Colorado Measures of Academic Success: Science and Social Studies Assessments

Test Administrator Manual

State of Colorado Seal — 1876

Grade 5 Science

Spring 2014

cde COLORADO
DEPARTMENT *of* EDUCATION

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Telephone Assistance

For questions about	Contact
• Colorado assessment policies • accommodation requests • test incidents and security violations • general testing questions	**Colorado Department of Education's Assessment Unit** Telephone: 1-303-866-6929 Fax: 1-303-866-6680 Email: clymer_j@cde.state.co.us Website: http://www.cde.state.co.us/assessment
• student information updates or changes • TestNav and online testing procedures	**Pearson Customer Service** Telephone: 1-888-687-4759 (Monday through Friday, 7:00 a.m. to 6:00 p.m. MT) Live Chat: http://www.pearsonaccess.com/co (Monday through Friday, 7:00 a.m. to 6:00 p.m. MT) Email: COHelp@support.pearson.com Website: http://www.pearsonaccess.com/co

For technology issues during test administration, please **call** Pearson at 1-888-687-4759 and indicate that you are live testing.

Resources Available Online

Reference materials available online	Located at
Recorded Trainings	http://www.pearsonaccess.com/co > Support > Resources > Training
Important Dates	http://www.pearsonaccess.com/co > Support > Resources > Important Dates
CMAS: Science and Social Studies Test Administrator Manuals	http://www.pearsonaccess.com/co > Support > Resources > Manuals and Documents
Scoring Guides for ePATs (practice testing environments)	http://www.pearsonaccess.com/co > Support > Top Resources
Memos	http://www.pearsonaccess.com/co > Support > Resources > Memos
PearsonAccess User Guide	http://www.pearsonaccess.com/co > Support > Resources > Reference Guides
CMAS Procedures Manual	http://www.cde.state.co.us/assessment/newassess-sum
Accommodations Manual	http://www.cde.state.co.us/assessment/coassess-accommodations

Overview for the Spring 2014 Administration of the Colorado Measures of Academic Success: Science and Social Studies Assessments

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. 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): Science and Social Studies is Colorado's standards-based assessment designed to measure the Colorado Academic Standards in the content areas of science and social studies. These assessments must be administered under standardized conditions to ensure the reliability and validity of results.

Using the *CMAS Test Administrator Manual*

This manual describes the procedures for Test Administrators to follow in administering the paper and online CMAS. You must carefully read this manual prior to administering any CMAS assessment. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide. The guidelines and test administration scripts provided in this manual ensure that every student in Colorado receives the same standard directions during the administration of the test.

Responsibilities of the Test Administrator

The primary responsibility of the Test Administrator is to provide a standardized, ethical administration of the CMAS. This will ensure that every student has an equal opportunity to demonstrate, within the standard conditions provided to all students in Colorado, what he or she knows and is able to do.

Test Administrator Responsibilities Checklist

During All Stages:

❏ Ensure that all test materials are secured at all times per state requirements. Test materials must be kept in a secure, locked location at all times when not being used for testing. Test materials must not be stored in classrooms.

❏ Maintain test security and the chain of custody for secure materials.

Before Testing:

❏ Attend the trainings provided by the Colorado Department of Education (CDE) or your district for proper testing procedures, using the PearsonAccess administrative management website: http://www.pearsonaccess.com/co.

❏ Review the *CMAS Test Administrator Manual,* the *Procedures Manual,* and the *Accommodations Manual* (if administering an accommodated form of CMAS).

❏ For paper test materials, use the CMAS Roster for Paper Forms as a checklist to verify that students listed on the roster have pre-ID labels. If the information on a pre-ID label is incorrect, Test Administrators may be designated to complete the demographic page on the test book.

❏ Sign the Security Agreement and return it to the School Assessment Coordinator (SAC).

❏ Download and administer the ePATs (practice testing environments) prior to testing. Due to the newness of computer-based testing, districts are strongly encouraged to provide students with time to experience the practice testing environment before actual testing. The ePATs will help students navigate through the online testing environment and use the embedded supports on the day of testing.

Software for the ePAT does not need to be installed or downloaded. The ePATs are available as links on PearsonAccess, and will open in the browser-based test environment, TestNav 8. For a list of hardware and software requirements to run TestNav, please consult http://www.pearsononlinetesting.com/TestNav/8/ requirements_testnav_8_0_4.html.

❏ Discuss the accommodations with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment. This includes explaining to students the level of reading support the Test Administrator is allowed to provide during the test.

❏ Assign an accommodated test form in PearsonAccess to any student who is testing with accommodations.

❏ Download test content (proctor cache). Proctor caching is recommended no later than the day before starting the test session. Instructions can be found in the *TestNav 8 Proctor Caching User Guide*, available at http://www.pearsonaccess.com/co > Support.

❏ Receive Student Authorization Tickets, scratch paper, seal codes, and paper CMAS test materials (if administering a CMAS: Science and Social Studies assessment in paper) from SACs.

❏ Prepare the testing environment. Observe that all posters and visual aids have been covered or removed and that nothing is taped or placed on the students' desks.

During Testing:

❏ For online administrations, post the four-digit seal code(s) in the testing room after students have logged in to TestNav. Seal codes may be written on a blackboard, white board, or chalkboard, or displayed on a poster. As soon as all students have logged in to TestNav and have begun testing, remove the seal code from display.

❏ For paper administration, if the SAC has not done so, prior to testing, write school, district, and teacher information on students' test books. (This may be done immediately after the test section as well.)

❏ Account for all students enrolled in the test. If a student is absent, notify your SAC. For online administrations, you may use the student's Student Authorization Ticket to track absences.

❏ Keep track of make-up students testing on a different section from other students in the same room. Make-up students testing online may require a different seal code and Student Authorization Ticket, depending on the make-up testing arrangement. Refer to the *CMAS Procedures Manual* for further instructions on make-up testing.

❏ Read aloud the Administrator "SAY" directions exactly as printed in the *CMAS Test Administrator Manual*. For Oral Administration, read the oral script that is provided separately exactly as printed.

❏ Administer the test. For online administrations, open and manage all relevant PearsonAccess test sessions on each testing day. Managing test sessions includes starting the session, resuming the student's test after a temporary stop in testing, and stopping the test session only after all students have completed the three sections. Monitor student status frequently to ensure that all students are, and remain in, active status during the online testing process.

❏ Answer student questions related to TestNav functionality and test procedure. Do not answer any questions related to the content of the assessment.

❏ Maintain the security of Student Authorization Tickets, from receipt before testing to collection after each test section. Student Authorization Tickets should be collected immediately after students begin testing. On the Student Authorization Ticket, write the section that the student has completed for that day when the student returns the Student Authorization Ticket at the completion of the section.

❏ Report any unusual circumstances or breaches of test security regulations to the SAC and/or the DAC.

❏ Return secure test materials (e.g., Student Authorization Tickets, scratch paper, CMAS paper test materials) to the SAC after each test section. CMAS scratch paper should be inserted into the secure return envelope immediately after each section. Student Authorization Tickets should also be inserted into the secure return envelope after students have completed test section 3. Deliver unsealed envelopes to the SAC. Document the return of all secure test materials (used and unused) on the School Security Checklist.

After Testing:

❏ After all students have completed the three sections of the test, check test sessions in PearsonAccess to ensure that all students are in "Completed" status, indicating that tests have been submitted.

❏ Remove any untested students who are not scheduled for make-up testing from the sessions.

❏ Stop the test session in PearsonAccess. The session will not be stopped until all tests for all students within a session are in "Completed" or "Marked Complete" status.

❏ Collect any used and unused paper test books and deliver them to the SAC.

❏ Report any unusual circumstances or breaches of test security regulations to the SAC and/or the District Assessment Coordinator (DAC).

Standard Conditions for a Standardized Test

The CMAS: Science and Social Studies Assessments must be administered to all students in Colorado in a standardized manner. The Test Administrator must prepare and maintain a secure testing environment that provides equitable testing conditions for all students taking the CMAS.

Multiple grades and multiple content areas must not be tested in the same testing environment at the same time unless they are included in make-up testing. All students in the testing room must be read the Administrator "SAY" instructions and start the test at the same time. Depending on the district, exceptions may be made for late-arriving students. See section "Late-Arriving Students" on page 18 of this manual.

If a student becomes ill during an online test, the student will exit the test. The student may make up any incomplete or missed sections at a later time. Students who become ill when taking a paper test should attempt to finish a test they started during make-up testing. Test Administrators must note the exact place in the test where the student stopped.

If test security has been violated, the test may be invalidated. Test incidents that violate test security must be reported to the SAC and/or the DAC after testing. Reasons for reporting test incidents include, but are not limited to, the following:

- if a student cheats,
- if test security is violated,
- if improper test administration occurs, or
- if students are tested outside the testing window.

