 min (Group 2)	Math 3 Unit 3 – 60 min (Group 3)	Make-up
Friday	Math 3 Unit 4 – 60 min (Group 1)	Math 3 Unit 4 – 60 min (Group 2)	Math 3 Unit 4 – 60 min (Group 3)	Make-up

WEEK 4 April 10-14	Early morning	Late morning	Early afternoon	Late afternoon
Monday	Math 5 Unit 1 – 60 min (Group 1)	Math 5 Unit 1 – 60 min (Group 2)	Math 5 Unit 1 – 60 min (Group 3)	Make-up
Tuesday	Math 5 Unit 2 – 60 min (Group 1)	Math 5 Unit 2 – 60 min (Group 2)	Math 5 Unit 2 – 60 min (Group 3)	Make-up
Wednesday	Math 5 Unit 3 – 60 min (Group 1)	Math 5 Unit 3 – 60 min (Group 2)	Math 5 Unit 3 – 60 min (Group 3)	Make-up
Thursday	Math 5 Unit 4 – 60 min (Group 1)	Math 5 Unit 4 – 60 min (Group 2)	Math 5 Unit 4 – 60 min (Group 3)	Make-up
Friday	ELA Grade 5 Unit 1–90 minutes (Group 1)	ELA Grade 5 Unit 1 – 90 minutes (Group 2)	ELA Grade 5 Unit 1– 90 minutes (Group 3)	

WEEK 5 April 17-21	Early morning	Mid-day	Afternoon
Monday	Science 5 Unit 1 – 80 minutes (Group 1)	Science 5 Unit 1 – 80 minutes (Group 2)	Science 5 Unit 1 – 80 minutes (Group 3)
Tuesday	ELA 5 Unit 2 – 90 minutes (Group 1)	ELA 5 Unit 2 – 90 minutes (Group 2)	ELA 5 Unit 2 – 90 minutes (Group 3)
Wednesday	Science 5 Unit 2 – 80 minutes (Group 1)	Science 5 Unit 2 – 80 minutes (Group 2)	Science 5 Unit 2 – 80 minutes (Group 3)
Thursday	ELA 5 Unit 3 – 90 minutes (Group 1)	ELA 5 Unit 3 – 90 minutes (Group 2)	ELA 5 Unit 3 – 90 minutes (Group 3)
Friday	Science 5 Unit 3 – 80 minutes (Group 1)	Science 5 Unit 3 – 80 minutes (Group 2)	Science 5 Unit 3 – 80 minutes (Group 3)

WEEK 6 April 24-28	Early morning	Mid-day	Afternoon
Monday	SS 4 Unit 1 – 80 min (Group 1)* Or Make-up	SS 4 Unit 1 – 80 min (Group 2)* Or Make-up	SS 4 Unit 1 – 80 min (Group 3)* Or Make-up
Tuesday	SS 4 Unit 2 – 80 min (Group 1)* Or Make-up	SS 4 Unit 2 – 80 min (Group 2)* Or Make-up	SS 4 Unit 2 – 80 min (Group 3)* Or Make-up
Wednesday	SS 4 Unit 3 – 80 min (Group 1)* Or Make-up	SS 4 Unit 3 – 80 min (Group 2)* Or Make-up	SS 4 Unit 3 – 80 min (Group 3)* Or Make-up
Thursday	Make-up	Make-up	Make-up
Friday			
Monday			

*Only schools that are part of the 2017 social studies sample will administer the social studies assessment (about one-third of schools).

Accommodation Forms

- UAR Guidance – Reading Access for ELA
- UAR Guidance – Human Scribe for Constructed Response for ELA
- UAR Guidance – Calculator on Math Non-calculator Section Grades 3-7
- UAR Guidance – Calculator on Math Non-calculator Section Grades 8-9
- Verification of Removal of Saved Data

Guidance on Reading Access Accommodation for CMAS: PARCC English Language Arts/Literacy Assessment

The reading access accommodation may be available to a limited number of students with a print disability which severely limits or prevents the student from *decoding* text. This accommodation is *not* intended for use by students who have difficulty comprehending text and instead is intended to allow students to *decode* text. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC English Language Arts/Literacy assessment and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the ELA/Literacy assessment beyond what is included in the PARCC Accessibility Features and Accommodations Manual (AF&A).

There are five criteria determinations needed for each accommodation request. To complete this checklist, the team begins with Criterion #1 (whether or not the student has an IEP or 504 plan) by marking the appropriate Response box. The team follows the instructions of either "stop here" or "complete the supporting data." The requested supporting data is then written into column three prior to moving on to the next criteria. Requests for any reading accommodations *must* include decoding scores. **Supporting data must be less than one year old and include the name of the test/screener, scores, and the date given.** In some instances, data from the current school year may be requested**.** Any UARs submitted without complete information will not be approved. **Any Unique Accommodation Request (UAR) submitted without complete information will not be approved.**

If at any time the Response box indicates "***stop here,***" the team should stop the checklist. This is an indication that the student does not meet the requirements to receive a valid score when using this accommodation on the state assessment. The team should consider available alternative accommodations. If all criteria are met, a Unique Accommodations Request needs to be completed and submitted to CDE for approval.

In Colorado, if all guidelines are met, the District Assessment Coordinator must submit a Unique Accommodation Request to CDE. **The state deadline for Unique Accommodation Requests is December 15.** Districts may implement earlier deadlines for their staff.

If the request is approved by CDE, the student may receive a valid score on the assessment when using this accommodation.

If the request is not submitted or not approved and the educational team uses the accommodation during the CMAS: PARCC English Language Arts/Literacy Assessment, the district may be instructed to mark the assessment as a non-approved accommodation. This will result in the score being invalidated or suppressed and the student being considered a "non-participant" for the ELA/Literacy assessment.

Note: Text to speech and screen readers have different functionality and are used by students with different types of disabilities. Generally, screen readers are utilized by students with visual impairments and are not typically used by students with other types of disabilities.

Unique Accommodation Request
School Year 2016-2017

Contact Information	
District Assessment Coordinator:	Date:
District Name:	

In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assures that:

- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- This accommodation must be documented on the student's IEP or 504 plan.
- The proposed accommodation is used *regularly* and *with fidelity* for routine class instruction and assessment.

DAC Signature:

Student Information	
Name:	SASID:
Grade:	

Type of plan: ☐ IEP ☐ 504 Plan ☐ English Learner (Individual or District Plan)

Disability Category (if applicable):

☐ Autism Spectrum

☐ Deaf-blindness

☐ Hearing Impairment, Including Deafness

☐ Intellectual Disability

☐ Multiple Disabilities

☐ Orthopedic Impairment

☐ Other Health Impaired

☐ Serious Emotional Disability

☐ Specific Learning Disabilities

☐ Speech or Language Impairment

☐ Traumatic Brain Injury

☐ Visual Impairment, Including Blindness

Request

CMAS: PARCC English Language Arts

☐ Text-to-Speech

☐ Human Reader

☐ Sign Language Interpreter

☐ Human Scribe for Constructed Response

Other:_____

CMAS: PARCC Mathematics

☐ Calculator on non- calculator sections

Other:_____

CMAS: Science and Social Studies

Other:_____

This accommodation is intended for a student that has a disability that severely limits or prevents him or her from decoding text; it is not intended for a student reading moderately below grade level.

Guidance Document: Reading Access Accommodation on ELA/L assessment

Student Name: _____

Criterion #1 -- The student is currently eligible for special education services or has a 504 plan.		
	Response:	Supporting Data:
☐ Current IEP ☐ Current 504 plan	☐ **No. Stop here.** ☐ **Yes.** Complete supporting data and continue on to Criterion #2.	Date of latest IEP/504 team meeting: _____
Criterion #2 -- The student has a disability that severely limits or prevents access to printed materials.		
	Response:	Supporting Data:
☐ Visual Impairment, including Blindness	☐ **No.** Go on to Hearing Impairment. ☐ **Yes.** The student is identified as having a visual impairment and is able to access braille. **Stop here.** ☐ **Yes.** The student is unable to access braille due to additional factors. Complete supporting data and continue on to Criterion #3. ☐ **Yes.** The student has not yet learned braille due to recent onset of the visual impairment or rapid decrease in visual acuity. Complete supporting data and continue on to Criterion #3.	Additional factors: _____ _____ _____ OR Date of commencement of braille instruction: _____ _____ _____
☐ Hearing Impairment, including Deafness	☐ **No.** Go on to Other Disability. ☐ **Yes.** The student is identified with a hearing impairment; however, the student does *not* have a history of early and prolonged language deprivation. **Stop here.** ☐ **Yes.** The student is identified with a hearing impairment and has a history of early and prolonged language deprivation. Complete supporting data and continue on to Criterion #3.	Provide data on how the student's early and prolonged language deprivation has impacted the student ability to decode written language: _____ _____ _____
☐ Other Disability which severely limits or prevents a student's ability to decode text	☐ **No. Stop here.** ☐ **Yes.** The student is identified with a disability which limits access to printed text; however, the student *is able* to decode text. **Stop here.** ☐ **Yes.** The student is identified with a disability in Basic Reading Skills that severely limits or prevents access to printed text through decoding.	Disability which prevents the student from accessing printed text: _____ _____

	Complete supporting data and continue on to Criterion #3.	

Criterion #3 -- The student's inability to decode printed text (or braille) is documented by evaluation on at least one recent individually-administered diagnostic assessment.

	Response:	Supporting Data:
☐ A norm referenced, culturally and linguistically sensitive, assessment was individually administered that indicates a significant deficit in phonological awareness, phonemic awareness, or decoding has been given within one academic year.	☐ **No. Stop here.** ☐ **Yes.** The diagnostic assessment indicates the student is below grade level in reading comprehension and/or fluency; however, the student is able to decode text at or below grade level. **Stop here.** ☐ **Yes.** The diagnostic and supporting assessment(s) indicate a significant deficit in decoding and/or phonemic awareness that limits or prevents access to text. Complete supporting data and continue on to Criterion #4.	Name of diagnostic reading assessment (must include a measure for phonemic awareness/decoding and be administered at the student's enrolled grade level): _____ Most recent date of assessment: _____ Scores (must include phonological or phonemic awareness and/or decoding scores): _____ Summary of results: _____ _____ _____

Criterion #4 -- The student is receiving supplemental reading instruction.

	Response:	Supporting Data:
☐ The Student receives research/evidence based CORE instruction and supplemental Targeted and Intensive Interventions in the area of Basic Reading Skills in addition to English language arts instruction.	☐ **No. Stop here.** ☐ **Yes.** The student is receiving direct reading intervention outside of regularly scheduled English language arts instructional time. Complete supporting data and continue on to Criterion #5.	Frequency and duration (time allotted) for specific reading CORE instruction: _____ _____ _____ _____

Criterion #5 -- The student is receiving instructional materials in an auditory/sign format the majority of the time.

	Response:	Supporting Data:
☐ Text based instructional materials for all content areas are presented in	☐ **No. Stop here.** ☐ **Yes.** The student has access to a human reader/signer upon request.	Summary of Accessible Instructional Materials: _____ _____

audio/sign format.	**Stop here.**	
	☐ **Yes.** The student receives *some* materials in an audio format through a computer (text-to-speech), human reader/signer, or audio books. **Stop here.** ☐ **Yes.** The student receives 55% or more of their instructional materials in an audio format through a computer (text-to-speech or screen-reader software), human reader/signer, or recorded books**. Complete supporting data.**	What is the alternate format used most often by the student: ☐ Audio Recording ☐ Human Reader ☐ Human Signer ☐ Screen Reader ☐ Text-to-Speech

Unique Accommodation Request		
	Response:	Supporting Data:
The student needs the reading access accommodation under criterion #5.	☐ **Yes.** A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain correct paperwork and deadlines.	☐ Guidance document submitted to DAC. ☐ Submitted to CDE on or before December 15. ☐ Approval/Denial received from CDE Date: _____

This accommodation is intended for a student that has a disability that severely limits or prevents him or her from decoding text; it is not intended for a student reading moderately below grade level.

Guidance on Human Scribe Accommodation for Constructed Response Items for CMAS: PARCC English Language Arts/Literacy Assessment

The human scribe accommodation for constructed response items may be available to a limited number of students with a neurological or orthopedic impairment which severely limits or prevents the student's motor process of **writing,** either manually or with assistive technology. This may include students with reduced ability due to pain, impaired motor function or limited endurance. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC English Language Arts/Literacy assessment and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the ELA/Literacy assessment beyond what is included in the PARCC Accessibility Features and Accommodations Manual (AF&A).

The human scribe accommodation for constructed response items should be viewed as an **_interim accommodation_** for students while the student is learning to write using assistive technology. Teachers with any students who use this accommodation on state assessments should consider moving the student to a more independent means of expressing knowledge such as keyboarding or speech-to-text software for constructed response items.

The human scribe accommodation **_may not_** be only used for illegible handwriting or poor writing skills (this includes students whose spelling and/or word choice may be below grade level). Other compensatory strategies should be used such as assistive technology or special scratch paper.

If a student requires a scribe due to a temporary recent illness or injury (e.g. broken arm), an Emergency Accommodations Form must be completed and kept on file at the school. A Unique Accommodation is **_not_** required.

There are four criteria determinations needed for each accommodation request. To complete this checklist, the team begins with Criterion #1 (the student has a current IEP or 504 plan) by marking the appropriate Response box. The team follows the instructions of either "stop here" or "complete the supporting data." The requested supporting data is then written into column three prior to moving on to the next criteria. Supporting data must be less than one year old and include the name of the test/screener, scores, and the date given. In some instances, data from the current school year may be requested. **Any UARs submitted without complete information will not be approved.**

If at any time the Response box indicates "**_stop here,_**" the team should stop the checklist. This is an indication that the student does not meet the requirements to receive a valid score when using this accommodation on the state assessment. The team should consider available alternative accommodations. If all criteria are met, a Unique Accommodations Request needs to be completed and submitted to CDE for approval.

In Colorado, if all guidelines are met, the District Assessment Coordinator must submit a Unique Accommodation Request. **The state deadline for Unique Accommodation Requests is December 15**. Districts may implement earlier deadlines for their staff.

If the request is approved, the student may receive a valid score on the assessment when using this accommodation.

If the request is not submitted or not approved and the educational team uses the accommodation during the CMAS: PARCC English language arts/literacy assessment, the district may be instructed to mark the assessment as a non-approved accommodation. This will result in the score being invalidated or suppressed and the student being considered a "non-participant" for the ELA/literacy assessment.

Unique Accommodation Request
School Year 2016-2017

Contact Information	
District Assessment Coordinator:	Date:
District Name:	

In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assures that:

- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- This accommodation must be documented on the student's IEP or 504 plan.
- The proposed accommodation is used *regularly* and *with fidelity* for routine class instruction and assessment.

DAC Signature:

Student Information	
Name:	SASID:
Grade:	

Type of plan: ☐ IEP   ☐ 504 Plan   ☐ English Learner (Individual or District Plan)

Disability Category (if applicable):

☐ Autism Spectrum	☐ Deaf-blindness	☐ Hearing Impairment, Including Deafness
☐ Intellectual Disability	☐ Multiple Disabilities	☐ Orthopedic Impairment
☐ Other Health Impaired	☐ Serious Emotional Disability	☐ Specific Learning Disabilities
☐ Speech or Language Impairment	☐ Traumatic Brain Injury	☐ Visual Impairment, Including Blindness

Request

CMAS: PARCC English Language Arts
- ☐ Text-to-Speech
- ☐ Sign Language Interpreter
- ☐ Human Reader
- ☐ Human Scribe for Constructed Response

Other:_____

CMAS: PARCC Mathematics
- ☐ Calculator on non- calculator sections

Other:_____

CMAS: Science and Social Studies

Other:_____

The human scribe accommodation is not intended for use for students with illegible handwriting or poor writing skills (this includes students whose spelling and/or word choice may be below grade level). It is intended for students who have difficulties with the motor process of writing.

Guidance Document: Human Scribe for Constructed Response on ELA/L

Student Name: _____

Criterion #1: The student is currently eligible for special education services or has a 504 plan.		
	Response:	Supporting Data:
☐ Current IEP ☐ Current 504 plan	☐ **No. Stop here.** ☐ **Yes.** Complete supporting data and continue on to Criterion #2.	Date of latest IEP/504 team meeting: _____

Criterion #2: The student has a documented orthopedic impairment which severely limits or prevents written expression.		
	Response:	Supporting Data:
☐ Orthopedic impairment – does not have to be listed as primary disability on IEP	☐ **No.** Go on to Neurological Impairment. ☐ **Yes.** The student is identified as having an orthopedic impairment; however, it does not impact the student's motor processes in a way that limits the student's ability to write independently. **Stop here.** ☐ **Yes.** The student is identified as having an orthopedic impairment which impacts the student's motor processes in a way that limits the student's ability to write independently. Complete supporting data and continue on to Criterion #3.	Impact of orthopedic impairment on writing: _____ _____ _____
	Response:	Supporting Data:
☐ Neurological Impairment - Other documented disability impacting the neurological process of transcription – does not have to be listed as primary disability on IEP	☐ **No. Stop here.** ☐ **Yes.** The student is identified as having a neurological disability effecting transcription, it does not impact the student's motor processes in a way that limits the student's ability to write independently. **Stop here.** ☐ **Yes.** The student is identified as having a neurological disability which impacts the student's motor processes in a way that limits the student's ability to write independently. Complete supporting data and continue on to Criterion #3.	Impact of neurological impairment on writing: _____ _____ _____

Criterion #3: The student's inability to express him or herself through writing is documented by evaluation on at least one recent locally-administered diagnostic assessment.		
	Response:	Supporting Data:
☐ A fine motor or	☐ **No. Stop here.**	Most recent date of fine motor evaluation:

| neurological assessment has been given within one academic year.

(If a fine motor evaluation is not necessary due to a student's on-going orthopedic impairment, include date of last evaluation.) | ☐ **Yes.** The evaluation indicates the student is below grade level in writing; however, the inability to express through writing is not due to an orthopedic impairment impacting the motor process of writing. **Stop here.**

☐ **Yes.** The evaluation supports that the student displays a neurological or continued orthopedic impairment impacting the motor process of writing. Complete supporting data and continue on to Criterion #4. | Summary of results:

_____

_____

_____ |

Criterion #4: The student is working with assistive technology for writing the majority of the time but is not yet proficient enough to use it on assessment.

	Response:	Supporting Data:
☐ The student has been instructed on use of one or more AT devices or software.	☐ **No. Stop here.** ☐ **Yes.** The student has access to AT upon request. **Stop here.** ☐ **Yes.** The student has tried one or more types of AT, but does not like it so it is not used. **Stop here.** ☐ **Yes.** The student has tried one or more types of AT, but only uses them with interventionist. **Stop here.** ☐ **Yes.** The student regularly uses AT for writing, but is still struggling on using the device or software. Complete supporting data. ☐ **Yes.** The student does not use AT due to ongoing additional complications. Complete supporting data.	Date of latest SWAAAC consultation: _____ How often does the student engage with the technology? _____ What is the technology used most often by the student for writing: ☐ Keyboard ☐ Switch-compatible software ☐ Speech-to-Text

Unique Accommodation Request

	Response:	Supporting Data:
The student needs a **Human Scribe** under criterion #4.	☐ **Yes.** A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain correct paperwork and deadlines.	☐ Guidance document submitted to DAC. ☐ Submitted to CDE on or before December 15. ☐ Approval/Denial received from CDE. Date: _____

The human scribe accommodation is not intended for use for students with illegible handwriting or poor writing skills (this includes students whose spelling and/or word choice may be below grade level). It is intended for students who have difficulties with the motor process of writing.

Guidance on Accommodations for the Calculation Device and Math Tools on Non-calculator Sections for the CMAS: PARCC Mathematics Assessment (Grades 3-7)

The Calculation Device and Math Tools on Non-Calculator Sections accommodation may be available to a limited number of students with a disability which severely limits or prevents the student from *performing basic calculations*. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC Mathematics assessment and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the mathematics assessment beyond what is included in the PARCC Accessibility Features and Accommodations Manual (AF&A).

There are five criteria determinations needed for each accommodation request. To complete this checklist, the team begins with Criterion #1 by marking the appropriate Response box. The team follows the instructions of either "stop here" or "complete the supporting data." The requested supporting data is then written into column three prior to moving on to the next criteria. Supporting data must be less than one year old and include the name of the test/screener, scores, and the date given. In some instances, data from the current school year may be requested. **Any Unique Accommodation Request (UAR) submitted without complete information will not be approved.**

If at any time the Response box indicates "***stop here,***" the team should stop the checklist. This is an indication that the student does not meet the requirements to receive a valid score when using this accommodation on the state assessment. The team should consider available alternative accommodations.

In Colorado, if all guidelines are met for the calculator accommodation, the District Assessment Coordinator must submit a Unique Accommodation Request to CDE for approval. **The deadline for the state to receive Unique Accommodation Requests is December 15**. Districts may implement earlier deadlines for their staff.

If the request is approved, the student may receive a valid score on the assessment when using this accommodation.

If the request is not submitted and/or not approved and the educational team uses the accommodation during the CMAS: PARCC Mathematics assessment, the district may be instructed to mark the assessment as a non-approved accommodation. This will result in the score being invalidated or suppressed and the student being considered a "non-participant" for the Mathematics assessment.

Although a CDE approved Unique Accommodation Request form is not required for the following mathematics tools, students **must** still meet all of the requirements on the guidance document. A Unique Accommodation Request form must be completed, approved, and maintained at the district for the following tools:

- Arithmetic tables
- Two-color chips
- One-to-one counters or counting chips
- Square tiles
- Base 10 blocks
- 100s chart

Note: A number line is not an allowable tool and cannot be used on the math assessment.

Unique Accommodation Request
School Year 2016-2017

Contact Information	
District Assessment Coordinator:	Date:
District Name:	

In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assures that:

- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- This accommodation must be documented on the student's IEP or 504 plan.
- The proposed accommodation is used *regularly* and *with fidelity* for routine class instruction and assessment.

DAC Signature:

Student Information	
Name:	SASID:
Grade:	

Type of plan: ☐ IEP   ☐ 504 Plan   ☐ English Learner (Individual or District Plan)

Disability Category (if applicable):

☐ Autism Spectrum	☐ Deaf-blindness	☐ Hearing Impairment, Including Deafness
☐ Intellectual Disability	☐ Multiple Disabilities	☐ Orthopedic Impairment
☐ Other Health Impaired	☐ Serious Emotional Disability	☐ Specific Learning Disabilities
☐ Speech or Language Impairment	☐ Traumatic Brain Injury	☐ Visual Impairment, Including Blindness

Request

CMAS: PARCC English Language Arts
   ☐ Text-to-Speech   ☐ Human Reader
   ☐ Sign Language Interpreter   ☐ Human Scribe for Constructed Response

Other:_____

CMAS: PARCC Mathematics
   ☐ Calculator on non- calculator sections

Other:_____

CMAS: Science and Social Studies

Other:_____

The use of a calculator on the non-calculator sections of the math test is intended to provide basic access to the math test. It is not intended for use by students who can complete basic computations but are below grade level in their general math knowledge.

Guidance Document: Calculator / Math Tools on Non-Calculator Sections (Grades 3-7)

Student Name: _____

Criterion #1 -- The student is currently eligible for special education services or has a 504 plan.		
	Response:	Supporting Data:
☐ Current IEP ☐ Current 504 plan ☐ Grade 3-7 *(if in grades 8-9 use other form*	☐ **No. Stop here.** ☐ **Yes.** Complete supporting data and continue on to Criterion #2.	Date of latest IEP/504 team meeting: _____

Criterion #2 -- The student has a disability that severely limits or prevents basic calculation.		
	Response:	Supporting Data:
Does the student have a disability that severely limits or prevents the student's ability to perform basic calculations even after varied and repeated attempts to teach the student to do so?	☐ **No. Stop here.** ☐ **Yes.** One or more "no" is marked in the supporting data area. Continue on to Criterion #3.	Can the student complete single-digit addition problems? ☐ **Yes** ☐ **No**
		Can the student complete single-digit subtraction problems? ☐ **Yes** ☐ **No**
		Complete section below only for 5th-7th grade students
		Can the student complete single-digit multiplication problems? ☐ **Yes** ☐ **No**
		Can the student complete single-digit division problems? ☐ **Yes** ☐ **No**

Criterion #3 -- The student's inability to perform mathematical calculations is documented by evaluation on at least one recent locally-administered diagnostic assessment.		
	Response:	Supporting Data:
A diagnostic mathematics assessment has been given **within one academic year**.	☐ **No. Stop here.** ☐ **Yes.** The diagnostic assessment indicates the student is below grade level in math; however, the student is able to perform single-digit computation with assistance from math tools. **District approval of Math Tools Only. Continue and submit to DAC.** ☐ **Yes.** The diagnostic assessment indicates the student has a disability that severely limits or prevents the student's ability to perform basic calculations even after varied and repeated attempts to teach the student to do so Complete supporting data and continue to Criterion #4.	Name of diagnostic assessment: _____ Most recent date of assessment: _____ Scores: _____ Summary of results: _____ _____ _____

Criterion #4 -- The student is receiving supplemental calculation instruction.		
	Response:	Supporting Data:
The student is receiving regular and ongoing calculation instruction in addition to Mathematics instruction.	☐ **No. Stop here.** ☐ **Yes.** The student is receiving ongoing, intensive instruction and/or intervention outside of regularly scheduled Mathematics instructional time**.** Complete supporting data and continue on to Criterion #5.	Frequency and duration (time allotted) for specific math/calculation instruction: _____ _____ _____ _____

Criterion #5 -- The student is using a calculation device, arithmetic table or tools during instruction the majority of the time.		
	Response:	Supporting Data:
The student has access to *and uses* a calculation device, arithmetic table or math tools the majority of the time during instruction.	☐ **No. Stop here.** ☐ **Yes.** The student has access to math tools upon request. **Stop here.** ☐ **Yes.** The student has access to math tools, but does not use them regularly during instruction. **Stop here.** ☐ **Yes.** The student uses math tools (including but not limited to a calculator) to perform basic calculations 55% or more of the time during instruction. Complete supporting data.	Math tools the student has access to and uses the majority of the time: Calculator ☐ 4-function Calculator Math Tools ☐ Hundreds Chart ☐ Addition Chart ☐ Subtraction Chart ☐ Multiplication Chart ☐ Division Chart ☐ Two color chips ☐ Base 10 blocks ☐ Square tiles ☐ Other 1-to-1 counters Other: _____

Unique Accommodation Request		
	Response:	Supporting Data:
The student needs a **calculator** or an "other" calculation device under criterion #5.	☐ **No.** Because the student uses approved math tools (excluding calculator), a unique accommodation request is not required by CDE. Complete this form and maintain at the district. **Stop here.** ☐ **Yes.** A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain correct paperwork and deadlines.	☐ Guidance document submitted to DAC. ☐ Submitted to CDE on or before December 15. ☐ Approval/Denial received from CDE Date: _____

The use of a calculator on the non-calculator sections of the math test is intended to provide basic access to the math test. It is not intended for use by students who can complete basic computations but are below grade level in their general math knowledge.

Guidance on Accommodations for the Calculation Device and Math Tools on Non-calculator Sections for the CMAS: PARCC Mathematics Assessment (Grades 8-9)

The Calculation Device and Math Tools on Non-Calculator Sections accommodation may be available to a limited number of students with a disability which severely limits or prevents the student from *performing basic calculations*. At the educational team's discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC Mathematics assessment and receive a valid score. Colorado requires additional documentation to be able to provide this accommodation on the mathematics assessment beyond what is included in the PARCC Accessibility Features and Accommodations Manual (AF&A).

There are five criteria determinations needed for each accommodation request. To complete this checklist, the team begins with Criterion #1 by marking the appropriate Response box. The team follows the instructions of either "stop here" or "complete the supporting data." The requested supporting data is then written into column three prior to moving on to the next criteria. Supporting data must be less than one year old and include the name of the test/screener, scores, and the date given. In some instances, data from the current school year may be requested. **Any Unique Accommodation Request (UAR) submitted without complete information will not be approved.**

If at any time the Response box indicates "***stop here,***" the team should stop the checklist. This is an indication that the student does not meet the requirements to receive a valid score when using this accommodation on the state assessment. The team should consider available alternative accommodations.

In Colorado, if all guidelines are met for the calculator accommodation, the District Assessment Coordinator must submit a Unique Accommodation Request to CDE for approval. **The deadline for the state to receive Unique Accommodation Requests is December 15**. Districts may implement earlier deadlines for their staff.

If the request is approved, the student may receive a valid score on the assessment when using this accommodation.

If the request is not submitted and/or not approved and the educational team uses the accommodation during the CMAS: PARCC Mathematics assessment, the district may be instructed to mark the assessment as a non-approved accommodation. This will result in the score being invalidated or suppressed and the student being considered a "non-participant" for the Mathematics assessment.

Although a CDE approved Unique Accommodation Request form is not required for the following mathematics tools, students **must** still meet all of the requirements on the guidance document. A Unique Accommodation Request form must be completed, approved, and maintained at the district for the following tools:

- Arithmetic tables
- Two-color chips
- One-to-one counters or counting chips
- Square tiles
- Base 10 blocks
- 100s chart

Note: A number line is not an allowable tool and cannot be used on the math assessment.

Unique Accommodation Request
School Year 2016-2017

Contact Information	
District Assessment Coordinator:	Date:
District Name:	

In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assures that:

- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- This accommodation must be documented on the student's IEP or 504 plan.
- The proposed accommodation is used *regularly* and *with fidelity* for routine class instruction and assessment.

DAC Signature:

Student Information	
Name:	SASID:
Grade:	

Type of plan: ☐ IEP   ☐ 504 Plan   ☐ English Learner (Individual or District Plan)

Disability Category (if applicable):

☐ Autism Spectrum	☐ Deaf-blindness	☐ Hearing Impairment, Including Deafness
☐ Intellectual Disability	☐ Multiple Disabilities	☐ Orthopedic Impairment
☐ Other Health Impaired	☐ Serious Emotional Disability	☐ Specific Learning Disabilities
☐ Speech or Language Impairment	☐ Traumatic Brain Injury	☐ Visual Impairment, Including Blindness

Request

CMAS: PARCC English Language Arts
- ☐ Text-to-Speech
- ☐ Sign Language Interpreter
- ☐ Human Reader
- ☐ Human Scribe for Constructed Response

Other:_____

CMAS: PARCC Mathematics
- ☐ Calculator on non- calculator sections

Other:_____

CMAS: Science and Social Studies

Other:_____

The use of a calculator on the non-calculator sections of the math test is intended to provide basic access to the math test. It is not intended for use by students who can complete basic computations but are below grade level in their general math knowledge.

Guidance Document: Calculator / Math Tools on Non-Calculator Sections (Grades 8-9)

Student Name: _____

Criterion #1 -- The student is currently eligible for special education services or has a 504 plan.		
	Response:	Supporting Data:
☐ Current IEP ☐ Current 504 plan ☐ Grade 8 or 9 *(if in grades 3-7 use other form*	☐ **No. Stop here.** ☐ **Yes.** Complete supporting data and continue on to Criterion #2.	Date of latest IEP/504 team meeting: _____

Criterion #2 -- The student has a disability that severely limits or prevents basic calculation.		
	Response:	Supporting Data:
Does the student have a disability that severely limits or prevents the student's ability to perform basic calculations even after varied and repeated attempts to teach the student to do so?	☐ **No. Stop here.** ☐ **Yes.** One or more "no" is marked in the supporting data area. Continue on to Criterion #3.	Can the student complete single-digit addition problems? ☐ **Yes** ☐ **No**
		Can the student complete single-digit subtraction problems? ☐ **Yes** ☐ **No**
		Can the student complete single-digit multiplication problems? ☐ **Yes** ☐ **No**
		Can the student complete single-digit division problems? ☐ **Yes** ☐ **No**

Criterion #3 -- The student's inability to perform mathematical calculations is documented by evaluation on at least one recent locally-administered diagnostic assessment.		
	Response:	Supporting Data:
A diagnostic mathematics assessment has been given **within one academic year**.	☐ **No. Stop here.** ☐ **Yes.** The diagnostic assessment indicates the student has a disability that severely limits or prevents the student's ability to perform basic calculations even after varied and repeated attempts to teach the student to do so Complete supporting data and continue to Criterion #4.	Name of diagnostic assessment: _____ Most recent date of assessment: _____ Scores: _____ Summary of results: _____ _____ _____

Criterion #4 -- The student is receiving supplemental calculation instruction.		
	Response:	Supporting Data:
The student is receiving regular and ongoing calculation instruction in addition to Mathematics instruction.	☐ **No. Stop here.** ☐ **Yes.** The student is receiving ongoing, intensive instruction and/or intervention outside of	Frequency and duration (time allotted) for specific math/calculation instruction: _____ _____

	regularly scheduled Mathematics instructional time**.** Complete supporting data and continue on to Criterion #5.	

Criterion #5 -- The student is using a calculation device, arithmetic table or math tools during instruction the majority of the time.		
	Response:	Supporting Data:
The student has access to *and uses* a calculation device, arithmetic table or math tools the majority of the time during instruction.	☐ **No. Stop here.** ☐ **Yes.** The student has access to math tools upon request. **Stop here.** ☐ **Yes.** The student has access to math tools, but does not use them regularly during instruction. **Stop here.** ☐ **Yes.** The student uses math tools (including but not limited to a calculator) to perform basic calculations 55% or more of the time during instruction. Complete supporting data.	Math tools the student has access to and uses the majority of the time: Calculator ☐ 4-function Calculator Math Tools ☐ Hundreds Chart ☐ Addition Chart ☐ Subtraction Chart ☐ Multiplication Chart ☐ Division Chart ☐ Two color chips ☐ Base 10 blocks ☐ Square tiles ☐ Other 1-to-1 counters Other: _____ _____

Unique Accommodation Request		
	Response:	Supporting Data:
The student needs a **calculator** or an "other" calculation device under criterion #5.	☐ **No.** Because the student uses approved math tools (excluding calculator), a unique accommodation request is not required by CDE. Complete this form and maintain at the district. **Stop here.** ☐ **Yes.** A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC to obtain correct paperwork and deadlines.	☐ Request completed and sent to DAC. ☐ Guidance document submitted to DAC. ☐ Submitted to CDE on or before December 15. ☐ Approval/Denial received from CDE 　Date: _____

The use of a calculator on the non-calculator sections of the math test is intended to provide basic access to the math test. It is not intended for use by students who can complete basic computations but are below grade level in their general math knowledge.

Emergency Accommodation Form

Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies

Directions: This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the CMAS or CoAlt assessment, this form must be completed and maintained in the student's assessment file. **The parent must be notified that an emergency accommodation was provided. Consult with the District Assessment Coordinator (DAC) for approval if required by the district.** If appropriate, this form may also be submitted to the DAC to be retained in the student's central office file.

District Name and Code:	Date:
School Name and Code:	Telephone Number:
Student Name:	Grade:
SASID:	DOB:
Assessment Subject(s):	

Name and Title of Person Completing this Form:

_____   _____
Staff Member's Name   *Title/Position*

Reason for needing an emergency test accommodation (attach documentation if needed):

_____
_____
_____
_____

Describe what the testing accommodation will be:

_____
_____
_____

Who will administer the accommodation?_____

_____   _____
Staff Member's Name   *Title/Position*

_____   _____
SAC Signature   *Date*

_____   _____
DAC Signature (if appropriate or required)   *Date*

Verification of Removal of Saved Data
Spring 2017 CMAS and CoAlt: ELA, Math, Science and Social Studies

Administration of the CMAS and CoAlt assessments may require student responses or task-based materials to be temporarily stored on local devices. Because the student responses are unencrypted and the task-based materials contain assessment content, they are secure and must be treated as such.

- **Student responses saved on secondary devices:** Certain accommodations require the use of secondary devices in order for students to respond to assessment questions (e.g., speech-to-text, word prediction, AAC). Responses saved on secondary devices will need to be transcribed into online or paper test forms, depending on the testing mode that is used by the student, in order to be scored. All student responses must be removed from the secondary device or flash drive immediately following transcription or printing of student responses for transcription purposes.
- **CoAlt task manipulatives:** While hard-copy CoAlt task manipulatives are included in CoAlt test kits, they are also available electronically to allow for customization based on individual student need.

It is the DAC's responsibility to ensure that all secure content is deleted after testing or transcription in a secure manner.

School Name and Code: _____

School Assessment Coordinator: _____

Designee Responsible for Deleting CMAS/CoAlt Content: _____

I verify that all electronic copies of student answers entered on secondary devices as part of an accommodation have been permanently removed from any technology at this school according to district policy.

_____ (initials)

I verify that all flash drives which may contain student answers from the CMAS assessments and/or CoAlt task manipulatives have been permanently wiped clean, destroyed, or turned-in to the DAC according to district policy.

_____ (initials)

Designee Signature	*Date*

SAC Signature	*Date*

PAnext

- PAnext User Roles and Permissions
- Quick Reference Guide to Assigning Testing Format, Accommodations and Accessibility Features
- Quick Reference Guide to CoAlt: S/SS Activities in PAnext
- Quick Reference Guide to Additional Orders (DACs Only)
- Quick Reference Guide to Support Documents
- PAnext Resources

PAnext User Roles and Permissions

The table on the following page shows standard base and add on roles that may be assigned to PAnext users. Role-associated functions that may be performed by each user type are indicated. Individuals can be assigned more than one role to fulfill the need for additional permissions (e.g., a School Assessment Coordinator who will create test sessions and also manage student registration data (PII*) will require the School Test Coordinator and Sensitive Data roles). For the complete PAnext User Roles and Permissions guidelines, refer to the full *User Role Matrix* available at co.PearsonAccessnext.com > Support > Documentation.