Materials Required to be Provided to Students

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

- Student Authorization Tickets
- Pencil or pen
- Scratch paper (to be supplied by Pearson)
- Approved alternative scratch paper as indicated in a student's Individualized Education Plan (IEP) (i.e., graph paper or specialized writing paper). Paper must be inspected before use to verify that it is free of any writing.
- Headphones, if using text-to-speech accessibility feature
- Paper CMAS test materials and accommodated materials (for students taking the paper-based assessment)
- No. 2 pencil(s) with eraser(s) for paper-based administrations

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.

Examples of materials that must be covered or removed include, but are not limited to posters, maps, charts, and displays that define, explain or illustrate terms or concepts in the subject area being tested.

The table below lists materials that may not be used at any time during testing, including after a student has completed testing (i.e., after answers have been submitted for a section). 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 Sections
All cellular phones, including camera phones and smartphones. (Test Administrators are exempted if no land line is available to provide access to technical assistance.)
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)

Note: Test Administrators and technology staff, such as the District Technology Coordinator, may use cell phones to contact technical support to trouble shoot TestNav issues or use tablet devices to administer the assessment session in PearsonAccess.

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, a cell phone, or a visual recording device. Test accommodations must be listed in or recommended by the student's IEP, 504, or English Language (EL) plan and documented as a demographic update in PearsonAccess, as appropriate, by the SAC.

Prior to testing, Test Administrators should instruct students to place prohibited materials in their locker or book bags. If a student is found to have any prohibited material in his or her possession upon arrival for testing, students 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 items listed above during testing, collect the student's test materials. The student will then be dismissed from the testing environment and the test will be invalidated..

Test Security

Security Requirements

Test security must be maintained before, during, and after test administration. Security requirements include making sure that:

- a documented chain of custody is maintained, and

- all students take the CMAS in a standardized manner per state requirements and instructions in this manual.

Test Administrators are expected to ensure that Student Authorization Tickets, printed seal codes, scratch paper, and paper CMAS test materials are not left in open or unattended areas. No tickets, seal codes, scratch paper, or paper test materials are to leave the school building.

Online and paper tests are not to be viewed prior to testing by anyone. Test Administrators must not view test content or test items. Only students being tested are allowed to access the test at the time of testing. Students must **not** have access to the test forms before the scheduled test session begins. Once a test is started during test administration, no one other than the student taking the test is allowed to view that student's screen or test book. Students are not to disclose test contents to teachers, Test Administrators, or any school personnel. Teachers are not allowed to answer questions about the test items at any time (during or after testing). Teachers may, however, answer questions about test directions or procedure. Test Administrators may also read the blue directions banner on a student's screen during testing.

Using secure test items as instructional tools or for student "practice," either verbatim as written, or in reworded form is prohibited.

Chain of Custody

A documented chain of custody must be maintained for all Student Authorization Tickets, printed seal codes, scratch paper, and paper CMAS test materials before, during, and after test administration. The following chain of custody requirements apply to CMAS test administration:

- All secure CMAS: Science and Social Studies materials must be accounted for and stored in a secure and locked location before and after testing.

- The SAC is responsible for the distribution and collection of CMAS: Science and Social Studies materials to and from Test Administrators each day of administration, preferably within 15 minutes of the start and end of test section administration.

- All state assessment 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 involved with administration of the non-computer-based forms of the assessments may have access to test books only on the day the content area is assessed, with the exceptions of translators and teachers administering the assessment in braille.

- If administering a paper test, test books must be distributed just prior to administration. CDE recommends that test books be distributed no more than 15 minutes prior to the test section and be collected within 15 minutes after the test section. Test Administrators are not to have extended access to materials before or after administration.

- Test materials must be documented on the School Security Checklist and secured while in the Test Administrator's possession.

- Test Administrators must document the return of all secure test materials (used and unused) on the School Security Checklist, and must return all materials to the SAC.

Important Precautions During Testing

The following procedures must be observed:

- Do **not** provide feedback, including any hint about the correctness of a response or any guidance.

- Do **not** coach, edit, or point out errors in student work.

- Do **not** encourage students to change their responses through tone, gesture, questions or statements such as "Are you sure?" or "Look at that again."

- Do **not** clarify test items.

- Do **not** answer content-related questions.

- Do **not** interfere with the demonstration of skills.

- Do **not** interact with students in any way unless they are behaving in a manner that is unsafe, disruptive, or might result in tests being invalidated. However, limited interaction with students on the subject of TestNav functionality (but not content) is acceptable.

Prohibited Activities

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

	Breaches of Test Security	Test Administrators	Students
Electronic Devices	Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod, electronic tablet) during a test section. **Note:** Test Administrators may use cell phones to contact tech support to troubleshoot TestNav issues, or use tablet devices to administer the assessment session in PearsonAccess. However, please note that officially approved and supported fully functional devices are limited to Windows- and Mac-based systems.	■	■
	Checking email while in possession of secure test materials or while students are testing.	■	■
	Using a computer or laptop (other than the one being used to administer the test) while in possession of secure test materials or while students are testing.	■	■

	Breaches of Test Security	Test Administrators	Students
Test Supervision	Reading a book, newspaper, or any other material before closing out of the test section 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 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 while secure test materials are still distributed or while students are testing.	■	
	Leaving students unattended for any period of time while secure test materials are still distributed or while students are testing.	■	
	Not administering a section according to the allotted time.	■	
	Giving students more time than is allotted for the test section (except for students who have an IEP, 504, or EL plan who are allowed to receive extended time) beyond time and a half.	■	
	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.	■	
	Failing to follow test administration directions exactly as specified in this manual or in the *Procedures Manual*.	■	

	Breaches of Test Security	Test Administrators	Students
Test Materials	Giving a student access to test items or prompts prior to testing.	■	■
	Viewing or permitting students to view secure test content.	■	■
	Obtaining or sharing information related to secure test materials that could result in a widespread security breach.	■	■
	Reading or viewing assessment content or test items before, during, or after testing.	■	■
	Copying or reproducing (e.g., taking a picture of) any part of the passages or test items, or any secure test materials or online test forms.	■	■
	Altering or interfering with a student's responses in some way.	■	■
	Making responses available to a student.	■	■
	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 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.	■	■
	Altering student responses in any way.	■	■
	Failing to properly secure and safeguard online or paper-based CMAS materials necessary for online test administration.	■	
	Breaking the chain of custody of materials.	■	
	Misusing, mishandling, or losing any state test materials.	■	

Testing Irregularities	Test Administrators	Students
Procedural Irregularities		
Failing to follow administration directions for the test.	■	■
Losing a student's test book.	■	■
Displaying testing aids in the testing environment (e.g., a bulletin board containing relevant instructional materials) during testing.	■	
Failing to provide a student with a documented accommodation, or providing a student with an accommodation that is not documented, and therefore, not appropriate.	■	
Providing access to seal codes ahead of time and before reading the appropriate direction in the script.	■	
Testing Environment Irregularities		
Technology interruption or dysfunction	■	■
Building evacuation or lock-down	■	■

Ethical Practices

All licensed Colorado educators and Test Administrators must conform to ethical practice when administering the CMAS: Science and Social Studies assessments.

Quality instruction will produce quality student performance on state tests. While teaching test-taking strategies and providing some regular instruction using formats similar to those found on standardized tests is appropriate, instruction that is explicitly designed as practice for the CMAS (i.e., "teaching to the test") provides students with negative messages about what is important to their education and performance. This is **not** considered ethical practice. Further clarification regarding appropriate test preparation is provided in the table below.

Test Preparation for CMAS	Is This an Ethical Practice?	
	Yes	No
Developing instructional objectives based on the Colorado Academic Standards.	■	
Making changes in instruction that enhance student skills, learning, and achievement.	■	
Using CMAS-released test items for **professional development purposes** and as examples in the classroom.	■	
Using CMAS-released test items and ePATs to **familiarize** students with the different item formats, how to indicate responses, and for general test-taking strategies.	■	
Motivating students to perform well on the assessment by talking to students and their parents.	■	
Developing curriculum based on specific CMAS test items.		■
Preparing instructional objectives based on specific CMAS test items and teaching accordingly, rather than developing instructional objectives based on the Colorado Academic Standards.		■
Using CMAS-released test items as the sole basis for curriculum and instruction.		■
Sharing an actual CMAS test instrument in a public forum (which is a violation of test security and could invalidate student results).		■
Copying test passages, test items, writing prompts, and/or student responses from an actual CMAS assessment for use in instructional planning, classroom instruction, or assessment.		■
Making a copy of the CMAS and/or preparing a student study guide based on the items on a particular assessment.		■
Presenting items verbatim or paraphrased from the assessment to be given.		■
Deviating from the prescribed administration procedures in the *CMAS Test Administrator Manual* in order to assist student performance.		■
Leaving visible aids that could artificially inflate student scores or aids that are expressly forbidden in *CMAS Test Administrator Manuals*.		■

Test Preparation for CMAS	Is This an Ethical Practice?	
	Yes	No
Telling students the correct responses or allowing them to discuss answers among themselves.		■
Hinting to a student to reconsider an answer he or she has marked for any item.		■
Allowing the use of notes or other materials that may give students an unfair advantage.		■
Excluding eligible, but lower-performing, students from CMAS.		■

Accommodations

You may have students in your test environment who are eligible to receive approved testing accommodations. Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and English learners (ELs) to participate meaningfully in classroom instruction and testing activities. These include linguistic accommodations and accommodations for students with disabilities. Information regarding allowable accommodations for the CMAS: Science and Social Studies assessments can be found in the *CMAS Accommodations Supplement* and the *CMAS Procedures Manual.* A list of assistive technologies compatible with TestNav is available at: http://pearsononlinetesting .com/TestNav/AT.

Most students will be taking CMAS: Science and Social Studies assessments on a computer. The paper-based versions of the CMAS: Science and Social Studies assessments are considered accommodated forms. Use of the paper-based assessments is expected only to be available for students with specific needs or conditions (e.g., seizures from computer, braille, adaptive input does not work with testing system). For more information on paper test administration guidelines, see page 35.

It is the SAC's responsibility to provide Test Administrators with information and training about the accommodations that a student is to receive on test day.

Schools are strongly encouraged to provide students with an opportunity to use the ePATs (practice testing environments) before testing day. Exposure to ePATs in advance of testing is especially important for students planning to use the text-to-speech tool.

Under certain circumstances, a student with a disability may be allowed to use certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet or a cell phone. Test accommodations must be listed in or recommended by the student's IEP, 504, or EL plan.

Exposure to ePATs in advance of testing is especially important for students planning to use the text-to-speech tool.

Test Materials in Large Print and Braille

A district will receive a shipment of large-print and/or braille materials for each CDE-approved request. In most cases, large-print and braille tests should be ordered only for a student with a visual impairment.

The large-print test books are spiral bound, and the dimensions of the books are 14 inches by 18 inches. Each large-print book is sealed by test section.

Braille test books are not sealed. Teachers of students with visual impairment 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.

Linguistic Accommodations for ELs

Linguistic accommodations address the unique second language acquisition process of students who are acquiring a new language. These accommodations are intended to decrease the effect of linguistic difficulties ELs experience when learning and demonstrating knowledge and skills in English. Linguistic accommodations are available for eligible ELs taking CMAS. The types and number of linguistic accommodations available vary according to the eligibility criteria and the subject area assessed. The linguistic accommodations available are found in the *CMAS Accommodations Supplement*.

Administering the Grade 5 Science Test

Student Test Materials

For materials allowed and prohibited during testing, see "Materials Required to be Provided to Students" and "Prohibited Items" on pages 5 and 6.

Student Authorization Tickets

Student Authorization Tickets contain the URL that students must enter into a browser to access TestNav, and the unique username and test code needed to log in to take the test. Student Authorization Tickets must be stored in a secure location prior to, in between test sections, and after the test administration. One ticket will be printed per student; the same ticket will be used for each testing day. Make-up students may require a second, different Student Authorization Ticket for make-up test sections. Consult your SAC for details on your school's make-up testing procedures.

Seal Codes

Seal codes ensure that students can only review and change answers in the current test section. Seal codes prevent students from continuing to the next section until permitted and they prevent students from accessing previous sections once they have ended.

Your SAC will deliver the seal code document to you before testing. The seal code document will list several seal codes. You only need to look at the first three codes to unlock the corresponding three sealed sections of the test. The testing environment should include space (e.g., a chalkboard, a white board, poster paper) to display the seal code for students. On each testing day, Test Administrators must write or post the seal code in the room. Seal codes for any make-up test sections will also need to be posted if there are any make-up students testing in the same room. After all students have successfully logged in to TestNav, erase or take down the posted seal codes.

Sealed sections ensure that students cannot advance to the next section. Students cannot return to sealed sections once they have been completed, but may return to the section after a temporary stop in testing. If a student needs access to a previous test section, call Pearson's help line at **1-888-687-4759**.

Note: A student who is unable to enter a test section with the given seal code may have improperly exited from the previous test section. Providing the student with the previous section's seal code and directing the student to the section exit instructions may enable the student to continue.

Preparing the Testing Environment

- Testing rooms should be well lit, well ventilated, quiet, and comfortable.
- Each student must have enough space in which to work, and no characteristic of the room's environment should hinder any student's test performance.
- Appropriate actions should be taken to reduce noise, such as turning off alarms or bells.
- Any type of music must not be played during the test.
- Each student should be sufficiently separated from other students to work without distraction.
- A "Testing—Do Not Disturb/Only Authorized Personnel Allowed" sign should be posted outside the testing room.
- Bulletin boards and instructional displays that might be a source of direct answers must be covered or removed during testing. 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. Any rooms to which students may be relocated must also be prepared.
- A clock or stop watch must be available to monitor the test period.
- Students must 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.

If an appropriate seating configuration is not possible, cardboard, plastic, or other types of partitions may be used as physical and visual barriers between computers to prevent students from viewing other monitors. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Vertical cloth or paper "curtains" that isolate each computer
- 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 computers
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between computers
- Cardboard carrels
- Privacy screens narrow the viewing angle of a computer monitor so that it is visible only to someone 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 configurations for seating students for the computer-based administrations may be considered:

- 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 unless TestNav has been shut down and is no longer running on the device. This includes removal for technical purposes.

A sheet of paper, a folder, or other material may be used to cover a student's monitor during a temporary stop to testing, such as for a bathroom break. For more details, see "Stops in Testing" on page 18.

Time Limits Policies and Procedures

Each CMAS: Science and Social Studies assessment test section includes 80 minutes of testing. The test administration time includes an additional amount of time for set up and transition. Time for set up and transition includes distributing materials, reading directions, and administering the test. Students must complete the test section within the same school day, but the assessment will be completed over a span of days. Districts may establish starting times for testing.

The 80 minute period begins when the Test Administrator tells students to begin working on their tests. Distribution of materials and the reading of the "SAY" directions are not included in the 80 minute time limit.

For each section, students must remain in the test environment for a minimum of 55 minutes. After the minimum time has been reached, follow your district's policy regarding whether students who have finished testing should remain in the testing environment or whether they may be dismissed. After a student completes the test and turns in his or her test materials, a student who stays in the test environment may sit quietly or read. Once the total testing time of 80 minutes has been reached, students must exit the test section. Students may be allowed extended time as an accommodation only if it is recorded in his or her IEP or 504 plan.

Each student must be allowed to work at his or her individual speed. Students must **not** be directed to speed up or slow down.

Once the time period has ended, Test Administrators will instruct any students still testing to exit their online tests or to put their pencils down and close their test books.

Each test section includes 80 minutes of student testing. Once a student starts testing, he or she is required to sit for a minimum of 55 minutes.

CMAS Test Administrator "SAY" Directions

Test Administrators must distribute materials and read the bolded, scripted "SAY" directions before students begin taking the assessment. The "SAY" directions begin on page 22 for online administration and page 36 for paper.

Late-Arriving Students

A student who arrives after testing has begun may be tested if sufficient time remains. Each student must be allowed time in which to take the test. Students who begin testing after others have started will have a later stop time.

SACs will need to determine how the student will complete testing.

Stops in Testing

There are two types of breaks. Each requires a different procedure to follow.

- Temporary stop for an individual student
  - a student leaving the test section to go to the bathroom

  During testing, only one student at a time should be allowed to leave the room. Talking among students is not allowed at any time. Students should not have access to cell phones or other prohibited electronic devices during breaks. If a student leaves the testing room for an extended period of time and returns, the Test Administrator must decide whether confidentiality has been breached and if it is appropriate for the student to continue testing.

  For short breaks, students must not exit from the test. It is recommended that visual blocks be applied to students' computer screens (e.g., monitors turned off, folders taped to screens).

- Interruptions to the test section
  - emergency situations that significantly interrupt testing

    In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students and staff is top priority. Test Administrators should not instruct students to exit their test sessions. Students should leave the testing rooms and go quietly outside, following the school's regulations for exiting the building. For further instructions on leaving and resuming testing in emergency situations, see the *CMAS Procedures Manual.*

  - medical situations

    Students must exit their tests before leaving as a result of a medical situation. To exit the test, students will select the button next to his or her name displayed in the top right-hand corner of the screen; choose the option "Logout of TestNav."; then select "I want to exit this test and finish later." on the **Exit Test** screen. Students must **not** choose the option to submit final answers. The Test Administrator must assist students who need help exiting their test. When students return, the Test Administrator must resume the test section. For instructions on how to resume a test section, see page 21 of this manual.

Students do not need to exit the test for temporary stops, but keep the student's monitor covered until the student returns.

Preparing for Online Test Administration

Before Testing

Check with Your SAC

Verify with the SAC that the Test Administrator is responsible for proctor caching.

On each testing day, the SAC will print and deliver Student Authorization Tickets and the seal code document. If you are a Test Administrator for multiple PearsonAccess test sessions, keep the tickets grouped by test session.

Preparing Students for Testing

The Test Administrator should prepare students for testing by helping students approach testing in a relaxed, positive way, and by encouraging students to put forth their best efforts.

Although not required, Test Administrators are strongly encouraged to administer the ePAT to students before the testing window to familiarize them with the online testing environment and item types.