The official DAC for each district has been assigned the LEA/District Test Coordinator base role and all add on roles displayed in the following table. The DAC may confer roles to other PAnext users in their district as appropriate. **Note**: Some add on roles are only available at certain times before, during, or after the administration window.

*Personally Identifiable Information (PII) can be viewed/updated by users with the Sensitive Data and Student Test Update roles. Districts should only assign these user roles to individuals who may access PII.

PAnext User Role Matrix

Permission Category / Permission Name	BASE ROLES						ADD ON ROLES				
	LEA/District Test Coordinator	School Institution Test Coordinator	Test Administrator	Technology Coordinator	Test Examiner	Published Reports Role	Request Additional Order Role	Delete Student Role	Sensitive Data Role	Student Test Update Role	Rejected Student Test Role
File Import / Export											
Users	●	●									
Students Registration/Personal Needs Profile (SR/PNP)									●	●	
Student Registration Delete								●			
Student Test Update (STU)										●	
Organizations											
Contacts Create/Edit/Delete	●										
Enrollment Counts Status	●	●									
View Completion Status	●	●									
Users											
Create/Edit/Delete	●	●									
Reset Password	●	●									
Classes											
Create/Edit/Delete	●	●									
Orders											
View	●	●									
Create/Edit/Cancel (pending orders)							●				
Students											
Search	●	●	●	●	●				●	●	
Create/Enroll/Register/Edit	●	●							●	●	
Student Detail Pop Up									●	●	
Student Test – Not Tested Code/Reason									●	●	
Student Test – Void Test Score Code/Reason										●	
View Sensitive Student Data					●				●	●	
Delete								●			
Generate Sample Students (Training Site Only)	●	●		●					●	●	
Student Tests											
Manage Student Tests – View	●	●	●		●				●	●	
Manage Student Tests – Edit	●	●							●	●	
Rejected Student Tests – Edit											●
Session Management											
Precache Test Content	●	●		●							
Prepare Sessions	●	●									
View Sessions/Students in Sessions	●	●	●	●							
Create/Edit/Delete Session	●	●									
Mark Test Complete (Does NOT Invalidate)	●	●									
Resume Test	●	●	●								
Add/Remove/Move Students from Sessions	●	●									
Lock/Unlock Sections	●	●	●								
Start/Stop/Refresh Session	●	●	●								
Download Student Test Tickets	●	●	●								
Alternate Assessments											
Assign Test Examiner to Student Tests	●	●									
View Student Restricted to Assigned Student Test					●						
Enter/Submit Student Scores (Score Entry)	●	●			●						
View Score Entry Completion Reports	●	●									
Work Requests											
Create Enrollment Transfer	●								●		
Approve Enrollment Transfer	●								●		
Reports											
Operational	●	●									
Published						●					

Quick Reference Guide to Assigning Test Format, Accessibility Features and Accommodations

The default test format for CMAS assessments is online (O) for computer-based testing (CBT). If districts provide paper-based testing (PBT) information to CDE by December 15, 2017, CDE will change the test format to paper (P) for students in the appropriate organizations. If notification is not provided to CDE regarding test format, or if individual students require PBT accommodated forms, it is the district's responsibility to update the test format to paper (P) in PAnext for the appropriate students prior to January 27, 2017.

Online Forms with Accessibility Features* or Accommodations

- Auditory Presentation: Text-to-Speech – Text is read aloud to the student by means of the embedded text-to-speech software.
    - Accessibility feature for math, science, and social studies
    - **TTS for ELA is a unique accommodation.** A Unique Accommodation Request (UAR) form must be submitted by the district and approved by CDE Assessment prior to assigning this unique accommodation to any student. Assigning ELA TTS without approval from CDE may result in test invalidation or suppression of scores.
- Auditory Presentation: Spanish Text-To Speech – Spanish text is read aloud to the student by means of the embedded text-to-speech software.
    - EL accommodation for math, science, and social studies
- Auditory Presentation: Human Reader/Signer/Oral Script – Form to be used with human reader kits or oral scripts for translation for computer-based testing (CBT), including with the human signer accommodation. To assign the appropriate form, the student's test must be placed in a test session with Session Type set to Read Aloud (ELA/math) or Oral Script (S/SS).
    - Accommodation for math, science, and social studies
    - **Human Reader/Signer for ELA is a unique accommodation.** A Unique Accommodation Request (UAR) form must be submitted by the district and approved by CDE Assessment prior to assigning this unique accommodation to any student. Assigning ELA Human Reader/Signer without approval from CDE may result in test invalidation or suppression of scores.
    *Color Contrast (this accessibility feature allows students to adjust the background and font colors and must be indicated in advance; it is not a specific form)
- PARCC ELA and math only:
    - Screen reader – this form is for students with visual impairments using a program that reads the screen (e.g., JAWS)
    - ASL video – This form has embedded video of an interpreter presenting the test in American Sign Language (ASL)
    - Assistive Technology – Non-Screen reader – Form is for use with outside assistive technology devices.
        - Prior to testing schools should try the device in a practice environment to determine if it will be compatible with TestNav.
        - If the device is not compatible with TestNav, then the student may need two computers for testing, and responses will need to be transcribed into the student's test.
    - Closed Captioning – For ELA only, this form contains closed captioning of any videos that have audio. Videos that may appear on the math, science, and social studies assessments do not have audio.
    - Spanish – for math only, this form of the assessment is in Spanish. It does not provide access to text-to-speech.

For students not requiring a special form, additional indications do not need to be made in PAnext as the students will automatically be assigned to a form once their online test session has been "prepared". Unless indicated otherwise, all students are defaulted to a "main" form of the assessment. All assessment tools are accessible to students on the "main" form, but online accommodations (e.g., Spanish text-to-speech) and the text-to-speech accessibility feature cannot be accessed unless assigned prior to testing. If students were not correctly assigned to an accommodated form prior to the

test session being "prepared," the student will need to be removed from the test session in order for the accommodated form to be assigned.

Paper Test Forms
- Paper Test Book – sent as kits with associated materials as follows:
    - Social studies kit includes source book
    - High school science includes periodic table
    - ELA and math grades 4-9 include answer document
- Large Print Kit – large print tests are spiral bound and measure 14 inches by 18 inches. Kit includes the necessary regular-print materials for transcription.
    - A corner-stapled visual descriptions document that is to be used by the student is included in the large print science and social studies kits.
- Spanish Paper Test Kits
    - Bilingual presentation of test content in Spanish and English
        - Grade 4 social studies (includes bilingual source book)
        - Grade 5 science
    - Test content presented in Spanish
        - Grade 7 social studies (includes Spanish source book)
        - Grades 8 and 11 science
        - Grades 3-9 math
        - CSLA (grades 3 and 4)
- Braille Kits – braille test materials produced in indicated form of braille. Kit includes the necessary regular-print materials for transcription.
    - UEB
    - EBAE Contracted
    - EBAE Uncontracted

Human Reader/Signer/Oral Scripts – This auditory presentation accommodation provides an oral reading of the test form by a district/school employee to a student and must be documented on his/her IEP, 504, or EL plan. The CBT and PBT oral scripts are <u>not</u> interchangeable.
- Human Reader/PBT English Oral Script
- Human Reader/PBT Spanish Oral Script
- Human Reader/Signer/PBT Oral Script for Translation*
- Human Reader/Signer/CBT Oral Script for Translation*

* Scripts for Translation will be used for languages other than English or Spanish.

For students requiring a special form, please follow the appropriate steps, depending on whether the student:
- Requires an accommodation (below),
- Is not yet assigned to a test session, or
- Has already been placed in a test session.

Prior to Assigning Accommodations
Before accommodations can be assigned to students, the existence of an IEP, 504, or EL Plan must be indicated on a student's registration information. Only PAnext users with the Sensitive Data role have the necessary permissions to access this screen to indicate the appropriate student status/plan information. This is required for accommodations only and does not apply to accessibility features that need to be pre-assigned.

1. Go to Setup > Students.
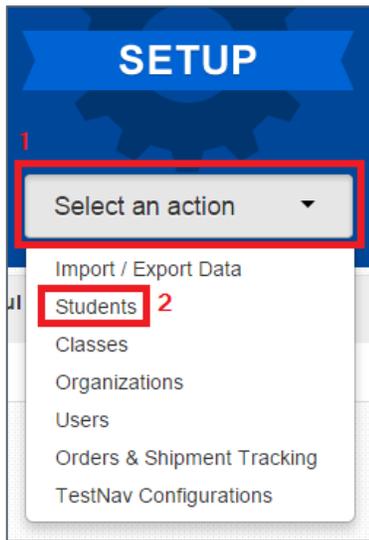
2. Locate the student needing the student status/education plan indication by entering search criteria.
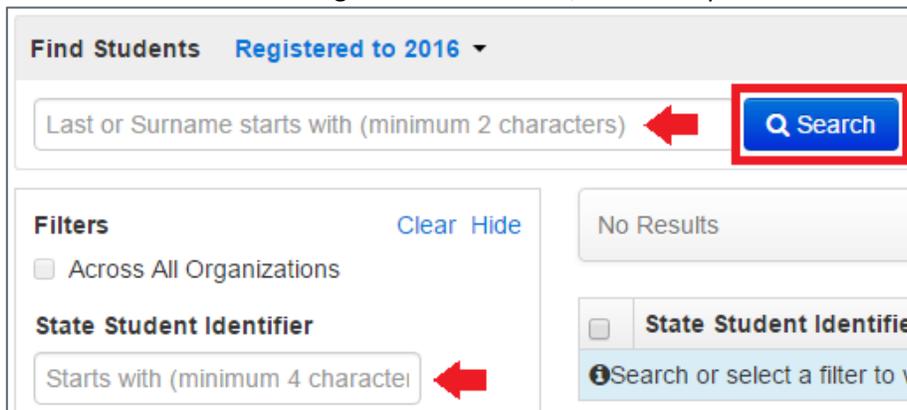
3. Select the checkbox next to the student's name.

4. Select the **Tasks** drop-down and the checkbox next to **Register Students**; select **Start**.
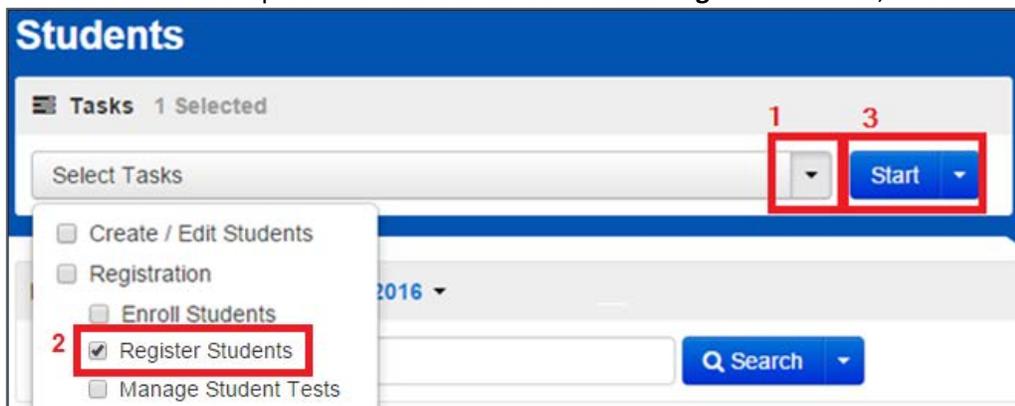
5. For students requiring IEP/504-dependent accommodations (e.g., oral script for translation/human signer, any accommodated paper-based forms), select the appropriate indication from the **Student with Disabilities** drop-down menu under **Student Status**:

a. If **IEP** is indicated, the **Primary Disability Type** field will also need to be populated:

6. For students requiring EL Plan-dependent accommodations (e.g., Spanish text-to-speech), select the appropriate indication from the **English Learner (EL)** drop-down menu under **Student Status**:

The appropriate accommodation information can now be entered on the **Manage Student Tests** screen. Use the steps on the following pages, depending on whether the process is being completed for students NOT assigned to test sessions *or* for students previously assigned to test sessions.

Assigning Online Forms with Accessibility Features or Accommodations

Form-dependent accessibility features and accommodations can be assigned en masse through a Student Registration/Personal Needs Profile (SR/PNP) file import or student-by-student through the PAnext User Interface (UI). The registration information entered into PAnext from 1/9/17 – 1/27/17 will populate material counts (e.g., oral scripts, test books) used to fulfill initial orders.

Online forms with accessibility features or accommodations assigned en masse through the SR/PNP import process:

To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document available at http://avocet.pearson.com). Please note that many of these fields include cross validation with other fields.

- Verify **Test Format** (in SR/PNP file, column "AU")
    - o O = Online/Computer-based Testing (CBT)
- Indicate PAnext SR/PNP accessibility features and accommodations that must be identified in advance.
    - o **Accessibility Features Identified in Advance**
        - Color Contrast
        - Text-to-Speech (for math, science, and social studies)
    - o **Presentation Accommodations Identified in Advance**
        - ELA Text-to-Speech – requires an approved UAR
        - Spanish Text-to-Speech (for math, science, and social studies)
        - Auditory Presentation (Oral Script for translation)
            - o For signed presentation
            - o For translation into language other than English or Spanish
        - American Sign Language (ASL) (ELA and math) – requires an approved UAR for ELA
        - Screen Reader – (ELA and math) Assistive technology for the visually impaired
        - Assistive Technology – Non-Screen Reader (ELA and math)
        - Closed Captioning (ELA only)
        - Spanish (math) – does not include TTS

Online forms with accessibility features or accommodations assigned <u>at the student level</u> (student-by-student) through the PAnext UI:

When a CBT session is prepared, a test form is assigned to each student in the session based on the accommodations that were indicated on the SR/PNP for the student. If the SR/PNP is updated for a student *after* they have been assigned to a test session, the user will be alerted if the accommodated form cannot be assigned indicating that additional steps must be taken. See the "For students previously assigned to test sessions" section that follows for guidance.

Note: If a form cannot be assigned due to cross validation with fields that the SAC does not have access to update, the SAC must contact the DAC.

For students NOT assigned to test sessions:

1. Go to Setup > Students.
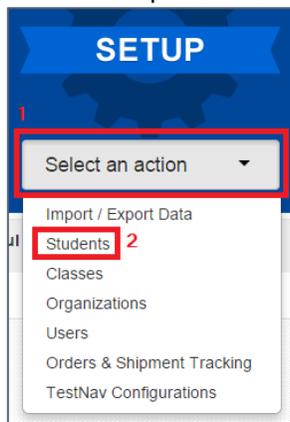
2. Locate the student needing the special online form assignment by entering search criteria.

3. Select the checkbox next to the student's name.

4. Select the **Tasks** drop-down and the checkbox next to **Manage Student Tests**; select **Start**.

5. Select the test name that appears under the student name on the left side of the screen.

6. On the **Test Details** screen, make sure Online is selected from the Test Format drop-down.

7. Select the appropriate information and accessibility features and/or accommodation(s) on the **Test Details** screen.

8. Select **Save**

9. If a green "**Success** Changes saved" message appears, the student will be assigned to the appropriate online accessibility features and/or accommodations when they are added into a test session.
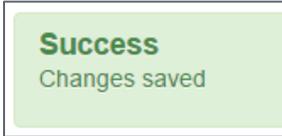
When the student is assigned to a test session <u>after</u> the appropriate online accessibility features and/or accommodations have been indicated, the appropriate special online form marker will appear next to the student's SASID on the **Students in Session** screen (there is no marker for the color contrast accessibility feature).

For students previously assigned to test sessions:

1. Go to **Testing** > **Sessions**.
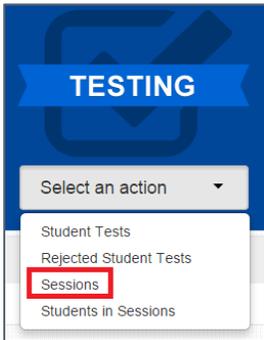
2. Search for the name of the test session in which the student is assigned.

3. Select the checkbox next to the session name.

4. Select **Go to Students** in Sessions.
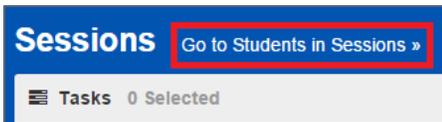
5. If a list of students does not appear on the **Students in Sessions** screen, select the name of the session in the **Session List**.

6. Select the checkbox next to the student's name.

7. Select the **Tasks** drop-down and the checkbox next to **Remove Students from Sessions**; select **Start**.

8. Select **Remove.**

9. Complete Steps 1-9 from the directions *For students NOT assigned to test sessions*.

10. Add the student back into the test session. At this point, the appropriate online accessibility features and/or accommodations have been indicated on the student's record so the special online form marker will appear next to the student's SASID on the **Students in Session** screen (there is no marker for the color contrast accessibility feature).

Assigning and Ordering Materials for Paper-based Testing within PAnext

For initial orders, paper test books are ordered by indicating the paper format for the student in PAnext either via SR/PNP or student-by-student through the User Interface. The registration information entered into PAnext from 1/9/17 – 1/27/17 will populate paper-based participation counts used to fulfill initial orders.

Ordering Test Books via SR/PNP

To submit through the SR/PNP, include the relevant data in for each student's test record in each administration SR/PNP file (see SR/PNP file layout and definitions document at http://avocet.pearson.com).

- Test Format = P and appropriate accommodation fields must be populated.

Ordering Test Books Student-by-Student within the PAnext UI

Paper-based test selections can be made on a per student basis in PAnext, using the steps outlined below. Automatic orders will only be triggered if the paper test format (and any associated accommodations) is indicated from 1/9/17- 1/27/17. Any indication of paper testing after 1/27/17 will require an additional order to be placed by the DAC prior to testing.

- Select the **Setup** tab.
- Select the **Students** action.
- Find the student.
- Place a checkmark in the box to the left of the student's name.
- From the **Tasks** drop-down, select **Manage Student Tests**.
- Select the **Start** button.

- The Test Details screen will appear.
- If the student is not already assigned to a test, select the student name from the **Student** drop-down, select the appropriate test from the **Test** drop-down, and select the appropriate organization from the **Organization** drop-down.
- From the **Test Format** drop-down, select **Paper**.
- If an accommodated paper form is needed, select the accommodations for each student.
- Select **Save**.
- After the green confirmation message appears, select **Exit Tasks** to continue.

Assigning and Ordering Auditory Presentation Accommodation Materials within PAnext

For initial orders, human reader/signer kits and oral scripts to be used for PBT or CBT auditory presentation are ordered by indicating the testing format and the appropriate accommodation for the student in PAnext either via SR/PNP or student-by-student through the User Interface. The registrations information entered into PAnext from 1/9/17 – 1/27/17 will be used to fulfill initial orders for human reader kits or oral scripts.

Note: Only Auditory Presentation accommodations that will be provided to students by a district/school employee require materials to be ordered. Auditory Presentation for CBT, such as text-to-speech (English) and Spanish text-to-speech, are provided by embedded software and *do not require any materials to be ordered*.