For more examples of test security violations and testing irregularities, see pages 8–11.

On the Testing Day

Log in to PearsonAccess

Log in to PearsonAccess by going to http://www.pearsonaccess.com/co.

1. Select **Sign In**.
2. Enter the user name and password provided by your SAC.

Start or Resume the Test in PearsonAccess

Immediately prior to testing, Test Administrators must provide each student with his or her own Student Authorization Ticket and scratch paper. Test Administrators must supply one piece of scratch paper to each student at the start of each test section. Students may exchange the sheet for a blank one during the test section, but are allowed only one sheet at a time. All scratch paper must be collected at the end of the section.

If you are a Test Administrator for multiple PearsonAccess test sessions, keep the tickets grouped by test session.

Test Section 1

A test session must be started before students in the test session can log in and begin taking a test online. To start a test session, log in to PearsonAccess and follow these steps.

1. Go to *Test Management > Manage Test Sessions*.
2. Select "Test Sessions" from the **View By** options set.
3. Select the session name to go to the **Session Details** screen.
4. Select **Start**.
5. Select **Yes – Start Session**.

Once the test session is started, the student will launch a browser, enter the TestNav URL, and log in using the username and test code provided on the Student Authorization Ticket.

Test Administrators will guide students through logging in to TestNav, entering the seal code, and beginning the test.

Test Sections 2 and 3

Test Administrators must not stop the test session after the completion of Test Section 1 or 2. The test session must be stopped in PearsonAccess only after all students (including make-up students) have finished testing. The test must be resumed in PearsonAccess before administering Test Sections 2 or 3. To resume a test:

1. Go to *Test Management > Manage Test Sessions*.
2. Select "Test Sessions" from the **View By** options set.
3. Select the session name to go to the **Session Details** screen.
4. Select all students.
5. Select **Resume Test**.

Note: If a student submits final answers by mistake, the Test Administrator must call Pearson at 1-888-687-4759.

Monitor the Online Test Session

Test Administrators engage in active proctoring by walking around the testing environment during testing.

Test Administrators may assist individual students by re-reading scripted directions from this manual or by reading the direction text that appears in the blue banner on a student's screen.

Test Administrators can monitor student progress by watching the **Status** column on the **Session Details** screen.

- The entries in the **Status** column are not updated automatically.
- Test Administrators must select the **Refresh** link in the **Status** column to update the status of all students in the test session.
- As students begin to log in and start the test, the **Status** column next to the student's name may show one of the following:

The Status column is not updated automatically. Test Administrators must select Refresh to update the status of all students in the test session.

Status Explanation	
Ready	Student has not yet started the test.
Active	Student has logged in and started the test.
Exited	Student has saved and exited the test section but has not completed all three sections of the test.
Resumed	The test can be re-entered by the students. If the test is not set to "Resumed" status by a Test Administrator after a student exits a test, the test can not be re-entered.
Submitted	Student has finished all three sections of the test and submitted the answers.
Completed	The student's test has been completed and all responses have been received by Pearson.
Marked Complete	Test Administrator marked the test complete.

Resume Test Sections

If there is an interruption to the test section, the student should select the button next to his or her name displayed in the top right-hand corner of the screen; choose the option "Logout of TestNav."; then select "I want to exit this test and finish later." on the **Exit Test** screen. Students must **not** choose the option to submit final answers.

The test will be closed and the student will be listed in "Exited" status in the **Session Details** screen. Test Administrators must resume the student's test before the student can continue with the same test. A student cannot resume a test until a Test Administrator authorizes the student to do so.

To resume a student's test, follow these steps in PearsonAccess using the Test Administrator computer.

1. Go to *Test Management > Manage Test Sessions.*

2. Select "Test Sessions" from the **View By** options set.

3. Select the session name to go to the **Session Details** screen.

4. Select the checkbox for the student on the **Session Details** screen.

5. Select the **Resume Test** button next to the student's name. The **Status** column should display a purple "Resumed" to indicate that the students test can be resumed.

   Note: You cannot resume a student who has a "Ready," "Resumed," "Submitted," "Marked Complete," or "Completed" status.

6. Exit and relaunch the student's browser. The student will need to log in using the same username and test code from the Student Authorization Ticket.

7. Enter the seal code for the student if the seal code has been taken down.

The system will upload any saved test responses that the student entered after the interruption when the connection to the Pearson testing server is reestablished.

Note: During testing, only one student at a time should be allowed to leave the room.

Test Administrators must resume the student's test before the student can continue.

If there is a technical problem, contact the local technology coordinator (the School or District Technology Coordinator).

For any problems involving PearsonAccess or TestNav, or if a student selects the **Final Submit** button by mistake, the Test Administrator must call Pearson at 1-888-687-4759. You may also want to have a *TestNav 8 User Guide* on hand for reference.

Administrator "SAY" Directions

Test Administrators are allowed to read only the Administrator "SAY" directions and the text in the blue banner on student screens. These directions may be repeated or clarified as long as the substance of the directions is not changed.

The Administrator "SAY" directions are a script for Test Administrators to follow on each day of testing. The Test Administrator must read aloud **WORD FOR WORD** the material that is preceded by the word "SAY" that is printed in bold type. You will use this script for each test section. Directions specific to a particular section are contained within boxes with the relevant section number(s) identified. You may repeat the directions as many times as needed. The material in italics is information meant for you and should not be read aloud to students.

The test administration symbols shown below are used throughout the "SAY" directions.

> **SAY** The directions you are to read aloud to students are preceded by **SAY** and are printed in **bold type.**
>
> This symbol accompanies anything concerning the timing of the test.

Prior to testing, Test Administrators should instruct students who need access to text-to-speech to verify the volume setting before launching TestNav, as volume controls cannot be adjusted after logging in.

Each student must be given their Student Authorization Ticket. If a student arrives in your test section and you do not have a ticket for that student, immediately contact your SAC. Note any students who are absent and pass this information on to the SAC to arrange for make-up testing. Administration directions may be adjusted for students with accommodations. References to times may be eliminated for students with extended time accommodations.

If your school requires students to log in to the network, have them do so prior to beginning CMAS test administration.

> **If at any point a student receives an Early Warning message, select the Test Proctor - Click Here button on the student's screen. Then select Retry. If the test does not resume, call Pearson's help line at 1-888-687-4759.**

SAY **Today you will be taking the CMAS Grade 5 Science assessment.**

If you have any make-up students in the room, communicate the grade or content area, if different.

SAY **The only material you should have with you is a pencil or a pen.**

If your district allows reading materials, also read the following:

SAY **If you brought a book with you, place it under your seat.**

Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are prohibited and their use for any purpose may result in a misadministration.

SAY **Cell phones and other electronic devices are not allowed. If you have your cell phone or any other devices with you, I will collect them now and return them to you at the end of the section.**

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

SAY **You will be taking this test using an online testing system. I will hand you a piece of scratch paper and a Student Authorization Ticket. Hold on to your ticket, it will be collected after you log in.**

Hand out scratch paper and Student Authorization Tickets to students. Maintain and store separately the Student Authorization Tickets for absent students. At a later time, you may choose to write on the ticket: Absent Section 1/2/3.

*If you have not already loaded or typed the URL for TestNav into student devices, read the following:*

SAY **Look at your computer screen. Open your browser and type in the URL, https://www.co.testnav.com, exactly as it appears on your Student Authorization Ticket.**

Help students select the Internet browser that is used by your school. Wait for all students to type in the URL, and assist those who need help. When all students have entered the URL,

SAY **The TestNav Sign In screen should now be on your computer screen.**

*After the student enters the TestNav URL, the student may see a security warning message concerning Java and will need to select the **Yes**, **Allow**, or **Don't Block** button to enable Java for TestNav.*

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*Make sure that all students have the **TestNav Sign In** screen in front of them.*
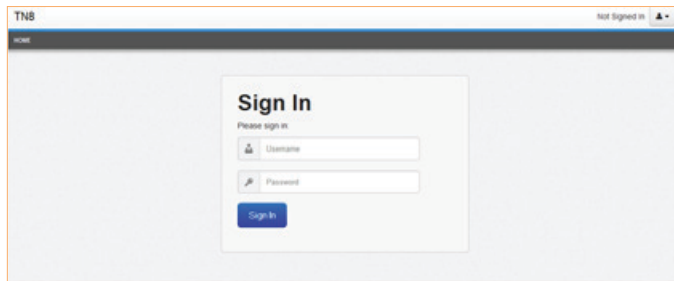
SAY **Find your name next to Student Name on your Student Authorization Ticket. If your name is not on the ticket, please raise your hand.**

Pause to answer any questions and then continue.

SAY **Type your username in the Username field <u>exactly</u> as it appears on your ticket.**

Pause while students locate their username on the Student Authorization Ticket and type it into the field on the computer screen.

SAY **Type the test code in the Password field on the screen exactly as it appears on your ticket. The test code is the same as the password. Select the blue Sign In button (Sign In). If you receive a red message that says, "The username or password you entered is incorrect," please raise your hand.**

Assist any students having problems with the login process. Ensure that students are entering their username and test code exactly as they appear on their Student Authorization Tickets. When all students are logged in, continue.