Ordering Auditory Presentation Accommodation Materials via SR/PNP

To submit through the SR/PNP, include the relevant data in the file (see SR/PNP file layout and definitions document at http://avocet.pearson.com).

Ordering Auditory Presentation Accommodation Materials Student-by-Student within the PAnext UI

Accommodated selections can be made on a per student basis in PAnext, using the steps outlined below.
- Select the **Setup** tab.
- Select the **Students** action.
- Find the student.
- Place a checkmark in the box to the left of the student's name.
- From the **Tasks** drop-down, select **Manage Student Tests**.
- Select the **Start** button.
- The Test Details screen will appear.
- If the student is not already assigned a test, select the student name from the **Student** drop-down, select the appropriate test from the **Test** drop-down, and select the appropriate organization from the **Organization** drop-down.
- Ensure that the appropriate **Test Format** has been selected (either **Paper** or **Online)**.
- Select the appropriate **Human Reader/Signer** or **Auditory Presentation: Oral Script** information.
- Select **Save**.
- After the green confirmation message appears, select **Exit Tasks** to continue.

Quick Reference Guide to CoAlt: S/SS Activities in PAnext

CoAlt: S/SS assessments are taken by a very small number of students with significant cognitive disabilities. These assessments are based on the Extended Evidence Outcomes (EEOs) of the Colorado Academic Standards (CAS).

While the CoAlt assessments are paper based, the Test Examiner *must* enter the student scores into the online PAnext Score Entry Form when entering CoAlt scores in order to produce an Individual Student Report (ISR). The PAnext Test Examiner role is needed to access student tests in the CoAlt administration for score entry for users other than DACs and SACs. This quick reference guide contains step-by-step directions for the following activities in PAnext:

- [Creating a new test examiner account through the UI](#)
- [Assigning a test examiner to a student test](#)
- [Entering scores for a student test](#)
- [Verifying completion of a score entry](#).

DACs and SACs can create new Test Examiner accounts or update existing PAnext user accounts by adding the Test Examiner role through the UI or through the user file import/export process.

To create a new test examiner account through the UI:

1) Select the CoAlt administration and the appropriate organization from the drop-down menu at the top of the screen.
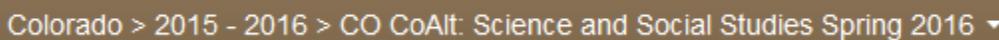
Colorado > 2015 - 2016 > CO CoAlt: Science and Social Studies Spring 2016 ▾

2) Select Users from the Setup tab at the top left corner of the screen.
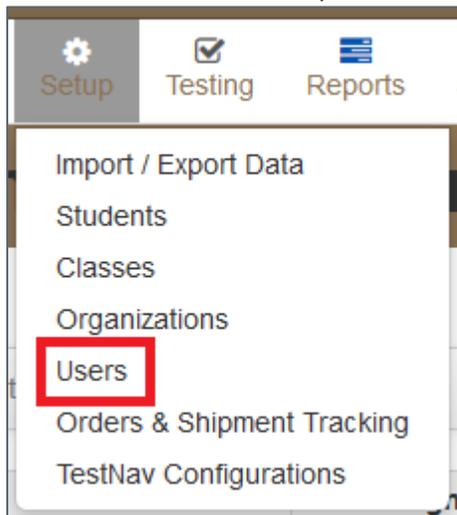
3) Select Create/Edit Users from the Select Tasks drop-down menu. Select Start.
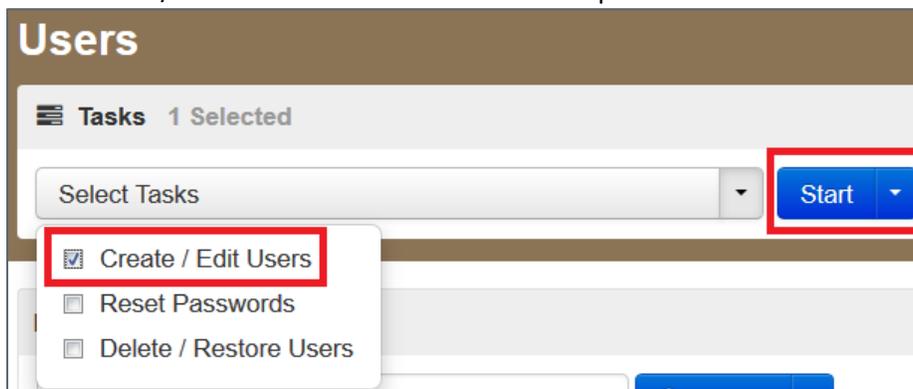
4) On the Details screen, select Test Examiner in the Selected Roles field from the list of available roles.
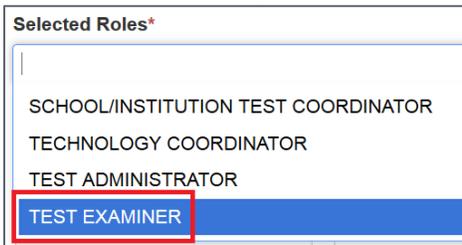
5) Select Create.

6) A green banner will appear across the top of the screen confirming that the change was successfully saved. Select Exit Tasks.
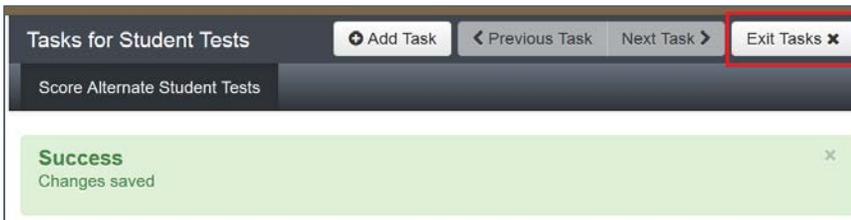
Directions for creating a new Test Examiner account through the user file import/export process are found in the *PAnext Online User Guide* at:

https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide.

To create a new Test Examiner account through the user file import/export process, TEST_EXAMINER should be entered in Column Letter G in the user file.

Column Letter	Field Name	Expected Value
G	Roles	TEST_EXAMINER

To update an existing account through the UI:

1) Select the CoAlt administration and the appropriate organization from the drop-down menu at the top of the screen.

2) Select Users from the Setup tab at the top left corner of the screen.
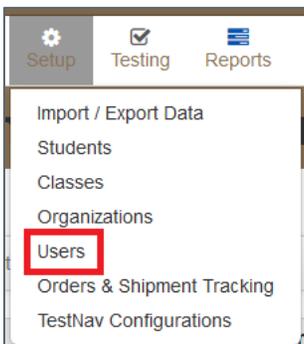
3) Search for the user by completing the fields in the Find Users portion of the screen. Select the box in line with the appropriate username.

4) Select Create/Edit Users from the Tasks drop-down menu. Select Start.

5) Select the username from the list of users.

6) Select the white space next to the existing roles in the Selected Roles field. A list of available roles will appear. Select TEST EXAMINER.

7) Select Save.

8) A green banner will appear across the top of the screen confirming that the account change was successfully updated. Select Exit Tasks.
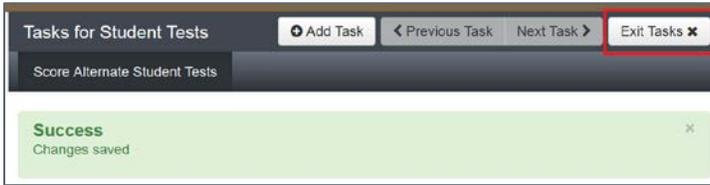
Directions for updating an existing account through the user file import/export process are available in the *PAnext Online User Guide* at:
https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide.

To add the Test Examiner role to an existing account through the user file import/export process, TEST_EXAMINER should be entered in Column Letter G in the user file.

Column Letter	Field Name	Expected Value
G	Roles	TEST_EXAMINER

Test Examiners must be assigned to student tests before they can enter scores for students. SACs or DACs must complete this task.

To assign a Test Examiner to a student test:

1) Select the CoAlt administration and the appropriate organization from the drop-down menu at the top of the screen.
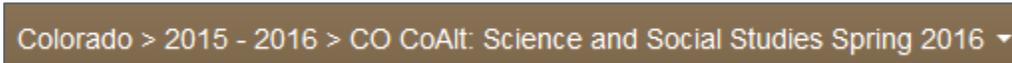
2) Student Tests from the Testing tab at the top left corner of the screen.
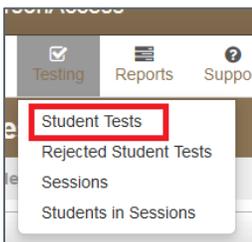
3) Search for the student by typing the student's last name into the Search field, then select Search. Or, select Show all results, then select Search to select the student from a list of all students.
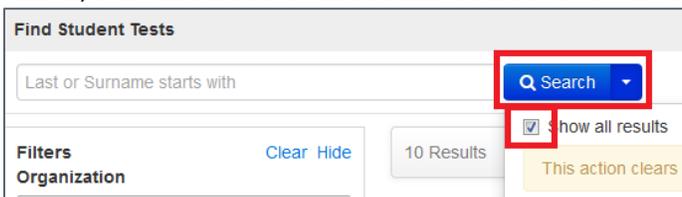
4) Select the checkbox in line with the student's name. Additional students can also be selected at the same time if test examiners need to be assigned to multiple students.

5) Select Assign Users to Student Tests from the Select Tasks field. Select Start.
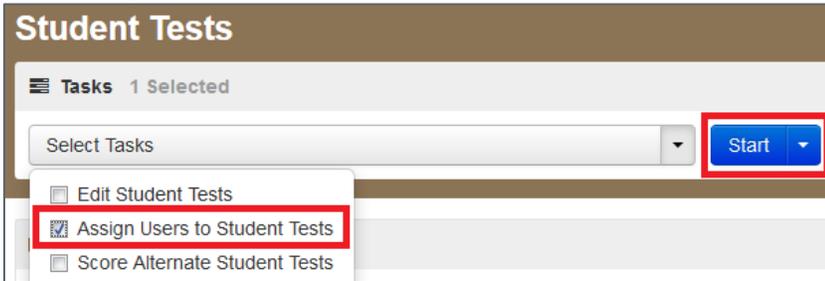
6) Enter the test examiner's user name in the Authorized Users field in line with the student's name. If a single test examiner will be assigned to multiple students and the students were selected in the previous step, the Authorized Users field at the top of the screen can be used instead to assign that user to multiple students at once.
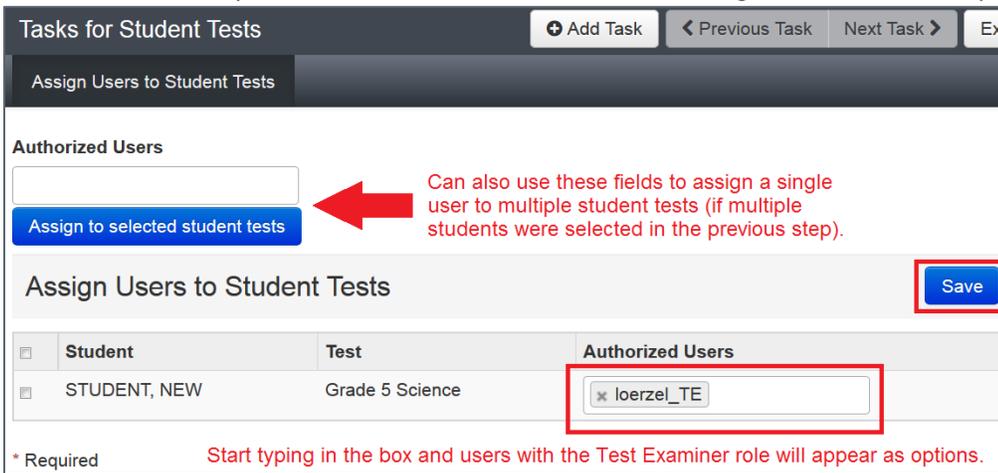
7) Select Save.

8) A green banner will appear across the top of the screen confirming that the user has been successfully assigned to the student(s). Select Exit Tasks.
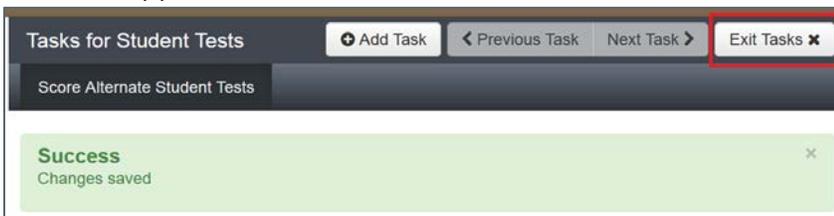
CoAlt scores must be entered into PAnext after the Test Examiner has administered the CoAlt assessment to the student. Score entry can be completed by the Test Examiner (as long as their user account has been assigned to the student test in PAnext), the SAC, or the DAC.

To enter scores for a student test:

1) Select the CoAlt administration and the appropriate organization from the drop-down menu at the top of the screen.

Colorado > 2015 - 2016 > CO CoAlt: Science and Social Studies Spring 2016 ▾

2) Select Student Tests from the Testing tab at the top left corner of the screen.
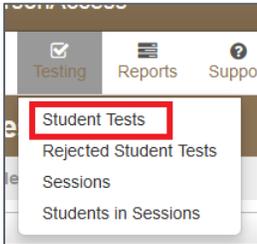
3) Search for the student by typing the student's last name into the Search field, then select Search. Or, select Show all results, then select Search to select the student from a list of all students.

4) Select the checkbox in line with the student's name. Additional students can also be selected at the same time if test examiners need to enter scores for multiple students.

5) Select Score Alternate Student Tests from the Select Tasks field. Select Start.
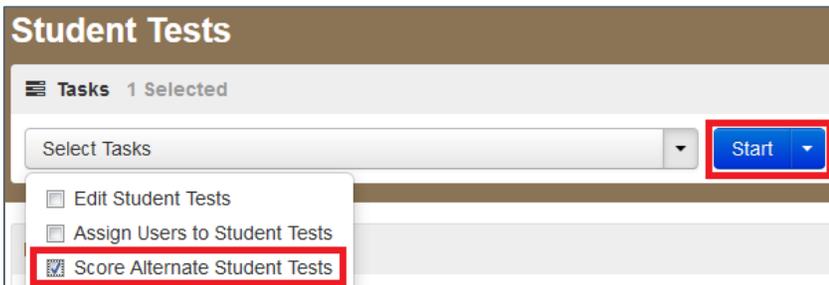
6) Select the student's name on the left side of the screen, then select the appropriate form number from the Enter Form Number drop-down menu. Select Save.
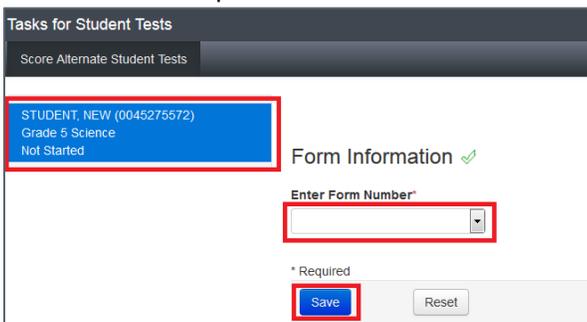
7) Select the accommodations listed in the student's IEP and also the accommodations used for test administration in the Pre-Test Information portion of the screen. Select Save.

8) Enter the scores for the student in the Enter Scores portion of the screen.

Optional: Enter responses in the Test Administration Questions field.

9) Select Save.

10) A green banner will appear across the top of the screen confirming that the scores have been successfully saved. Select Exit Tasks.

DACs and SACs can access Score Entry Reports through PAnext to verify the status of student tests across the district or school. Two types of reports are available: summary reports and status reports. The summary reports contain student test status counts by test/grade across the district or school. Status reports contain student test status by individual student across the district or school. These reports can be displayed through the UI or downloaded as .csv files.

To verify completion of a score entry:

1) Select the CoAlt administration and the appropriate organization from the drop-down menu at the top of the screen.

> Colorado > 2015 - 2016 > CO CoAlt: Science and Social Studies Spring 2016 ▾

2) Select Score Entry Reports from the 'Reports' tab at the top left corner of the screen.
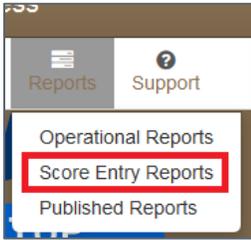
The Score Entry Reports screen will appear. Based on the selected organization, the report options will be at either the district or school level.

District

Operational Reports		
District Status Report	Display Report	Download CSV
District Summary Report	Display Report	Download CSV

School

Operational Reports		
School Summary Report	Display Report	Download CSV
School Status Report	Display Report	Download CSV

a) Select Display Report or Download CSV in the Summary Report portion of the screen. Verify student test status counts by test/grade in the Not Started, In Progress, and Completed columns. In order to receive ISRs, test assignments must be in Completed status by May 3, 2017.

Summary Report

Download CSV   Exit Report

1 Results

School	Test	Test Assignments	Not Started	In Progress	Completed	Invalidated
COLLIN	Grade 5 Science	10	7	1	2	0

b) Select Display Report or Download CSV in the Status Report portion of the screen. Verify individual student test status in the Status column. In order to receive ISRs, student tests must be in Completed status by May 3, 2017.

Status Report

Download CSV   Exit Report

10 Results

School	Student Name	SASID Number	Grade	Test	Status
COLLIN	STUDENT, NEW	0045275572	05	Grade 5 Science	Completed
COLLIN	STUDENT, NEW	6625688496	05	Grade 5 Science	Completed
COLLIN	STUDENT, NEW	3060160777	05	Grade 5 Science	Not Started
COLLIN	STUDENT, NEW	1605510646	05	Grade 5 Science	In Progress
COLLIN	STUDENT, NEW	7149173999	05	Grade 5 Science	Not Started

Quick Reference Guide to Additional Orders (DACs only)

Following the close of the initial orders window on 1/27/17, DACs may submit additional order requests to Pearson. Only the official DAC registered with CDE may place additional orders. The Additional Orders window for secure materials is from one day after the district receives the initial materials shipment, by assessment, through 4/25/17.

1. Log in to PAnext and select the **Setup** tab.
2. Select the **Orders & Shipment Tracking** action.
3. From the **Tasks** drop-down, select **Create/Edit Orders**.
4. Select the **Start** button.
5. Select **Create Additional Order** and fill in the required contact information and details about the organization.
6. Click **Edit** to set the number of items in the materials order.
7. Enter the required quantity for each material type that is to be ordered. After adjusting, select **Save**, then review the list of materials on the order screen to confirm the order counts.
8. Select **Create**.
9. Orders will be reviewed and approved by Pearson.*
10. Track shipments within PAnext:

    - From the **Orders & Shipment Tracking** screen, search for the order using filter fields.
    - Select the icon next to the order number to view **Order Details**.
    - Select the **Shipments** tab to view tracking information.
    - Each box in the shipment can be tracked separately by selecting the hyperlinked **Tracking Number** which will take you to the tracking information at http://www.UPS.com.