SAY **Once you have logged in, you will see a screen that says "Grade 5 Science." Does everyone see "Grade 5 Science" on the screen?**

Assist any students who do not see the words "Grade 5 Science" on their screen. If you have any make-up students in your test environment, check to make sure that the information on the screen matches the make-up test section.

SAY **Make sure that your name appears in the top-right corner of the screen (f. last ▲▼). If you do not see your name, please raise your hand.**

Assist any students who do not see their names displayed at the top of the screen. If a different name appears for a student on his or her TestNav screen, have the student exit the test according to instructions under "Resume Test Sections" on page 21. Double check that the student has the correct Student Authorization Ticket and attempt to log in again. If the error persists, continue administering the test to the rest of the class. After reading the rest of the Administrator "SAY" instructions and after the other students have started testing, contact the Pearson Customer Service Center at 1-888-687-4759.

SAY ▶ **Select the blue Start Test Now button (Start Test Now »).**

> *Wait for students to select Start Test Now.*

SAY ▶ **The assessment is divided into 3 sections. You are only to work on one section of the assessment during this testing time. You should see a screen that says [*the relevant section number—1, 2, or 3*]. If you do not, raise your hand.**

> *Verify that all students are on the correct section. If a student sees the section number from the previous section, the student may have improperly exited from the previous section. In this case, provide the student with the seal code to the previous section and direct the student to follow the exit instructions for sections 1 and 2 that are posted in the test environment. Exit instructions are also included on page 34 of this manual. After properly exiting from the previous section, the student should see the correct section number displayed on the screen. If the problem persists, continue to deliver the Administrator "SAY" directions to the other students. After reading the rest of the Administrator "SAY" instructions and after the other students have started testing, contact the Pearson Customer Service Center at 1-888-687-4759.*

> *Point to the code you wrote on the blackboard, white board, chalk board, or other display prior to the test section.*

SAY ▶ **Enter the four-digit seal code in the "Enter Seal Code" field. Select the blue "Start Section" button (Start Section).**

> *Provide seal codes for make-up test sections directly to the make-up students. Remove the seal code from view once students begin working on the section.*

SAY ▶ **Does anyone have any questions?**

> *Answer any questions as you collect Student Authorization Tickets. Store for use with Sections 2 and 3. After Section 3, place the tickets in the secure return envelope.*

Read only for students taking Test Section 1

SAY ▶ **Now you will see a set of three sample questions, starting with Sample A. The sample questions show examples of items like the ones that will be on the test. Select the blue Next Arrow button at the top left of this screen (→).**

> *Allow students a few moments to select the arrow.*

SAY ▶ **Look at Sample A. This is a multiple choice item. Read the question and answer choices. Then select the bubble next to the best answer choice. When you have finished Sample A, stop working.**

> *When all students have stopped working,*

SAY ▶ **Are there any questions about how to select your answer?**

> *Pause to answer any questions about selecting answers.*

SAY **Select the blue Next Arrow button to go on to the next item.**

Allow students a few moments to select the arrow.

SAY **Look at Sample B. It is a Technology-Enhanced Item. Read the question and answer choices. Select your answer by dragging it to the empty box. When you have finished Sample B, stop working.**

When all students have stopped working,

SAY **Are there any questions on how to drag and drop answer choices?**

Pause to answer any questions about dragging and dropping, and then continue.

SAY **Select the blue Next Arrow button to go on to the next item.**

Allow students a few moments to select the arrow.

SAY **Look at Sample C. It is a constructed response item. It will require you to type your answer in the box. Your answers to these types of questions will not be scored for spelling or grammar. Remember to read these types of questions carefully and answer them completely. Be sure to answer every part of the question. Read the passage and then type your answer in the box. When you have finished Sample C, stop working.**

When all students have stopped working,

SAY **Are there any questions on how to type answers in the box?**

Pause to answer any questions and then continue.

SAY **You will take the assessment by yourself. You may not access websites, use materials from class, look at another student's test or answers, or show another student your test or answers. In addition, you may not communicate with other students by talking or writing during or after the test about test questions or answers.**

Pause.

SAY **You may use the scratch paper that has been provided to you, but it will be collected at the end of the test section. If you need a second piece of scratch paper during the test, raise your hand and I will bring it to you. You may only have one piece of scratch paper at a time, and only two pieces of scratch paper in this test section. You may not share your scratch paper with other students.**

Pause.

SAY **I cannot help you answer any test questions. I will only be able to help you with questions about the directions highlighted in blue banners. You may or may not know the answers to all of the questions. Answer the best you can.**

Pause.

SAY Make sure that all text and images appear on your screen before you move ahead to the next one. If you see a white pop-up window that says "Loading, please wait," you must wait for the window to disappear before moving to the next question. The first few items may take a few seconds to load.

Options for timing of the test administration will vary. Read the option below based on your district's policy. If Option 1 or 2 is selected, prior to administering this test section, you must fill out instructions for where students may report if they have completed the test after 55 minutes.

Option 1 – Students may read for the remainder of the 55 minutes and then leave the room.	**SAY** You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you may sit quietly or read, but you must not do any writing. If after 55 minutes you have completed the test, I will excuse you to _____.
Option 2 – Students are to sit quietly for the remainder of the 55 minutes and then leave the room.	**SAY** You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you must sit quietly for the remainder of the time. If after 55 minutes you have completed the test, I will excuse you to _____.
Option 3 – Students may read for the remainder of the 80 minutes.	**SAY** You will have 80 minutes to complete the test. If you have completed the test before time is up, you may sit quietly or read, but you must not do any writing.
Option 4 – Students are to sit quietly for the remainder of the 80 minutes.	**SAY** You will have 80 minutes to complete the test. If you have completed the test before time is up, you must sit quietly for the remainder of the time.

SAY If you see any pop-up messages that start with "Msg" during the test, raise your hand and I will come help you.

If you finish testing before 80 minutes have passed, you will come to a Review screen. From the Review screen, you may review your answers or exit the test. To exit the test, follow the exit instructions on this poster.

Point to the exit instructions poster.

SAY If you need help exiting from the test, raise your hand and I will come help you. Are there any questions?

Pause to answer any questions and then continue.

SAY Select the blue forward arrow button (← →) in the upper-left corner of your screen and begin.

Record the start time. Calculate the stop time, the 55 minute exit time if relevant, and the time to announce the 10 minute warning according to your district's policy.

Option 1 or 2 – Students may leave at 55 minutes	• Add 55 minutes to the start time and allow students who have completed testing by this time to leave. • If you are pausing the test while students exit the room at 55 minutes, note the resume time, and add 15 and 25 minutes. • Use the resume time + 15 minutes for the 10-minute warning. • Use the resume time + 25 minutes as the 80 minute stop time. Write this time on the blackboard, white board, chalkboard, or other display.

Example:

Start time	8:40
Start time + 55 minutes	9:35
Resume time	9:38
Resume time + 15 minutes	9:53 (10-minute warning)
Resume time + 25 minutes	10:03 (stop time)

Option 3 or 4 – Students remain for 80 minutes	• Add 70 minutes to the start time and at that time, give the 10-minute warning to the students. • Add 80 minutes to the start time and write the 80 minute stop time on the blackboard, white board, chalkboard, or other display.

Example:

Start time	8:40
Start time + 70 minutes	9:50 (10-minute warning)
Start time + 80 minutes	10:00 (stop time)

Refer to the "Time Limits Policies and Procedures" section on page 17 of this manual for information on breaks. If a student must temporarily leave the testing area, monitors must be covered. With the exception of a school emergency, only one student may leave at time. Even individual students should only be allowed to exit under extreme circumstances.

*While students work, move around the room. Ensure that students are focused on their own work. This can be done without viewing the students' screens. You may monitor the status of each student's session from your computer while viewing the **Session Details** screen. Remember to refresh the page occasionally.*

Test Administrators must be actively engaged in observing student behavior at all times during the administration of CMAS: Science and Social Studies assessments. Test Administrators should confirm that students do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test Administrators may not view or discuss individual test items or responses with students or with other adults.

*If a student receives an Early Warning message, select the **Test Proctor – Click Here** button on the student's screen. Then select **Retry**. If the test does not resume, call Pearson's help line at 1-888-687-4759. For more information, refer to the TestNav 8 User Guide.*

If a student is off task (e.g., the student is sleeping or not paying attention to the task), you may redirect the student's attention to the test without coaching or assisting the student in any way. You may do this by saying, **"[*Student name*], please continue working."** *You may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment, except at the 10 minute warning. You may not use redirection as a pacing strategy.*

If a student finishes before 55 or 80 minutes have passed (depending on district policy) and needs help exiting TestNav, you may refer to the exit instructions on page 34 to guide the student through the exit process.

Once the student has completed the test section and logged out successfully, scratch paper must be collected by the Test Administrator. After a student's scratch paper is collected, that student may leave, stay, or be permitted to read silently. Refer to the Procedures Manual for allowable reading materials. This privilege is granted at the discretion of each school district. No talking and no other schoolwork is permitted.