*Orders will not be approved unless they can be matched to existing student registrations. If the need for material is newly identified, the corresponding student PNPs must be updated before placing the additional order.

Quick Reference Guide to Support Documents

All assessment resources are posted on Avocet, the online searchable master index available at http://avocet.pearson.com. Resources are found under **Colorado** or **PARCC**:

Colorado	PARCC
PARCC Documentation Library	
• CMAS: Science and Social Studies • CoAlt: Science and Social Studies • CMAS: Colorado Spanish Language Arts (CSLA)	• CMAS: PARCC English Language Arts/Literacy and Mathematics

PAnext Support Documents are also found at https://co.pearsonaccessnext.com > **Support**. PAnext and Avocet support documents include:

- **Downloads** (http://download.testnav.com/)
  - Installable TestNav App – Laptops and desktops (MAC and PC), tablets (iPad and Android devices), Chromebooks
  - Browser-based TestNav browsers – PC and MAC users
  - Proctor Caching Software – PC and MAC users
- **Important Dates**
  - Spring 2017 Critical Dates Sheet
- **Manuals and Documents**
  - *CMAS Test Administrator Manual*
  - *CoAlt Examiner's Manual*
  - *Procedures Manual*
  - Transcription Instructions
- **Reference Guides**
  - Site Readiness: Site Readiness Training
  - Proctor Caching: https://support.assessment.pearson.com/display/TN/Set+Up+and+Use+ProctorCache
  - TestNav 8: https://support.assessment.pearson.com/display/TN/Set+Up+TestNav+Testing+Environment
  - System Requirements: https://support.assessment.pearson.com/display/TN/System+Requirements
    - TestNav 8 Error Codes: https://support.assessment.pearson.com/display/TN/Error+Codes
    - *PAnext User Guide:* https://support.assessment.pearson.com/x/BYDy
- **Templates**
  - Student Registration/Personal Needs Profile (SR/PNP) layout guide and template
  - User Account layout guide and template
- **Training**
  - Recorded webinars
  - PAnext training modules

Practice Tests and ePATs (Practice Testing Environments) are found at https://co.pearsonaccessnext.com
- English Language Arts/Literacy and Mathematics (PARCC) > **Practice Tests** (linked to parcc.pearson.com)
- Science and Social Studies > **Practice Test Environments (ePAT)** and **ePAT Guides**
- Colorado Spanish Language Arts (CSLA) > **Practice Tests**
- CoAlt: Science and Social Studies > **Release Items**

PAnext Resources

Resources can be found on the PAnext website, https://co.pearsonaccessnext.com. The available resources are grouped under the **Support** tab, the **Related Links** menu, and the program quadrants.

Sample Shipping Forms

CMAS AND COALT

SCIENCE & SOCIAL STUDIES

SPRING 2017

SCHOOL SECURITY CHECKLIST (SAC to Test Examiner or Test Administrator)

Deliver To:

Ship To:

For TEST KIT, GR4, SS, SP16, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In
303487238									

For TEST BOOK, GR5, SCI, SP16, SEC

Security Number(s)	Receiving Test Examiner or Test Administrator Signature	Date and Time Issued	School Assessment Coordinator's Signature	Day Out	Day In	Day Out	Day In	Day Out	Day In
303506433									
303506434									
303506435									
303506436									

PARCC

SPRING 2017

LEA/District Chain-of-Custody Form for Initial Shipment of Materials

Deliver To: SA0990000
SAMPLE SCHOOL DISTRICT
99 SAMPLE STREET
SAMPLE BLDG.
SAMPLE CITY, USA 99999
SAMPLE PERSON
Phone: (999) 9999999
Fax: (111) 1111111

Ship To: SA0990000
SAMPLE SCHOOL DISTRICT
99 SAMPLE STREET
SAMPLE BLDG.
SAMPLE CITY, USA 99999
SAMPLE PERSON
Phone: (999) 9999999
Fax: (111) 1111111

INSTRUCTIONS:

The following list contains the range of all secure materials that are included in this shipment.

Do not return this form with your test materials. Check your state policy for specific requirements for how long to retain this document. You will need it if an investigation of missing materials takes place. The school and LEA/district will be held responsible for any secure materials that were received at the school but not returned.

All secure documents must be tracked using this form or an equivalent form. For further information, see Section 3.3.2 of the TCM.

The School Test Coordinator and the LEA/District Test Coordinator must be careful about checking the barcode sequence of the materials to make sure the sequence of materials received and returned matches what is on the form.

School Number	Deliver To	Form	Security Number From	Security Number To	Qty Sent	Qty Rec'd	LTC Initial & Date/Time	STC Initial & Date/Time

I certify that the receipt of all test materials from Pearson has been verified by:

- Counting the test materials,

- Verifying the range of the test materials security numbers, and

- Verifying that the test material count and the range of security numbers are consistent with the information provided on this form.

_____   _____
(Print) LTC First Name, Last Name, and Title   Telephone Number

_____   _____
LTC Signature   Date

Testing Sign

CMAS
TESTING

Do Not Disturb

(Only Authorized Personnel Allowed)

Data

- About CMAS and CoAlt Data
- Data Section 1: Reviewing Organizations in PAnext
- Data Section 2: Preparing Student Data Prior to and Following Assessment Administration
- Data Section 3: Void Test Score and Not Tested Codes and Descriptions
- Data Section 4: Export/Import STU File
- BOCES and Out of District Testing Sites
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- Eligible Facilities
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- Importing a .csv File into Microsoft Excel

About CMAS and CoAlt Data

The purpose of this information is to provide an overview of the data collection activities for the Colorado Measures of Academic Success (CMAS) and Colorado Alternate (CoAlt): Science and Social Studies, the CMAS: English Language Arts/Literacy and Mathematics (PARCC; Partnership for Assessment of Readiness for College and Careers), and Colorado Spanish Language Arts (CSLA) assessment programs. This information provides a general overview of these processes along with accompanying procedures. Other Assessment Unit and vendor manuals are referenced where appropriate. For example, this information provides a brief overview of the Student Biographical Data (SBD) review process. Detailed step-by-step directions for the SBD process are available on the Assessment Unit's 'Assessment Trainings' web page at: http://www.cde.state.co.us/assessment/trainings and in the *Assessment Unit Data Pipeline Manual for SBD*. For convenience, the following references will be made throughout this information for the four assessments:

- CMAS S/SS will be used to refer to the CMAS: Science and Social Studies assessment.
- CoAlt S/SS will be used to refer to the CoAlt: Science and Social Studies assessment.
- PARCC ELA and/or Math will be used to refer to the CMAS: PARCC English Language Arts and/or Mathematics assessment.
- CSLA will be used to refer to the CMAS: Colorado Spanish Language Arts assessment.

Definitions

PearsonAccessnext (PAnext) is the website used for student registration, test setup, administration preparation, and assessment and data management for CMAS S/SS, CoAlt S/SS, PARCC ELA and Math, and CSLA. In order to use PAnext, usernames and passwords must be set up for individual users. Access to sensitive data is determined by specific roles that are assigned to each authorized user. More information about setup and operation of computer-based testing is available in the *PAnext Online User Guide* at:
https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide.

Student Registration/Personal Needs Profile (SR/PNP) refers to both the PAnext process of importing/exporting student data and the file layout used to import/export the data. SR/PNP file layouts with field definitions and the SR/PNP file templates are available through the following links:

Table 1: SR/PNP Documents

Assessment Program	SR/PNP File Layout
CMAS S/SS	http://www.cde.state.co.us/assessment/cmas_s_ss_sr_pnp
CoAlt S/SS	http://www.cde.state.co.us/assessment/coalt_sr_pnp_2016
PARCC ELA and Math	http://www.cde.state.co.us/assessment/sr_pnp_parcc

Student Test Update (STU) refers to both the process and the file upload used during the PAnext post-test clean up window. The STU export/import field definitions and STU file are available through the following links:

Table 2: STU Documents

Assessment Program	STU File Layout
CMAS S/SS	https://www.cde.state.co.us/assessment/newassess-sum
CoAlt S/SS	https://www.cde.state.co.us/assessment/newassess-sum
PARCC ELA and Math	https://www.cde.state.co.us/assessment/newassess-parcc

Test Session is a virtual data grouping of students in PAnext. These students are grouped together within PAnext for test management purposes and to provide log in information to the student tests. Each PAnext test session consists of one grade level and one content area. For online testing, students must be placed in a scheduled PAnext test session before they can log in to a test.

User Interface (UI) refers to the PAnext screens that may be accessed to update student data, create test sessions, proctor cache test content, and enter all other administration information.

Data Section 1: Reviewing Organizations in PAnext

This section covers the steps, processes and procedures involved in checking district and school information in PAnext.

Colorado Organizations within PAnext

For each test administration, CDE provides Pearson with an organization (ORG) file containing official district names/codes and school names/codes. PAnext uses this list to establish a permissions-based organizational hierarchy that restricts users from viewing or accessing data that are not associated with their organization and with their role within the organization. For example, if a user is assigned a school level permission, they will only be allowed to see student information associated with that school. The ORG file is also used to cross check any student information that is added to PAnext to ensure that a student can be associated with a known organization. **District Assessment Coordinators (DACs) should contact the Assessment Unit if they discover that an organization in their district is not available in PAnext.**

PAnext uses three sets of district and school codes (testing and responsible):
- **Testing:** Testing District and Testing School are used to identify where testing occurs. The testing location is the location at which the student takes the test.
- **Responsible:** Responsible District and Responsible School are used to identify where the vendor will send reports and how Assessment and Accountability will attribute scores in reports.
- **Shipping:** Ship School codes can be used to ship reports to a different school than the responsible school.

For most students, testing site codes will be the same as responsible site codes. However, there are situations when this is not the case. For example, some Board of Cooperative Educational Services (BOCES) may serve only as testing sites for students. See the following appendices for information on setting up PAnext for these situations:
- BOCES and Out of District Testing Sites
- Testing at District Run Programs
- Eligible Facilities and Division of Youth
- Home School Students

Data Section 2: Preparing Student Data Prior to and Following Assessment Administration

This section covers the steps, processes, and procedures involved in the preparation of student data for assessment administration. These procedures should be completed in preparation for student testing.

Student Data in PAnext

The CMAS and CoAlt assessment programs use an SR/PNP import process for creating/storing student demographic data in PAnext, assigning appropriate computer-based test (CBT) or paper-based test (PBT) forms, initially ordering physical assessment materials, gathering student accommodation information, and assigning students to classes (i.e., groups of students that can be added to test sessions). The fields in the SR/PNP for all Colorado programs appear in the same order; however, some fields are "filler" and others have different expected values based on whether the SR/PNP file is for CMAS S/SS, CoAlt S/SS, or PARCC ELA and Math. For more detailed information about the file layouts, see the links to each file layout in Table 1: SR/PNP Documents.

SR/PNP Upload

For the spring administration, CDE completes an initial SR/PNP upload to PAnext from data that districts have submitted into Data Pipeline's Student Interchange. The student data pull from Data Pipeline was completed on December 16, 2016.

PAnext

After CDE uploads the initial student data to PAnext, districts manage their student data directly. At any time during the assessment window, districts can update student demographic information. PAnext is the source data for CMAS and CoAlt demographic data. **Note**: Updating student data in Data Pipeline after the initial CDE SR/PNP upload will not update student data in PAnext. Conversely, updating student data in PAnext will not update student data in Data Pipeline.

Data Management Activities in PAnext

The *PAnext Online User Guide*, available at https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide, may be used for step-by-step directions to complete the following activities in PAnext through the UI and/or a file import:

- Updating student enrollments
  - o Adding new student enrollments
  - o Editing student demographic data
  - o Moving student enrollment data between organizations within a district
  - o Deleting student enrollment data
- Registering students
- Creating PAnext test sessions
- Updating student data after test and session assignment.

Information on transferring student enrollment between districts is available at http://www.cde.state.co.us/assessment/2016cotransferguide.

Assigning Students to Special Forms

Step-by-step directions for assigning CBT students to the text-to-speech and color contrast accessibility features and accommodated CBT forms are available in the *PAnext Online User Guide* at https://support.assessment.pearson.com/display/PAsup/PearsonAccess+Next+Online+User+Guide or the *CMAS: Science and Social Studies Accommodations Supplement* located on the Assessment Unit web page at http://www.cde.state.co.us/assessment/spring2016_cmas_sss_accommodationssupplement.

Students are registered for PBT forms, including all accommodated forms by entering the information in the appropriate fields of the SR/PNP either via a file or through the UI.

Importing the SR/PNP Export into Excel

Importing a .csv File into Microsoft Excel provides instructions that can be used to import the SR/PNP export into Microsoft Excel. Following the instructions in *Importing a .csv File into Microsoft Excel* will maintain the appropriate data formatting so various fields do not have to be re-formatted before importing the updated file back into PAnext.

Data Clean Up Procedures and Documentation in PAnext

Districts will have two opportunities to clean up student information in PAnext. An optional third clean up opportunity will take place in CDE's Data Pipeline system.

- Initial PAnext data clean up – Prior to May 12, 2017
- Final PAnext data clean up – May 15 – May 17, 2017
- SBD review – May 22 – June 1, 2017

Initial PAnext Data Clean Up

Prior to May 12, 2017, districts should perform the following tasks in PAnext before, during, or following student testing:

- **Ensure that all students are registered and have assigned tests in PAnext** (for both CBT and PBT). DACs and SACs should perform the steps outlined at https://support.assessment.pearson.com/display/PAsup/Manage+Students.

- **"Mark Complete" all PAnext student test assignments** that are not in "Completed" status due to either of the following reasons: 1) the student did not submit the test correctly or 2) the test was started but not completed by the student. *Not started tests (i.e., all units in "Ready" status) must be removed from the started test sessions and should not be marked complete.* DACs and SACs should perform the steps outlined at https://support.assessment.pearson.com/display/PAsup/Mark+Student+Tests+Complete.

  Note: The "Marked Complete" reason does not invalidate the student test. Invalidations (i.e., Void Student Test Code/Reasons, Not Tested Code/Reasons) must be indicated on the Manage Student Tests screen(s) in PAnext or through an STU file import by a user with the Sensitive Data or Student Test Update (STU) role.

- **Stop all PAnext test sessions that are still in "Started" status** after the district has finished testing or by the end of the assessment window. In a "Started" session, all units for all student tests must be in "Completed" or "Marked Complete" status in order to "Stop" the test session. *Not started tests (i.e., all units in "Ready" status) must be removed from the started test sessions in order for it to be stopped.* DACs and SACs should follow the steps outlined at https://support.assessment.pearson.com/display/PAsup/Start+and+Monitor+Online+Tests.

- **Update accommodation fields in PAnext** based on actual usage during testing. DACs and SACs can perform this task through the PAnext UI. Accommodations that create a test form cannot be updated after a student has taken a test (e.g., TTS, closed captioning). DACs and SACs with the sensitive data role can complete this task through the SR/PNP file import. Users with the Sensitive Data and STU roles can complete this task through the STU file import.
  - o UI: https://support.assessment.pearson.com/display/PAsup/Manage+Students
  - o SR/PNP file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data
  - o STU file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

- **Update all the demographic fields in PAnext**. This update should include the non-required fields that will be used for reporting. DACs and SACs with the sensitive data role can perform this task through the PAnext UI or through the SR/PNP file import process. DACs and SACs with the sensitive data and STU roles can complete this task through the STU file import process.
  - o UI: https://support.assessment.pearson.com/display/PAsup/Manage+Students
  - o SR/PNP file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data
  - o STU file import: https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

- **Resolve Rejected Student Test Alerts for PARCC ELA and Math in PAnext** (paper-based only). ELA and math paper-based tests that have been scanned and were unable to be matched to a student in PAnext will create a

rejected student test alert. These alerts must be resolved in order for the test to be scored and the students to receive ISRs for these tests. DACs and SACs with the rejected student test role can resolve these alerts through the PAnext UI. Steps for this process are outlined at:
https://support.assessment.pearson.com/display/PAsup/Fix+Rejected+Student+Test+Details.

- **Update invalidation codes**. DACs and SACs can update invalidation codes (i.e., Void Student Test, Not Tested) via the PAnext UI. DACs and SACs with the sensitive data and STU roles can complete this task through the STU import process. (See directions below: **Update Invalidation Codes**)

Final PAnext Data Clean Up

From May 15 – May 17, 2017, districts should update any remaining temporary or incorrect SASIDs, update student demographic information, and confirm or enter invalidation codes (i.e., Not Tested and Void Test Score Reasons/Codes) as necessary.

- DACs with the sensitive data role must update any remaining temporary SASIDs through the UI.
  https://support.assessment.pearson.com/display/PAsup/Create+and+Edit+Student+Records
- DACs and district level sensitive data users with the STU role can update student demographic information used in reporting, void student test code and reasons, and not tested code and reasons through the STU file.
  https://support.assessment.pearson.com/display/PAsup/Import+and+Export+Data

SBD Review (Optional)

The SBD review will take place from May 22 – June 1, 2017. This review process is completed through CDE's Data Pipeline system after the assessment window closes and before final results are made available. The purpose of the CMAS and CoAlt SBD review is to allow districts the opportunity to verify the accuracy of the demographic data that was submitted in PAnext for each student for each administration.

The SBD review is not a mandatory process. Districts may choose whether to participate in the SBD process. State and federal accountability reporting (including school and district performance framework ratings and priority and focus school designations) rely on accurate demographic and test score data. Therefore, the impact of the SBD review of demographic data on accountability reporting is profound. Districts should be aware that performance framework requests for reconsideration will only be considered for districts that participate and approve their data in the SBD process.

Detailed information about SBD can be found at the following locations:
- Processes and procedures are available in the *Assessment Unit Data Pipeline Manual for SBD* posted on the Assessment Unit's 'Assessment Trainings' website at http://www.cde.state.co.us/assessment/trainings.
- File layouts for all periodic assessment collections can be found on the Data Pipeline website at http://www.cde.state.co.us/datapipeline/per_collections.

Data Section 3: Void Test Score and Not Tested Codes and Descriptions

Student test records with void test score or not tested codes/reasons (i.e., invalidations) will not receive scores for the invalidated content area assessment(s). Table 3 provides a brief overview of the CMAS and CoAlt invalidation categories.

Table 3: CMAS Not Tested and Void Test Score Codes/Reasons

Colorado Measures of Academic Success Not Tested and Void Test Score Codes/Reason	
Not Tested Code/Reason	**Void Test Score Code/Reason**
00. Absent (should not be used until the last day of the testing window)	-
01. Took Other Assessment OR Duplicate Registration/Attempt	01. Took Other Assessment OR Duplicate Registration/Attempt
For English Language Arts Only: 02. First Year in U.S. English Learner	02. Interrupted and Not Completed
03. Withdrew Before/During Testing	03. Withdrew Before/During Testing
04. Student Test Refusal	04. Student Test Refusal
05. State Use Only	05. Non-approved Accommodation
06. Misadministration	06. Misadministration
07. Medical Exemption	07. Medical Exemption
08. Part Time Public and Part Time Home School Student	08. Part Time Public and Part Time Home School Student
09. Parent Excuse	09. Parent Excuse
-	10. State Use Only

The not tested codes/reasons and void test score codes/reasons pertain to the CMAS/CoAlt: S/SS, PARCC ELA and Math, and CSLA assessments.