If your district allows students who have completed and exited the test to leave after 55 minutes, follow your school's directions pertaining to how to dismiss students who finish early.

After students have been testing for 70 minutes, if any students are still working on the test,

SAY **There are 10 minutes remaining. Remember to check your work and make sure that you try to answer all the questions. Continue working.**

When students have tested for 80 minutes,

SAY **Stop. This is the end of the test section. I will now read instructions on how to exit from the test.**

If you have make-up students taking test section 1 or 2 when other students are taking test section 3, read both boxed instructions on the following pages. Be sure to indicate which test section the instructions are for, as the exit process is different for test section 3. Point out the poster on exit instructions displayed in the room.

If a student is off task, you may redirect the student by saying "[*Student Name*], please continue working" or "Continue working."

Read for Test Sections 1 and 2

SAY **If you are not in the Review screen already, select the Review button at the top of your screen (Review).**

       Pause.

- **Scroll down to "Exit Instructions" and select the View button.**
- **Select the forward arrow button on the upper left corner of your screen.**
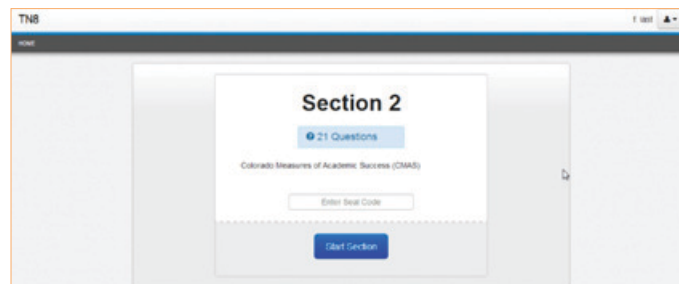- **Select the green Continue button next to "Go to the next section."**
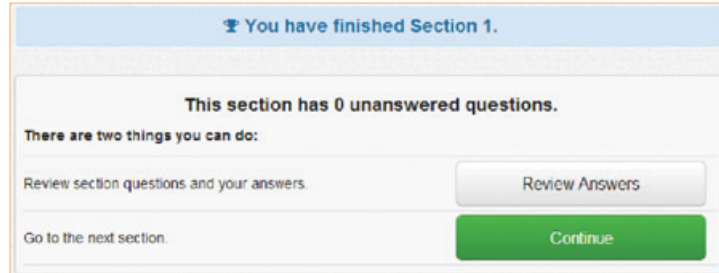
- **A Section Exit Warning screen will pop up. Select "Yes" to confirm that you want to leave this section.**

       Pause.

SAY **You should now see the seal code screen for the next section.**

- **In the top right hand corner of your screen, select the gray person button next to your name.**
- **Choose the option "Logout of TestNav."**
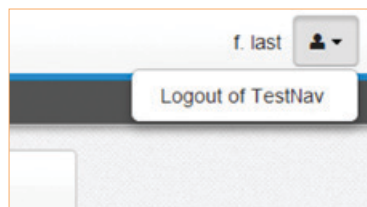
- **Select "I want to exit this test and finish later."**
- **Select the blue "Save and Return Later" button.**
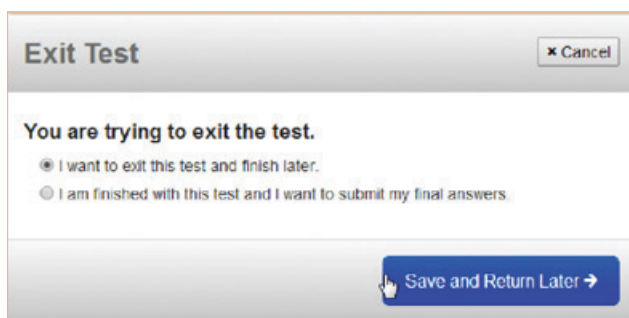
SAY   **You should see a message on the screen that says, "Logout complete. Thank you for using TestNav."**
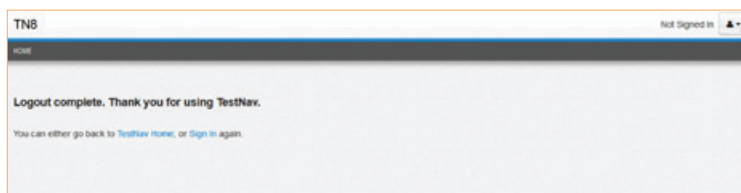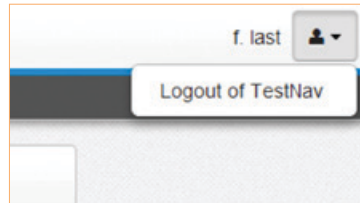
SAY   **Are there any questions?**

Pause to answer any questions. After students have completed the logout process, their computer screens should display a screen that confirms that logout is complete.
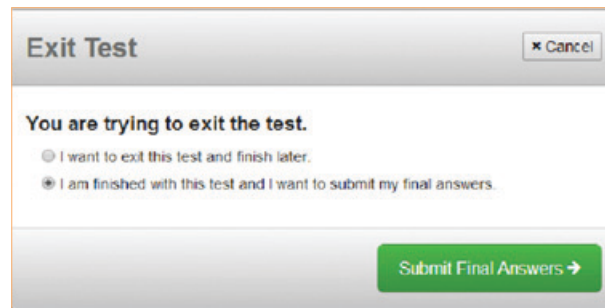
Read for Test Section 3

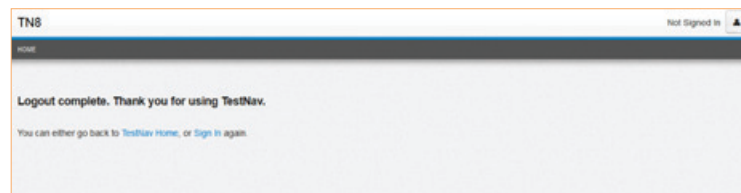SAY ▸ **In the top right hand corner of your screen, select the button next to your name.**

- **Choose the option "Logout of TestNav."**

- **Select "I am finished with this test and I want to submit my final answers."**
- **Select the green "Submit Final Answers" button.**

SAY ▸ **You should see a message on the screen that says, "Logout complete. Thank you for using TestNav."**

SAY ▸ **Are there any questions?**

Pause to answer any questions. After students have completed the logout process, their computer screens should display a screen that confirms that logout is complete.

Collect scratch paper and place the scratch paper in the secure return envelope. Student Authorization Tickets and seal codes should be placed in the secure return envelopes during test section 3. Do not seal the envelope. Return the secure return envelope to your SAC at the end of the section according to school security protocol.

Students who have properly exited from TestNav will be in "Exited" status at the end of test sections 1 and 2.

Before starting the next test section, the Test Administrator must change the student's status to "Resumed," regardless of whether the student is in "Exited" or "Active" status. For instructions, see "Resuming a Test" in the PearsonAccess User Guide.

Test Administrators must not stop the test session after the completion of test section 1 or 2. The test session must be stopped in PearsonAccess only after all students (including make-up students) have finished test section 3. See the "Completing the Online Administration Process" section on page 53 for instructions on stopping a test session. Answers written on scratch paper will not be scored.

Exit Instructions

Refer to the instructions below as a guide to helping students log out of TestNav. Please note that the process for logging out of test sections 1 and 2 is the same, but diverges for test section 3. If a student submits final answers by mistake, call Pearson's help line at 1-888-687-4759.

To exit Test Section 1 or 2:

1 Select ⊞ Review on the top of your screen.

2 Scroll down to the last item, "Exit Instructions," and select View❯ .

3 Select → on the upper left corner of the screen.

4 Select Continue .

5 Select Yes .

6 On the New Section page, select 👤▾ in the top right hand corner of your screen. Select "Logout of TestNav."

7 Select "I want to exit this test and finish later."

8 Select Save and Return Later ➔ .

9 You will see a message on the screen that says, "Logout complete. Thank you for using TestNav." You have logged out successfully from TestNav.

To exit Test Section 3:

1 Select 👤▾ in the top right hand corner of your screen. Select "Logout of TestNav."

2 Select "I am finished with this test and I want to submit my final answers."

3 Select Submit Final Answers ➔ .

4 You will see a message on the screen that says, "Logout complete. Thank you for using TestNav." You have logged out successfully from TestNav.

Preparing for Paper Test Administration

Before Testing

Training

Districts should plan appropriately to ensure that individuals who are administering the accommodated versions of the tests have received training prior to testing.

Prepare for Testing

Test Administrators should talk to students before the test to prepare them for testing with accommodations. Explain how testing will be conducted and which accommodations they are eligible to receive. Although students should be familiar with using the accommodations in instruction, you may need to review particulars about using them in a standardized testing situation.

The CMAS paper form is intended to be given as an accommodation to a small percentage of students with disabilities and English learners. Given that students taking the accommodated version of the assessment often also utilize other accommodations that will not allow the mixing of groups (oral scripts, translation, scribing, etc.), paper test administration procedures are based on the assumption that students will be assessed individually or in small groups in a given grade and content area. Refer to the *CMAS Accommodations Supplement* for further guidance.

On the Testing Day

- Test Administrators administering paper CMAS: Science or Social Studies assessments may have access to test books only on the day the content area is assessed. Test books must be distributed just prior to administration. CDE recommends that tests be distributed no more than 15 minutes prior to the test section and be collected within 15 minutes after the test section.

- Test Administrators are allowed to read the Administrator SAY instructions and the directions within student test books that are indicated by a bold "Directions" heading. These instructions may be repeated or clarified as long as the substance of the directions is not changed.

- Test books must be closed when testing is interrupted to give students breaks, change test rooms, or allow a student to leave the test room in emergency situations.

- When changing testing rooms, students may **not** carry their own test materials. The new room should be properly prepared for testing.

- If an emergency arises and a student needs to leave the testing room, no test materials may be taken from the room. If a student cannot continue testing, contact your SAC. The DAC will determine whether the student's test should be submitted for scoring.

Prior to starting the test section, be sure you have:

- Test books with school, district, and teacher name completed (If the SAC has not done so, prior to testing, write school, district, and teacher information on students' test books. This may be done immediately after the test section as well.)
- Scratch paper
- No. 2 pencils

Before students arrive:

- Make sure the testing space has been appropriately prepared.
- Post the "Do Not Disturb" sign on the outside of the door of the testing space.

Administrator "SAY" Directions

The Administrator "SAY" directions are a script for Test Administrators to follow on each day of testing. The Test Administrator must read aloud **WORD FOR WORD** the material that is preceded by the word "SAY" that is printed in bold type. You may repeat the directions as many times as needed. The material in italics is information meant for you and should not be read aloud to students.

> **Test Administrators providing an Oral Presentation must follow the oral script and guidelines provided separately.**

The test administration symbols shown below are used throughout the "SAY" directions.

SAY The directions you are to read aloud to students are preceded by **SAY** and are printed in **bold type.**

This symbol accompanies anything concerning the timing of the test.

For test section 1, go to the next page. Be sure to go to the relevant section to begin reading for test sections 2 and 3.

Read for Test Section 1

SAY **Today you will be taking Section 1 of the CMAS Grade 5 Science assessment.**

The only material you should have with you is a pencil [*add additional materials needed as part of an accommodation plan*].

If your district allows reading materials, read the following:

SAY **If you brought a book with you, place it under your seat.**

Make sure students do not have access to cell phones or other electronic devices during testing. These devices are prohibited and their use for any purpose may result in a misadministration.

SAY **Cell phones and other electronic devices are not allowed. If you have your cell phone or any other devices with you, I will collect them now and return them to you at the end of the section.**

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

SAY **I am going to give each of you a test book and a piece of scratch paper. You will need these materials to take the Science assessment. When you get your materials, do not open them, write on them, or break the seal on the edge of your test book until I ask you to do so. Do not fill in any information unless I ask you to do so. If you have any questions while I am passing out the materials, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

As you distribute scratch paper,

SAY **I am placing a piece of scratch paper on the corner of your desk. Leave it there for now.**

As you distribute the test books,

SAY **I am going to give each of you a test book. The test book contains all of the questions that you will answer. When you get your book, do not open it, write on it, or break the seal on the edge of your book until I ask you to do so. Do not fill in any information unless I ask you to do so. Keep your pencil on your desk until I tell you that you may use it.**

Distribute the test books. If Pre-ID labels have already been affixed to the test books, make sure students get the test book with their Pre-ID label. Note any students who are absent and pass this information on to the SAC after the test section to arrange for make-up testing. Answer any questions before continuing.

SAY **Look at the front of your test book. Does everyone see "GRADE 5 Science" on the front of your books?**

Assist any students who do not have the correct test book.

SAY Print your first and last name in the space marked "Name" at the top of your test book.

> *When all students are ready, continue.*

> *Directions for breaking the seal follow. Pick up one of your students' test books and, without breaking the seal, demonstrate as you read the following.*

SAY Look at your test book. It is closed by three seals on the right side. The first seal on the edge of your test book needs to be broken. First watch me do it. To break the seal, hold your test book in one hand. Then use your other hand to break the red tab on the edge of the test book. Break only the first seal on your test book in the same way as I have demonstrated. Raise your hand if you need help.

> *Monitor the students to ensure that they are breaking the correct seals. Move around the testing room to collect the detached seals and to assist any student who may be having difficulty. Dispose of any parts of seals that may have detached while breaking so that they are not returned with the test books. When all students are ready, continue.*

SAY Open your test book to page 3 and follow along as I read the directions.

> *Wait for students to open their test books.*

SAY The test is divided into 3 sections. As you work through the test, you will see icons at the bottom of each page indicating "Go On" or "Stop" at the end of each test section. When you finish each test section, you may go back and review your answers within that test section only.

Read each question then mark the space for your answer in your test book. Do NOT make additional marks or notes in your test book; use the scratch paper provided. If you mark an answer and then want to change it, be sure to erase your first answer completely.

> *Pause.*

SAY Does anybody have any questions about the directions?

> *Pause to answer any questions.*

SAY Now you will see a set of three sample questions, starting with Sample A. The sample questions show examples of items like the ones that will be on the test.

> *Check to make sure students are on the correct page.*

SAY Look at Sample A. This is a multiple choice item. Read the question and answer choices. Then fill in the bubble next to the best answer choice. Whenever you fill in bubbles, it is important to completely fill the bubbles. It is also important to erase completely any mark you want to change. When you have finished Sample A, put your pencil down and look up.

> *When all students have stopped working,*

SAY Are there any questions about how to select your answer?

> *Pause to answer any questions.*

SAY Look at Sample B on page 4. This is a matching item. Read the question and answer choices. Draw lines to connect the weather boxes to the correct days. When you have finished Sample B, put your pencil down and look up.

When all students have stopped working,

SAY Are there any questions about how to complete matching items?

Pause to answer any questions.

SAY Look at Sample C on page 5. This is a constructed response item. It will require you to write your answer in the box. Your answers to these types of questions will not be scored for spelling or grammar. Remember to read these types of questions carefully and answer them completely. Be sure to answer every part of the question. Read the passage and then write your answer in the box. Make sure that your response does not go outside of the box surrounding the blank answer lines.

When you have finished Sample C, put your pencil down and look up.

When all students have stopped working,

SAY Are there any questions about how to complete constructed response items?

Pause to answer any questions. When there are no more questions, continue.

SAY You will take the assessment by yourself. You may not use materials from class, look at another student's test or answers, or show another student your test or answers. In addition, you may not communicate with other students by talking or writing during or after the test about test questions or answers.

You may use the scratch paper that has been provided to you, but it will be collected at the end of the test section. If you need a second piece of scratch paper during the test, raise your hand and I will bring it to you. You may only have one piece of scratch paper at a time, and only two pieces of scratch paper in this test section. You may not share your scratch paper with other students.

Pause.

SAY I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may or may not know the answers to all of the questions. Answer the best you can.

Pause.

Options for timing of the test administration will vary. Read the option below based on your district's policy. If Option 1 or 2 is selected, prior to administering this test section, you must fill out instructions for where students may report if they have completed the test after 55 minutes.

Option 1 – Students may read for the remainder of the 55 minutes and then leave the room.	**SAY** **You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you may sit quietly or read, but you must not do any writing. If after 55 minutes you have completed the test, I will excuse you to _____.**
Option 2 – Students are to sit quietly for the remainder of the 55 minutes and then leave the room.	**SAY** **You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you must sit quietly for the remainder of the time. If after 55 minutes you have completed the test, I will excuse you to _____.**
Option 3 – Students may read for the remainder of the 80 minutes.	**SAY** **You will have 80 minutes to complete the test. If you have completed the test before time is up, you may sit quietly or read, but you must not do any writing.**
Option 4 – Students are to sit quietly for the remainder of the 80 minutes.	**SAY** **You will have 80 minutes to complete the test. If you have completed the test before time is up, you must sit quietly for the remainder of the time.**

SAY **Continue working until you come to a STOP icon. You must stop when you come to a STOP icon. You may check your answers in this section only after you have finished this section. At the end of this section, you will see text at the bottom of the page that reads: "You have finished this section. Check that you have answered every question in this section." You must not go beyond this page or to the previous section. Answers written on scratch paper will not be scored. You will not be allowed to record answers in your test books after the time limit has expired. When you finish checking your work, close your test book, and place your pencil on top of the test book. While you are working on the test, I will be quietly moving around the room to make sure that you are following the directions and working independently.**

Pause to answer any questions and then continue.

SAY **Are there any questions?**

Answer all questions. When all students are ready, continue.

SAY **Read all of the directions and questions carefully and mark or write your answers in the spaces provided. Remember, you must not go beyond the STOP page in your test book. You may turn the page to begin the test.**

Record the start time. Calculate the stop time, the 55 minute exit time if relevant, and the time to announce the 10 minute warning according to your district's policy.