Not tested codes/reasons should <u>only</u> be applied to the records of students who did not begin testing.

A not tested code/reason should be used if one of the following scenarios applies to the student:
- The student is in a started test session, but did not start a test. The student should be removed from the started test session before it is "stopped". A not tested code and reason should be applied for the student.
- The student is in a test session that was not started. These sessions do not need to be "stopped". A not tested code and reason should be applied for the student.
- The student is assigned to a test but not assigned to a test session. A not tested code and reason should be applied for the student.
- The student was assigned to a paper test, but did not start testing.

Void test score codes/reasons should be applied to records of students who began testing, but should not receive scores. These students may have finished testing and submitted their tests, or they may not have finished testing but school personnel applied "mark complete" to the online test record. (**Note**: mark complete reasons do not invalidate tests.) Student tests that have been completed or marked complete will appear as "attempt" in the online test status field. If a void test score code/reason is applied to a student test record, the record will not receive an overall score.

Marked complete reasons are for district or school use only. They do not follow the student test record into scoring and therefore will not stop a test from being scored and included in district and school reports and accountability. While a marked complete reason is required if a student test is marked complete, the district or school must still apply a void

test score code/reason to the student test (e.g., "Parent Excuse" is entered for a marked complete reason so in addition to this step, Void 09 must be indicated on the student test record).

Not tested and void test score codes/reasons can be entered through the PAnext UI or through a Student Test Update file. The ability to enter this information through either method is determined by user permissions as assigned through PAnext. **See the not tested and void test score code/reason definitions in Table 4 for additional information.**

Table 4: Not Tested and Void Test Score Code/Reason Definitions

00 Absent
Not Tested Code/Reason 00: Absent STU Coding: Not Tested = Y; Note Tested Reason = 00
Not Tested Reason 00 should **only** be used if the student was absent for all of testing and one of the other not tested reasons does not apply. This code and reason should not be entered until the end of the testing window (April 28, 2017). **Note**: Tests for absent students will not be voided as these students should be taken out of started test sessions and this not tested code and reason should be applied.

01 Took Other Assessment OR Duplicate Registration
Not Tested Code/Reason 01: Took Other Assessment OR Duplicate Registration/Attempt STU Coding: Not Tested = Y; Not Tested Reason = 01 *Void Test Score Code/Reason 01: Took Other Assessment OR Duplicate Registration/Attempt* STU Coding: Void Test Score Code = Y; Void Score Reason = 01

Not Tested Reason 01 or Void Score Reason 01 should be used to identify students who took another assessment or who have duplicate registrations or attempts for the same content area.
 	
• Duplicate registration/attempt
    ○ This reason should be used to identify duplicate/multiple test assignments or test attempts for a student in a single content area. For example, if a student has three English Language Arts (ELA) records in **PAnext**, this reason should be used to identify the two records that should not appear in the final score file.
 	
• Took other assessment
    ○ If a student has PARCC ELA and Math test registrations in **PAnext** but took the CoAlt: DLM ELA and Math assessment, this reason should be applied in **PAnext** to the PARCC ELA and Math assessments if DLM should be the assessment of record.
    ○ If a student has taken CSLA but still has a PARCC ELA test registration in **PAnext**, this reason should be applied in **PAnext** to the PARCC ELA test assignment if the CSLA should be the assessment of record. (Typically, the PARCC ELA registration will be removed at the time CSLA is ordered. However, a PARCC ELA registration may reappear if the student is inadvertently added back in for ELA.)
    ○ If a student has a CMAS: S/SS test registration in **PAnext** but took a CoAlt: S/SS assessment, this reason should be applied to the CMAS: S/SS test assignment in **PAnext** if CoAlt: S/SS should be the assessment of record.

02 First Year in U.S. English Learner (For English Language Arts Only)

Not Tested Code/Reason 02: First Year in U.S. English Learner
STU Coding: Not Tested = Y; Not Tested Reason = 02

For spring 2017 CMAS testing, districts will determine whether or not to administer the PARCC ELA assessment to their English learners who are first year in the United States (U.S.).* Districts that have decided not to test their first year in U.S. English learners should code English language arts records for these students with not tested reason 02. Districts should also complete state use field 1 (date most recently enrolled in U.S. coming from a non-U.S. school/country).

Note: Only Not Tested Reason 02 should be applied to students who are first year in the U.S.
Void Test Reason 02 (interrupted and not completed) should <u>not</u> be applied to these student test records.

*Third and fourth grade English learners who are first year in the U.S. but who have a home language of Spanish should take the CSLA assessment in place of the CMAS: PARCC ELA assessment.

02 Interrupted and Not Completed

Void Test Score Code/Reason 02: Interrupted and Not Completed
STU Coding: Void Test Score Code = Y; Void Score Reason = 02

Void Score Reason 02 should be used to identify students for whom the district does not want scores or reports produced because the students' testing was interrupted. These students stopped testing prior to the completion of the test session due to unforeseen circumstances (e.g., the student became ill during Unit 3 and could not complete testing in a make-up session).

Note: Only the Void Score Reason 02 should be applied to records for tests that were interrupted and not completed.
Not Tested Reason 02 (First Year in U.S. English Learner) should <u>not</u> be applied to these student test records.

03 Withdrew Before/During Testing

Not Tested Code/Reason 03: Withdrew Before/During Testing
STU Coding: Not Tested = Y; Not Tested Reason = 03

Void Test Score Code/Reason 03: Withdrew Before/During Testing
STU Coding: Void Test Score Code = Y; Void Score Reason = 03

Not Tested Reason 03 should only be used if the student moved before the start of testing. This code should not be applied until the end of the testing window (after April 28th).

Void Score Reason 03 should only be used if the student moved and one of the following applies:
- The student started but did not complete testing and the new Colorado district of enrollment did not submit a "Work Request" to transfer the student registration and test assignment(s) through PAnext**. (This is considered a district-to-district transfer. Refer to guidance documents on transfers available at http://www.cde.state.co.us/assessment/trainings for more information.)
- The student started testing but moved out of state before completing the test.

Note: If the student completed both the PARCC ELA and Math content area tests before moving to a different district, no additional action should be taken for the student's PARCC registration. If the student completed the CMAS: S/SS assessment before moving to a different district, no action should be taken for the student's science/social studies registration.

04 Student Test Refusal

Not Tested Code/Reason 04: Student Test Refusal
STU Coding: Not Tested = Y; Not Tested Reason = 04

Void Test Score Code/Reason 04: Student Test Refusal
STU Coding: Void Test Score Code = Y; Void Score Reason = 04

Not Tested Reason 04 should be used to indicate that when provided an opportunity to test, the **student** refused to begin testing.

Void Score Reason 04 should be used to indicate that when provided an opportunity to test, the **student** started testing but then refused to continue testing.

05 Non-Approved Accommodation

Void Test Score Code/Reason 05: Non-Approved Accommodation
STU Coding: Void Test Score Code = Y; Void Score Reason = 05

Void Score Reason 05 should be used to indicate that a student received a non-approved unique accommodation during testing.

A Unique Accommodation Requests (UAR) has to be submitted to CDE for approval.

Accommodations that required an approved UAR in Colorado include the following:
- Text-to-speech on the ELA assessment
- Human scribe on the ELA assessment
- Human reader or signer on the ELA assessment
- Calculator on non-calculator sections of the math assessment
- Any other accommodation not listed in the *PARCC Accommodations Manual* or the *Science and Social Studies Accommodation Supplement*.

If a student was provided or accessed any of these accommodations but was not approved through the UAR process, Void Score Reason 05 should be applied if an individual student report is not to be produced.

Note: Cases of students who received a non-approved accommodation but for whom districts would like an individual student report produced for local use must be reported to Stephanie Boyd at boyd_s@cde.state.co.us for PARCC ELA and Math or to Sara Loerzel Loerzel_s@cde.state.co.us for CMAS: S/SS. **Please note that results for these students will not be aggregated in school and district results.**

06 Misadministration

Not Tested Code/Reason 06: Misadministration
STU Coding: Not Tested = Y; Not Tested Reason = 06

Void Test Score Code/Reason 06: Misadministration
STU Coding: Void Test Score Code = Y; Void Score Reason = 06

Not Tested Reason 06 or Void Score Code 06 should be used if a misadministration occurred and no overall scores should be produced. A misadministration occurs when a standardized security or administration procedure has been violated and/or when the validity of a student's test score cannot be assured.

Not Tested Reason 06 should be used if a student is exposed to test content prior to testing. Examples of misadministrations that result in records that must be coded with Not Tested Reason 06 include the following:
- Students receive information about test items from anyone prior to testing.
- A test administrator or school staff member:
  - Provides students with information about test items prior to the test.
  - Leaves secure test materials unattended anywhere outside of the central secure storage area in the school creating a security breach resulting in students not testing.
  - Loses secure test materials prior to testing or is at any time unable to account for the location of test materials creating a security breach resulting in students not testing.

Void Score Reason 06 should be used if a student's test was misadministered after the student began testing. Examples of misadministrations that result in records that must be coded with Void Score Reason 06 include the following:
- Students share answers during testing.
- A test administrator or school staff member:
  - Gives any cue about possible answers, verbal or non-verbal, to students.
  - Asks student(s) to change answers.
  - Enters answers for students (except for scribe accommodation).
  - Leaves secure test materials unattended anywhere outside of the central secure storage area in the school creating a security breach but students tested.
  - Loses secure test materials prior to testing or is at any time unable to account for the location of test materials creating a security breach but students are tested.
  - Clarifies any test items for students.
  - Does not provide students with documented accommodations or provides students with an accommodation that is not documented.
  - Does not observe time limits and requirements (e.g., not giving students the entire unit time to test or giving students who do not have an extended time accommodation more than the maximum testing time).
  - Does not follow test environment and/or posted materials guidelines.
  - Does not provide directions from the TAM for the test (for each unit).

Students with Not Tested Reason 06 or Void Score Reason 06 will not receive a score.

Please be sure to keep your documentation for any misadministrations.

Note: If a major misadministration occurs, **submit a Test Incident (Irregularity) report to CDE through Syncplicity.** Personally Identifiable Information (PII) must never be emailed to CDE or assessment vendors. PII includes student names and other sensitive student data.

07 Medical Exemption

Not Tested Code/Reason 07: Medical Exemption
STU Coding: Not Tested = Y; Not Tested Reason = 07

Void Test Score Code/Reason 07: Medical Exemption
STU Coding: Void Test Score Code = Y; Void Score Reason = 07

Not Tested Reason 07 should be used to identify students who are unable <u>to start</u> the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window. In order to qualify for a special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

Void Test Score Reason 07 should be used to identify students who are unable <u>to complete</u> the statewide assessments due to a documented, significant, and fully incapacitating medical condition or emergency (e.g., student is in the hospital after a car crash) that extends across the entire (or remaining) test window. In order to qualify for a special consideration, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility.

This code should not be used for students who are absent during testing due to typical illnesses.

08 Part Time Public and Part Time Home School Student

Not Tested Code/Reason 08: Part Time Public and Part Time Home School Student
STU Coding: Not Tested = Y; Not Tested Reason = 08

Void Test Score Code/Reason 08: Part Time Public and Part Time Home School Student
STU Coding: Void Test Score Code = Y; Void Score Reason = 08

Not Tested Reason 08 should be used to identify any non-tested students with part-time district and part-time home school status.

Void Test Score Code 08 should be used to identify any students with part-time district and part-time home school status who may have tested but should not receive a report.

- If a district wants a score to be generated for a part-time homeschool student but does not want the score to be included in district or school reports, the following coding should be applied:
  - Responsible district identifier = District code where the test was administered
  - Responsible school/institution identifier = HHHH
  - For each test assignment that should receive a score:
    - Not tested code/reason = Blank
    - Void test score code/reason = Blank

09 Parent Excuse

Not Tested Code/Reason 09: Parent Excuse
STU Coding: Not Tested = Y; Not Tested Reason = 09

Void Test Score Code/Reason 09: Parent Excuse
STU Coding: Void Test Score Code = Y; Void Score Reason = 09

While districts are responsible for administering the state assessments, districts should document all parent excuses consistent with state law and district policy.

Not Tested Reason 09 should be applied if a **parent excuses** their child from testing <u>before</u> the student starts testing.

Void Test Score Reason 09 should be applied if a **parent excuses** their child from testing <u>after</u> the student starts testing.

Below is language from H.B. 15-1323 regarding parents excusing their student from testing:

(b) IF A PARENT EXCUSES HIS OR HER STUDENT FROM PARTICIPATING IN A STATE ASSESSMENT, A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE NEGATIVE CONSEQUENCES, INCLUDING PROHIBITING SCHOOL ATTENDANCE, IMPOSING AN UNEXCUSED ABSENCE, OR PROHIBITING PARTICIPATION IN EXTRACURRICULAR ACTIVITIES, ON THE STUDENT OR ON THE PARENT.

(c) A LOCAL EDUCATION PROVIDER SHALL NOT IMPOSE AN UNREASONABLE BURDEN OR REQUIREMENT ON A STUDENT THAT WOULD DISCOURAGE THE STUDENT FROM TAKING A STATE ASSESSMENT OR ENCOURAGE THE STUDENT'S PARENT TO EXCUSE THE STUDENT FROM TAKING THE STATE ASSESSMENT.

Update Void Test Score Code and Reasons through the PAnext UI

Only tests in **Completed** or **Marked Complete** status may be voided. If a test needs to be voided but is still in a testing status, it will first need to be marked completed **by a DAC, SAC, or Sensitive Data user**.

> **Note**: Indicating a Marked Complete Reason **does not** invalidate a test; a Void Test Score Code/Reason must be applied separately (and as appropriate for each test assigned to the student) through the following steps.

If a test is **Completed** or **Marked Complete,** Not Tested Reasons/Codes should not be used as they will not invalidate the test. Paper-based tests will not have the void option until the test is received and scanned by the vendor.

The option to note a void code will appear on student tests under Setup > Students > Manage Student Tests in PAnext once the system recognizes the test as being in a completed status (i.e., all units completed or marked complete). **Note:** A user must have the STU role in order to note a student's test assignment as void in PAnext.

To <u>Void</u> a student's test assignment:

1) Log in to PAnext.

2) Select Students from the 'Setup' tab at the top left corner of the screen.

3) Search for the student by last name, SASID, or by selecting the Show all results option from the Search drop-down in the Find Student portion of the screen. Select Search.
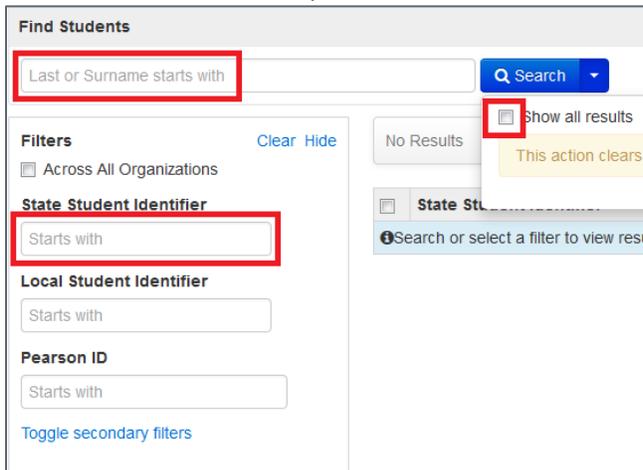

4) Select the checkbox in line with the student's name as listed in the search results.
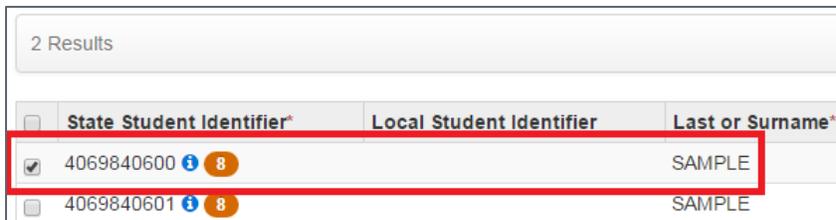
5) Select Manage Student Tests from the Select Tasks drop-down menu. Select Start.


6) Under STUDENT TESTS, select the name of the completed student test that is to be voided.
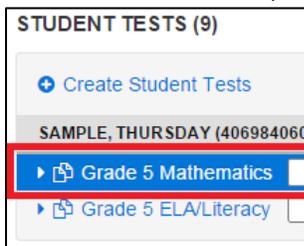
7) Select Void Test Score Code in the TEST DETAILS portion of the page, then select the applicable reason from the Void Test Score Reason drop-down menu. See *Data Section 3: Void Test Score and Not Tested Codes and Descriptions* for descriptions of each Void Test Score Reason.
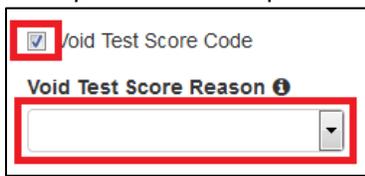
8) Select Save in the upper right corner of the TEST DETAILS screen.
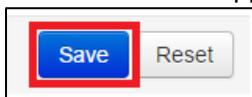
9) A green banner will appear across the top of the screen confirming that the change was successfully saved. Select Exit Tasks.
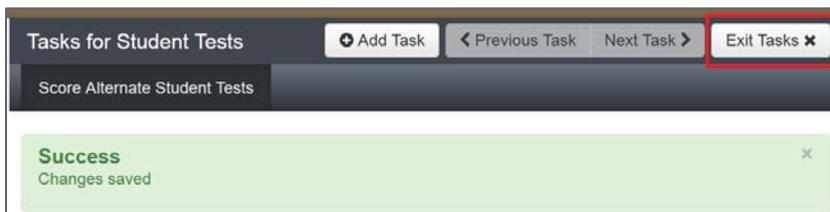
10) Repeat steps 2 through 9 for any additional tests that need to be voided.

Update Not Tested Codes Through the PAnext UI

Tests that were never started by the student (i.e., still in **Ready** status in a non-started test session, assigned but not in a started test session, PBT submitted with nonscorable materials) should have a not tested code and reason indicated. This task can be completed **by users with the DAC, SAC, or sensitive data role**. The option to indicate a not tested code and reason appears on all student tests under Setup > Students > Manage Student Tests in PAnext.

To denote a student's test assignment as <u>Not Tested</u>:

1) Log in to PAnext.

2) Select Students from the Setup tab at the top left corner of the screen.

3) Search for the student by last name, SASID, or by selecting the Show all results option from the Search drop-down in the Find Student portion of the screen. Select Search.
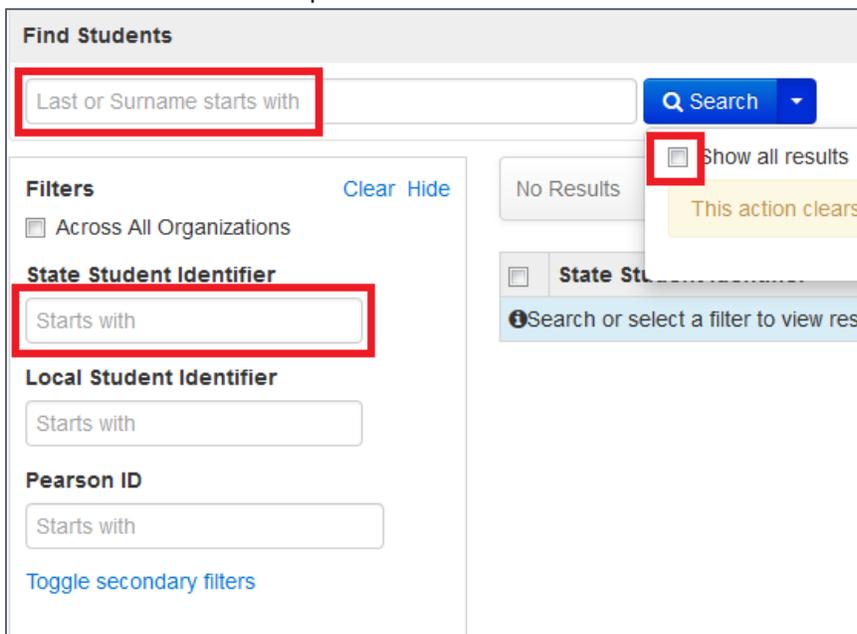
4) Select the checkbox in line with the student's name as listed in the search results.
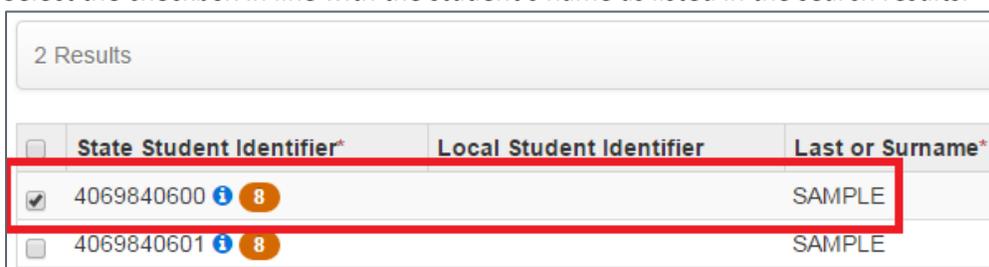
5) Select Manage Student Tests in the Students portion of the screen. Select Start.
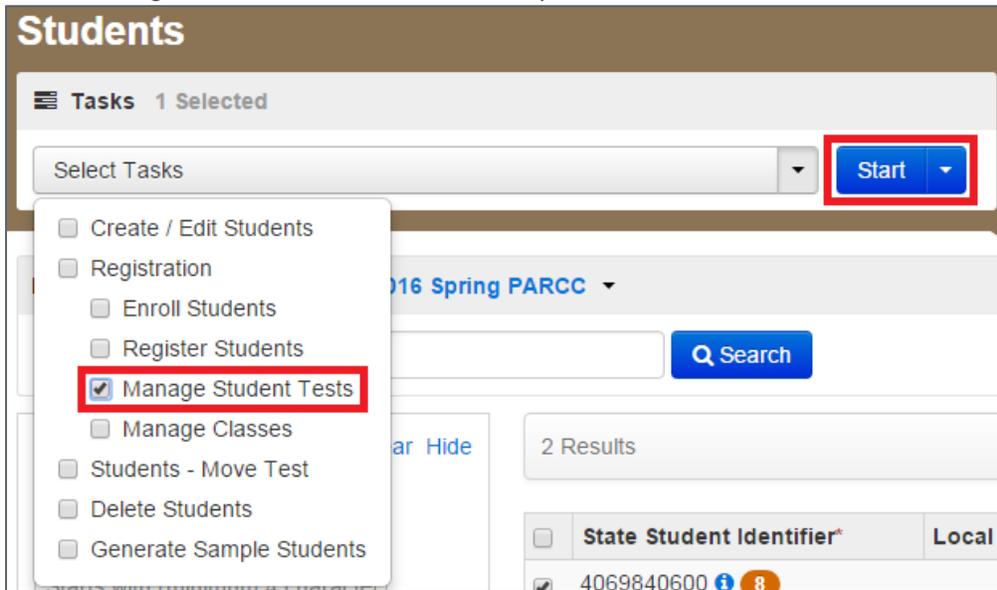
6) Under STUDENT TESTS, select the name of the completed student test that is to be marked as not tested.
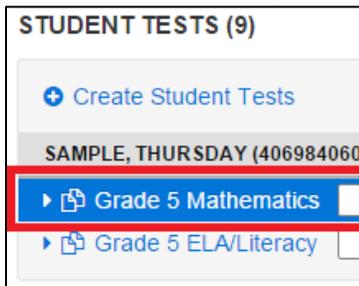
7) Select not tested code in the TEST DETAILS portion of the page, then select the applicable reason from the not tested reason drop-down menu. See *Data Section 3: Void Test Score and Not Tested Codes and Descriptions* for descriptions of each not tested code.

8) Select Save.
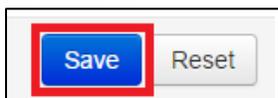
9) A green banner will appear across the top of the screen confirming that the change was successfully saved. Select Exit Tasks.
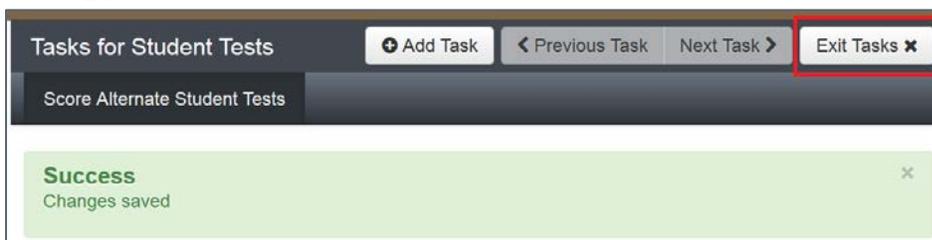
10) Repeat steps 2 through 9 for any additional tests that need to be noted as Not Tested.

Data Section 4: Export/Import STU File

The following steps are taken to make updates to not tested and void codes and reasons via an export and import of the STU file.

Note: Indicating a Marked Complete Reason through the PAnext UI **does not** invalidate a test; a Void Test Score Code/Reason must be applied separately through the following steps. Not Tested Reasons/Codes should not be used if a test was marked complete through the UI.

Exporting a Student Test Update File from PAnext
To export a STU file from PAnext:

1) Log in to PAnext.

2) Select Import/Export Data from the Setup tab at the top left corner of the screen.
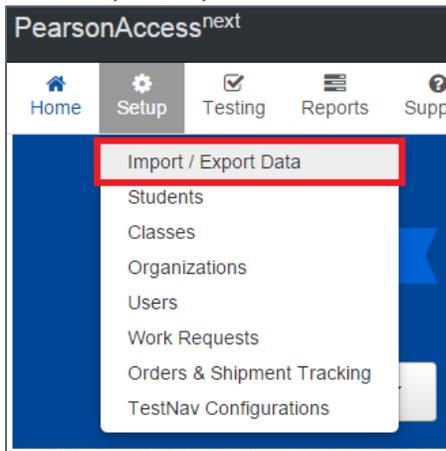
3) Select Import/Export Data. Select Start.
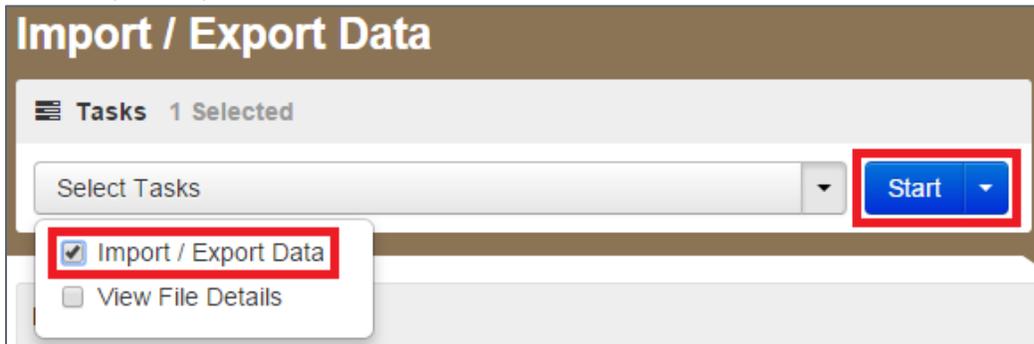
4) Select Student Test Update Export from the Type drop-down menu.
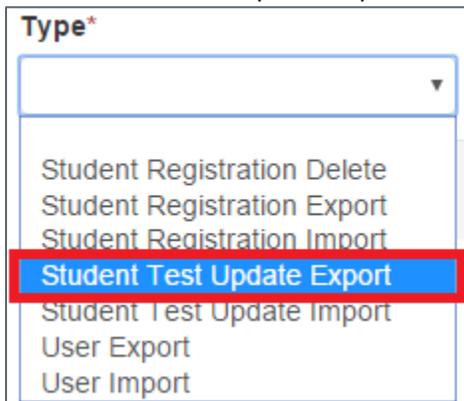
5) Select the preferred option for File Layout Type (CSV is recommended if no option is preferred), and Include Attempts, Include Test Assignments, and Include Tests In Progress. Select Process.

Type*

Student Test Update Export ▼

File Layout Type

CSV ▼

☑ Include Attempts
☑ Include Test Assignments
☑ Include Tests In Progress

[Process] [Cancel]

6) A blue banner will appear across the top of the screen confirming that the file has been successfully queued for processing. Select the refresh button (🔄) until the file is available for download; otherwise, PAnext will send a notification to the user's e-mail address when the file is ready to be downloaded. Select Exit Tasks.

⊕ Add Task   ‹ Previous Task   Next Task ›   Exit Tasks ✖

DETAILS 🔄

Pending
File has been queued for processing

7) Select Download File to view the file.

File Information

Type
  Student Test Update Import

Name
  Untitled.png

Request Date
  2016-02-24 02:05 PM

Total Records
  0

Successful Records
  0

Error Records
  0

Organization
  COLORADO (CO)

User
  mincic_m@cde.state.co.us

Download File ⓘ

8) The file will be saved locally. Locate the file to indicate updates that are to be imported back into PAnext.

Importing an STU File to PAnext

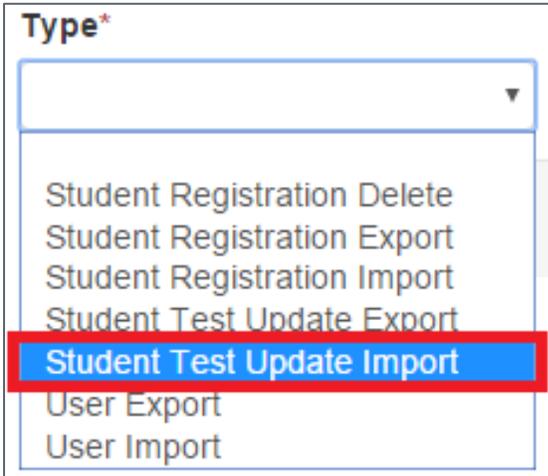To import an updated STU file into PAnext:

1) Log in to PAnext.

2) Select Import/Export Data from the Setup tab at the top left corner of the screen.
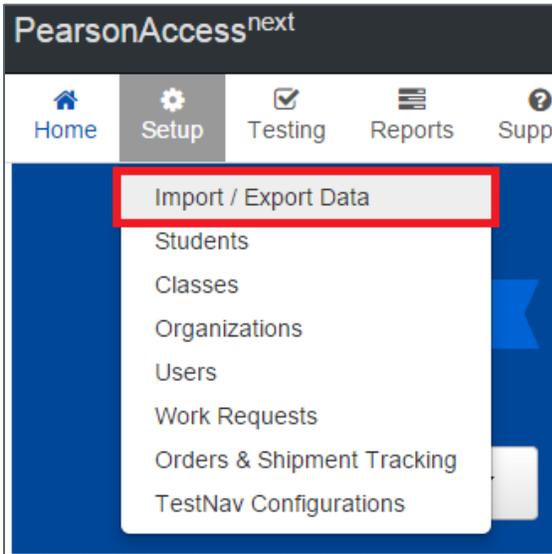
3) Select Import/Export Data from the Import/Export Data field at the top of the screen. Select Start.
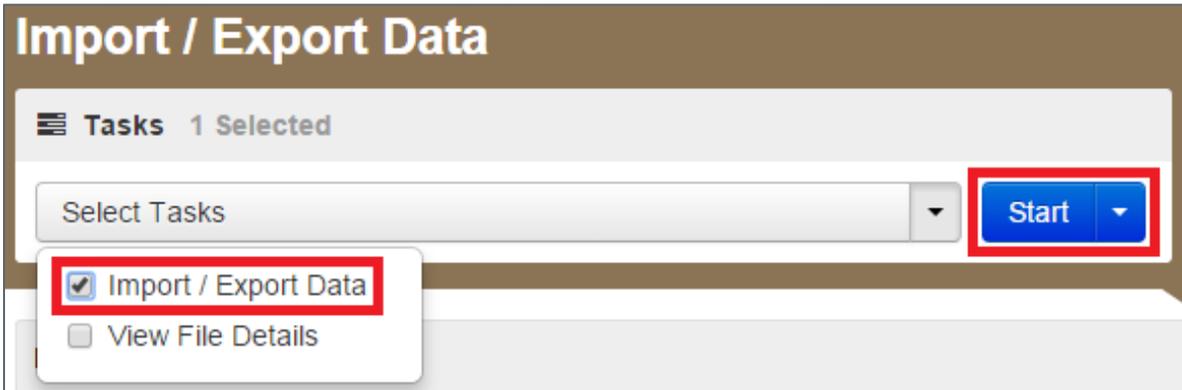
4) Select Student Test Update Import as the Type.
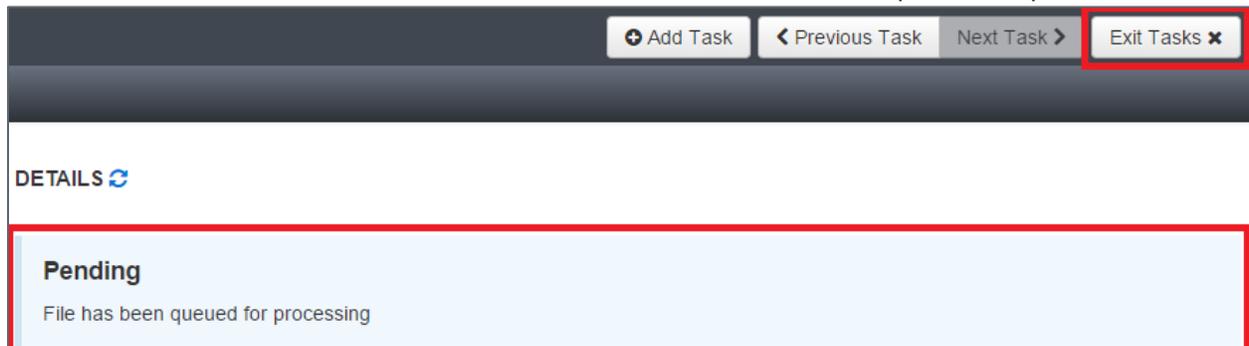
5) Select the appropriate File Layout Type (the file type of the locally saved STU file, either CSV or Fixed). Select Choose File under Source File, then locate the file on your computer. Include any e-mail addresses in the Additional e-mails field for anyone who should also receive notifications regarding the status of the file import. Select Process.
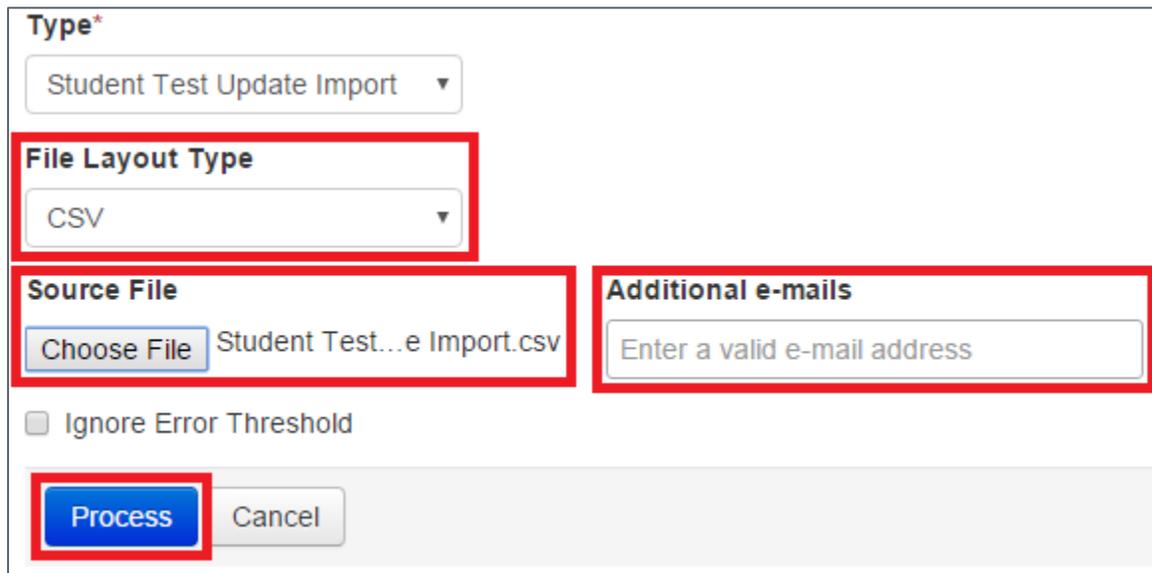
6) The View File Details page will appear with a blue banner across the top of the page confirming that the imported file is being processed. Select the refresh button (⟳) until the file has been processed; otherwise, PAnext will send a notification to the user's e-mail address when the file import is complete.

9) Review any errors that need to be resolved. If necessary, resolve any errors in the locally saved STU file and repeat steps 2-8.

BOCES and Out of District Testing Sites

BOCES

BOCES can be involved in state assessments in several different ways. Some BOCES operate schools and are responsible for testing students enrolled in their schools. Other BOCES operate programs but serve as testing sites for students. This section groups BOCES into three basic scenarios and describes the processes that need to be followed for the CMAS: S/SS, CoAlt: S/SS, and CMAS: PARCC ELA and Math assessments (including CSLA).

Scenario 1: BOCES that operate schools that have a 4 digit CDE school codes and the school is the student's primary school of enrollment. In this situation, the BOCES follow the same procedures as a regular school district in PAnext. CDE will upload information for the BOCES as part of the pre-ID upload. In this scenario, the testing and responsible district and school are the same. In the SR/PNP layout, student district and school data will be coded as follows:

- Testing district code: 4-digit BOCES code as it appears in Data Pipeline
- Testing district name: BOCES name as it appears in Data Pipeline
- Testing school code: School code as it appears in Data Pipeline
- Testing school name: School name as it appears in Data Pipeline
- Responsible district code: 4-digit BOCES code as it appears in Data Pipeline
- Responsible district name: BOCES name as it appears in Data Pipeline
- Responsible school code: School code as it appears in Data Pipeline
- Responsible school name: School name as it appears in Data Pipeline.

Scenario 2: BOCES that operate like programs and administer state assessments to students from ONE "Home" Colorado District. In this situation, the BOCES follow the same procedures as a regular public school located within a Colorado School District in PAnext. Using the same process used to assign school level user roles to the regular public schools in the districts, the "home" district will assign BOCES staff user roles to a BOCES School within their district. CDE will set up a "BOCES school" within the district but will not be able to pre-populate students enrolled in the BOCES schools based on information in Data Pipeline. Districts will have to move students from the primary school enrollment indicated in Data Pipeline to the BOCES school. In this scenario, the testing district and school is different from the responsible district and school. In the SR/PNP layout, student district and school data will be coded as follows:

- Testing district code: 4-digit official CDE BOCES code
- Testing district name: BOCES name
- Testing school code: 4-digit unofficial code (BBBB) assigned by Assessment Unit
- Testing school name: Official BOCES name with "testing site" added to end
- Responsible district code: "Home" district code as it appears in Data Pipeline
- Responsible district name: "Home" district code as it appears in Data Pipeline
- Responsible school code: Primary school enrollment school code as it appears in Data Pipeline
- Responsible school name: Primary school enrollment school name as it appears in Data Pipeline.

Scenario 3: BOCES that operate like programs and administer state assessments to students from MULTIPLE "Home" Colorado Districts. In this situation, the BOCES will be set up as a unique district in PAnext. BOCES and "home" districts will transfer students to this district through "Work Requests – Enrollment Transfer" in PAnext because CDE cannot identify the students from the information in Data Pipeline. CDE will set up a BOCES district with a dummy school within PAnext to use as the testing site. Districts and BOCES will work together to create a list of students who will test at the BOCES. The BOCES can use a SR/PNP file upload to update the responsible district and school code for students if it was changed in the transfer process. In this scenario, the testing district and school is different from the responsible district and school. In the SR/PNP file, student district and school data will be coded as follows:

- Testing district code: 4-digit official CDE BOCES code
- Testing district name: BOCES name
- Testing school code: 4-digit unofficial code (BBBB) assigned by Assessment Unit
- Testing school name: Official BOCES name with "testing site" added to end
- Responsible district code: "Home" district code as it appears in Data Pipeline
- Responsible district name: "Home" district code as it appears in Data Pipeline
- Responsible school code: Primary school enrollment school code as it appears in Data Pipeline
- Responsible school name: Primary school enrollment school name as it appears in Data Pipeline.

Out of District Testing Sites

There are cases where students may take state assessments at locations different from their home school districts but student scores should return to the home district. For example, a district may send special education students to a central location for testing. Or, online students may test in a district close to their residence but outside of the district of enrollment.

In situations like these, the testing site will be the district code of the testing site. Testing sites and "home" districts will transfer students to this district through a "Work Requests – Enrollment Transfer" in PAnext because CDE cannot identify the students from the information in Data Pipeline. Reporting and testing sites will work together to create a list of students that will test at the testing site. The testing district can use a SR/PNP file upload to update the responsible district and school code for students if it was changed in the transfer process. In this scenario, the testing school is different from the responsible school; and the testing district may also be different from the responsible district. In the SR/PNP file, student school data and district data (if needed) will be coded as follows:

- Testing district code: Testing district's 4-digit CDE district code
- Testing district name: District name
- Testing school code: Testing district's 4-digit CDE district code or 4-digit unofficial code if the site is a program
- Testing school name: Official testing school or testing program name
- Responsible district code: Official CDE "Home" district code
- Responsible district name: "Home" district name
- Responsible school code: Official CDE "Home" district code
- Responsible school name: "Home" school name.

Testing at District Run Programs

Some districts may test at district program sites within their district that do not have an official CDE school code. If the students are administered the test at the program site, there are two options for districts to use to help track and to test these students in PAnext.

Option 1: Assign the students to a unique testing group.

In this option, testing and responsible district and school codes are the same and represent the school of official student enrollment. In this option, the CMAS test administrator will need to be set up with permissions for the school of enrollment.

Option 2: Assign the students to a created/unofficial school site within the district.

In this option, testing/responsible district codes and the responsible school code represent the district and school of official student enrollment. The testing school code will be an unofficial code that represents a testing site. **To get a testing school unofficial code, districts need to contact the Assessment Unit.** When providing this code, districts should provide CDE with a name for the program to be used in the testing school name field. In this option, the CMAS test administrator will need to be set up with permissions for the unofficial testing site.

Table 5: Within Program Student Enrollment Information

SR/PNP Field	Option 1	Option 2
Testing District Code	Official enrollment code	Official enrollment code
Testing School Code	Official enrollment code	Unofficial code provided by CDE
Testing District Name	Official enrollment name	Official enrollment name
Testing School Name	Official enrollment name	Program name provided to CDE by district
Responsible District Code	Official enrollment code	Official enrollment code
Responsible School Code	Official enrollment code	Official enrollment code
Responsible District Name	Official enrollment name	Official enrollment name
Responsible School Name	Official enrollment name	Official enrollment name

Eligible Facilities and Division of Youth

Students placed out-of-district by a public agency (enrolled in eligible facilities) and incarcerated students (Division of Youth Corrections) will not have information in Data Pipeline. Therefore, CDE cannot pre-populate student data into PAnext. DACs for these eligible facilities and the Division of Youth Corrections must upload the full SR/PNP file layout into PAnext. DACs should follow the general guidance provided in the SR/PNP layout documentation for data file requirements (e.g. field lengths, valid values).

Table 6: Student Enrollment Information for Eligible Facilities and the Division of Youth Corrections

SR/PNP Field	Eligible Facilities	Division of Youth Corrections
Testing District Code	FFFF	8104
Testing School Code	Official school code	Official school code
Testing District Name	Facilities	Division of Youth Corrections
Testing School Name	Official school name	Official school name
Responsible District Code	FFFF	8104
Responsible School Code	Official school name	Official school name
Responsible District Name	Facilities	Division of Youth Corrections
Responsible School Name	Official school name	Official school name

Home School Students

Home school students taking the CMAS or CoAlt assessments will need to have a record in PAnext. However, home schooled student reporting data can be limited to the information in Table 7.

Table 7: Home School Student Enrollment Information

| SR/PNP Field Name	Home School Valid Value	Comment
Testing District Code	Testing site official district code	Testing site information is needed to put student in a test session.
Testing School Code	Testing site official school code	
Testing District Name	Testing site district name as it appears in Data Pipeline	
Testing School Name	Testing site school name as it appears in Data Pipeline	
Responsible District Code	Same as testing district code	The vendor sends home school student reports to the district testing site. It is the district's responsibility to distribute these reports.
Responsible School Code	HHHH	This code is used to indicate the record of a home school student. This code is used to exclude student from district and state reports.
Responsible School Name	District Home School	
SASID	SASID or district generated ID	A CDE assigned SASID should be used for the student if available. If an official SASID is not available, then the SASID field should be populated with DDDDHHHH##, where 'DDDD' represents the district and 'HHHH' represents the home school.
Student Last Name	See SR/PNP layout	
Student First Name	See SR/PNP layout	
Student Middle Name	See SR/PNP layout	
Date of Birth	See SR/PNP layout	
Gender	See SR/PNP layout	
Grade	See SR/PNP layout	Note the grade level of the test the student is taking. For example, if a student is taking the 4th grade social studies test, 'grade 4' should be entered in PAnext for that student.

Importing a .csv File into Microsoft Excel

To retain the formatting of variables in a .csv file in Microsoft Excel, import all fields as text. Below are step-by-step instructions explaining how to complete this process.
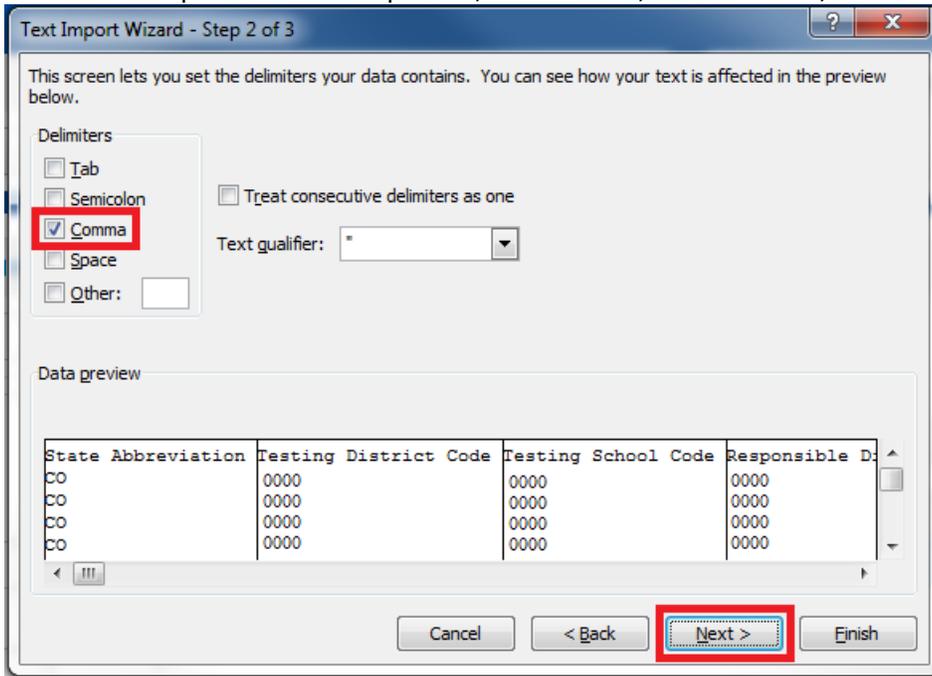
1) Open Microsoft Excel.

2) Select the Data tab, then select From Text.
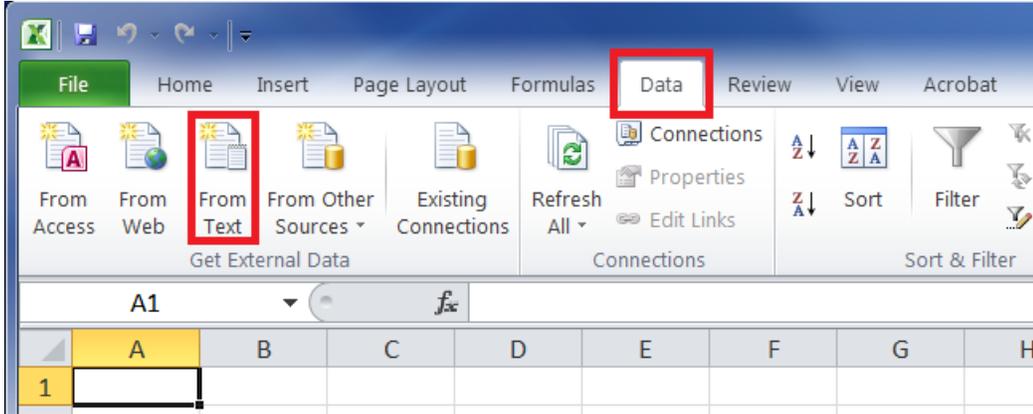
3) An Import Text File window will appear. Locate the locally saved .csv file and select Open.

4) On the Text Import Wizard – Step 1 of 3, select Delimited. Select Next.
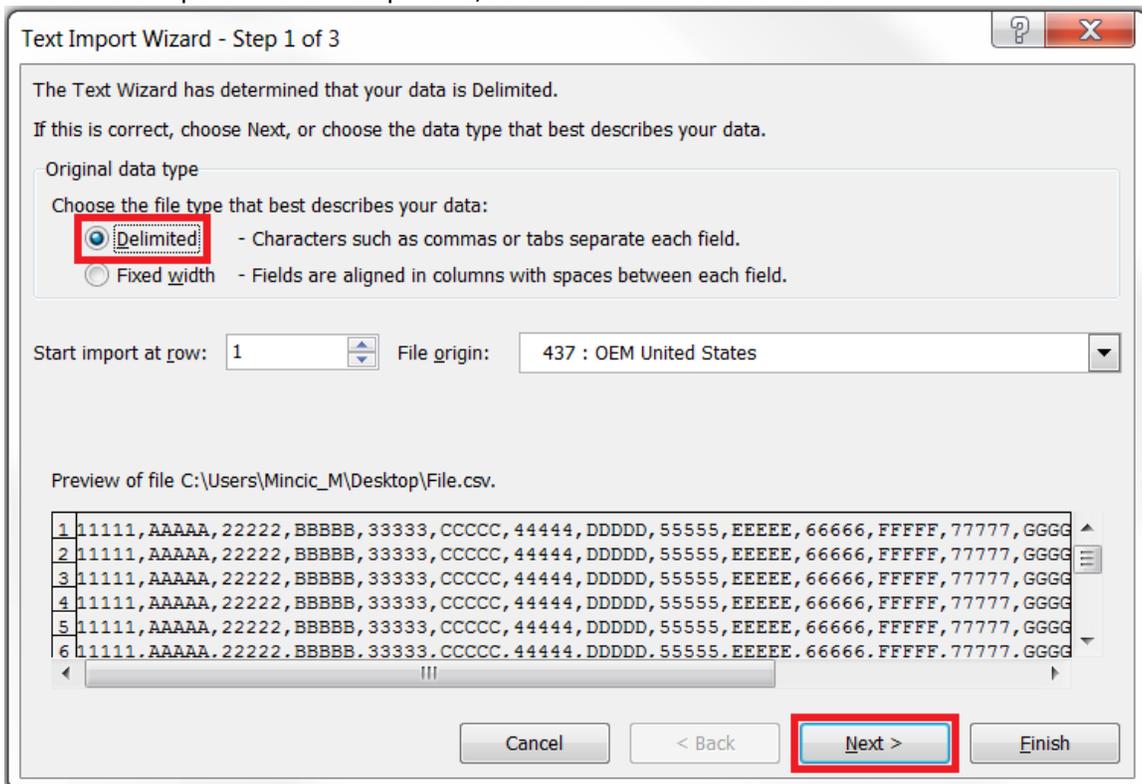
5) On the Text Import Wizard – Step 2 of 3, deselect Tab, select Comma, and then select the Next button.

6) On Text Import Wizard – Step 3 of 3,
   a. Highlight all the fields in the file. (Select the first column, hold down the Shift key on the keyboard, drag the scroll bar to the right, and select the last column to highlight all fields at once.)
   b. Once all fields are highlighted, select Text in the Column data format box.
   c. Select the Finish button.
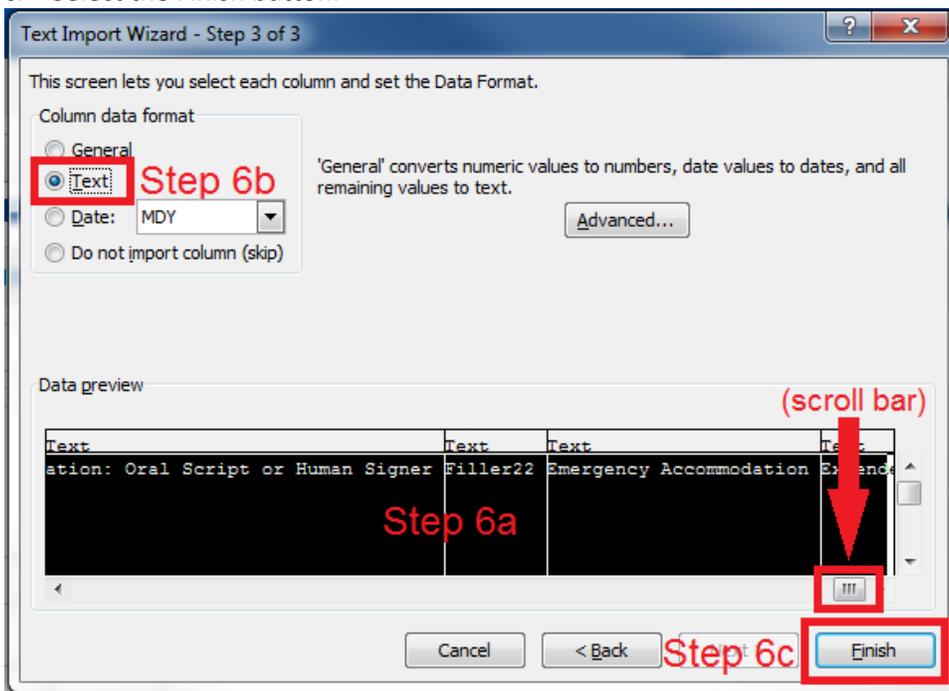
7) Save a working version of the file in Excel format.
8) Make updates to the file using the Excel format.
9) Before importing the updated file back to PAnext, save the file as .csv.
10) Import the updated .csv file into PAnext.

CDE Contact Information

Colorado Department of Education Assessment Unit	
201 East Colfax Avenue Room 502, Denver, CO 80203-1799 **Phone: 303-866-6929 Fax: 303-866-6680**	
Contact	**Responsibilities**
Stephanie Boyd, PARCC Coordinator 303-866-6849; boyd_s@cde.state.co.us	• CMAS: ELA and Math (PARCC) operations and procedures • Contact for general ELA/math accommodations
Sara Loerzel, Online Assessment Administration Specialist 303-866-3266; loerzel_s@cde.state.co.us	• CMAS: Science and Social Studies operations and procedures • Contact for general accommodations
Katie Schmidt, Content Development Specialist 303-866-6808;	• CMAS: Science and Social Studies content development
Mindy Roden, CoAlt and Special Education Specialist 303-866-6709; roden_m@cde.state.co.us	• CoAlt development and operations • Contact for non-standard accommodations
Heather Villalobos Pavia, Linguistics Specialist 303-866-6118; villalobospavia_h@cde.state.co.us	• Contact for English Learner (EL) accommodations
Collin Bonner, Technology Specialist 303-866-6752; bonner_c@cde.state.co.us	• DTC Contact
Melissa Mincic, Data Operations 303-866-6281; mincic_m@cde.state.co.us	• Management of data operations for all state assessments • Contact for data
Jasmine Carey, Psychometrician 303-866-6634; carey_j@cde.state.co.us	• Analysis and validation of procedures and data
Margo Allen, Business Process Manager 303-866-6929; allen_m@cde.state.co.us	• General Contact for the Assessment Unit
Christina Wirth-Hawkins 303-866-6979; wirth-hawkins_c@cde.state.co.us	• Director of Assessment Development
Gina Herrera, Exceptional Student Services Unit 303-866-6605; herrera_g@cde.state.co.us	• Eligibility criteria for alternate assessments
For a complete listing of Assessment Unit personnel please go to: http://www.cde.state.co.us/assessment/generalinfo-about	