Option 1 or 2 – Students may leave at 55 minutes	• Add 55 minutes to the start time and allow students who have completed testing by this time to leave. • If you are pausing the test while students exit the room at 55 minutes, note the resume time, and add 15 and 25 minutes. • Use the resume time + 15 minutes for the 10-minute warning. • Use the resume time + 25 minutes as the 80 minute stop time. Write this time on the blackboard, white board, chalkboard, or other display.

Example:

Start time	8:40
Start time + 55 minutes	9:35
Resume time	9:38
Resume time + 15 minutes	9:53 (10-minute warning)
Resume time + 25 minutes	10:03 (stop time)

Option 3 or 4 – Students remain for 80 minutes	• Add 70 minutes to the start time and at that time, give the 10-minute warning to the students. • Add 80 minutes to the start time and write the 80 minute stop time on the blackboard, white board, chalkboard, or other display.

Example:

Start time	8:40
Start time + 70 minutes	9:50 (10-minute warning)
Start time + 80 minutes	10:00 (stop time)

Refer to the "Time Limits Policies and Procedures" section on page 17 of this manual for information on breaks. If the student must temporarily leave the room during testing, the student must close his or her test book before leaving the room. With the exception of a school emergency, only one student may leave at time. Even individual students should only be allowed to exit under extreme circumstances.

*While students work, move around the room. Ensure that students are focused on their own work. Do not interact with the students in any way unless they are working in the wrong section or are behaving in a manner that is disruptive or that might result in their test being invalidated. Make sure that they are using No. 2 pencils, **not** pens.*

Test Administrators must be actively engaged in observing student behavior at all times during the administration of CMAS: Science and Social Studies assessments. Test Administrators should confirm that students do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test Administrators may not view or discuss individual test items or responses with students or with other adults.

If a student is off task (e.g., the student is sleeping or not paying attention to the task), you may redirect the student's attention to the test without coaching or assisting the student in any way. You may do this by saying, **"[Student name], please continue working."** *You may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment, except at the 10 minute warning. You may not use redirection as a pacing strategy.*

If a student is off task, you may redirect the student by saying "[Student Name], please continue working" or "Continue working."

If a student has finished before time is called, ask, **"Are you completely done with this section?"** *Upon student confirmation, remove all test materials from the student's work area. After he or she has turned in test materials, the student may leave, stay, or be permitted to read silently. Refer to the Procedures Manual for allowable reading materials. This privilege is granted at the discretion of each school district. No talking and no other schoolwork is permitted.*

If your district allows students who have completed and exited the test to leave after 55 minutes, follow your school's directions pertaining to how to dismiss students who finish early.

After students have been testing for 70 minutes, if any students are still working on the test,

SAY▶ **There are 10 minutes remaining. Remember to check your work and make sure that you try to answer all the questions. Continue working.**

When students have tested for 80 minutes,

SAY▶ **Stop. This is the end of the test section. Close your test book.**

Collect all test materials. Collect scratch paper and place the scratch paper in the secure return envelope. Do not seal the envelope. Return the secure return envelope to your SAC at the end of the section according to school security protocol. Make sure that the name of each student is written on his or her test book before you collect it.

Read for Test Section 2

SAY **Today you will be taking Section 2 of the CMAS Grade 5 Science assessment. The only material you should have with you is a pencil [*add any additional materials needed as part of an accommodation plan*].**

> *If your district allows reading materials, read the following:*
>
> **SAY** **If you brought a book with you, place it under your seat.**

Make sure students do not have access to cell phones or other electronic devices during testing. These devices are prohibited and their use for any purpose may result in a misadministration.

SAY **Cell phones and other electronic devices are not allowed. If you have your cell phone or any other devices with you, I will collect them now and return them to you at the end of the section.**

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

SAY **I am going to give each of you a test book and a piece of scratch paper. You will need these materials to take the Science assessment. When you get your materials, do not open them, write on them, or break the seal on the edge of your test book until I ask you to do so. Do not fill in any information unless I ask you to do so. If you have any questions while I am passing out the materials, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

As you distribute scratch paper,

SAY **I am placing a piece of scratch paper on the corner of your desk. Leave it there for now.**

As you distribute the test books,

SAY **I am going to give each of you a test book. The test book contains all of the questions that you will answer. When you get your book, do not open it, write on it, or break the seal on the edge of your book until I ask you to do so. Do not fill in any information unless I ask you to do so. Keep your pencil on your desk until I tell you that you may use it.**

Distribute the test books. If Pre-ID labels have already been affixed to the test books, make sure students get the test book with their Pre-ID label. Note any students who are absent and pass this information on to the SAC after the test section to arrange for make-up testing. Answer any questions before continuing.

SAY **Look at the front of your test book. Does everyone see "GRADE 5 Science" on the front of your books?**

Assist any students who do not have the correct test book.

SAY **Look at the front of your book. Be sure it has your name on it.**

> *When all students are ready, continue.*

SAY **Open your test book to page 29.**

> *Wait for students to open their test books.*

SAY **As you work through the test, you will see icons at the bottom of each page indicating "Go On" or "Stop" at the end of each test section. When you finish each test section, you may go back and review your answers within that test section only. Right now, you are to work only on Section 2.**

Read each question then mark the space for your answer in your test book. Do NOT make additional marks or notes in your test book; use the scratch paper provided. If you mark an answer and then want to change it, be sure to erase your first answer completely.

> *Pause.*

SAY **Does anybody have any questions about the directions?**

> *Pause to answer any questions.*

SAY **You will take the assessment by yourself. You may not use materials from class, look at another student's test or answers, or show another student your test or answers. In addition, you may not communicate with other students by talking or writing during or after the test about test questions or answers.**

You may use the scratch paper that has been provided to you, but it will be collected at the end of the test section. If you need a second piece of scratch paper during the test, raise your hand and I will bring it to you. You may only have one piece of scratch paper at a time, and only two pieces of scratch paper in this test section. You may not share your scratch paper with other students.

> *Pause.*

SAY **I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may or may not know the answers to all of the questions. Answer the best you can.**

> *Pause.*

> *Options for timing of the test administration will vary. Read the option below based on your district's policy. If Option 1 or 2 is selected, prior to administering this test section, you must fill out instructions for where students may report if they have completed the test after 55 minutes.*

Option 1 – Students may read for the remainder of the 55 minutes and then leave the room.	**SAY** You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you may sit quietly or read, but you must not do any writing. If after 55 minutes you have completed the test, I will excuse you to _____.
Option 2 – Students are to sit quietly for the remainder of the 55 minutes and then leave the room.	**SAY** You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you must sit quietly for the remainder of the time. If after 55 minutes you have completed the test, I will excuse you to _____.
Option 3 – Students may read for the remainder of the 80 minutes.	**SAY** You will have 80 minutes to complete the test. If you have completed the test before time is up, you may sit quietly or read, but you must not do any writing.
Option 4 – Students are to sit quietly for the remainder of the 80 minutes.	**SAY** You will have 80 minutes to complete the test. If you have completed the test before time is up, you must sit quietly for the remainder of the time.

SAY Continue working until you come to a STOP icon. You must stop when you come to a STOP icon. You may check your answers in this section only after you have finished this section. At the end of this section, you will see text at the bottom of the page that reads: "You have finished this section. Check that you have answered every question in this section." You must not go beyond this page or to the previous section. Answers written on scratch paper will not be scored. You will not be allowed to record answers in your test books after the time limit has expired. When you finish checking your work, close your test book, and place your pencil on top of the test book. While you are working on the test, I will be quietly moving around the room to make sure that you are following the directions and working independently.

Pause to answer any questions and then continue.

SAY Are there any questions?

Answer all questions. When all students are ready, continue. Directions for breaking the seal follow. Pick up one of your students' test books and, without breaking the seal, demonstrate as you read the following.

SAY Look at your test book. The next seal on the edge of your test book needs to be broken. First watch me do it. To break the seal, hold your test book in one hand. Then use your other hand to break the red tab on the edge of the test book. Break the next seal on your test book in the same way as I have demonstrated. Raise your hand if you need help.

Monitor the students to ensure that they are breaking the correct seals. Move around the testing room to collect the detached seals and to assist any student who may be having difficulty. Dispose of any parts of seals that may have detached while breaking so that they are not returned with the test books. When all students are ready, continue.

SAY **Read all of the directions and questions carefully and mark or write your answers in the spaces provided. Remember, you must not go beyond the STOP page in your test book. You may turn the page to begin.**

Record the start time. Calculate the stop time, the 55 minute exit time if relevant, and the time to announce the 10 minute warning according to your district's policy.

Option 1 or 2 – Students may leave at 55 minutes	• Add 55 minutes to the start time and allow students who have completed testing by this time to leave. • If you are pausing the test while students exit the room at 55 minutes, note the resume time, and add 15 and 25 minutes. • Use the resume time + 15 minutes for the 10-minute warning. • Use the resume time + 25 minutes as the 80 minute stop time. Write this time on the blackboard, white board, chalkboard, or other display. *Example:* <table><tr><td>Start time</td><td>8:40</td></tr><tr><td>Start time + 55 minutes</td><td>9:35</td></tr><tr><td>Resume time</td><td>9:38</td></tr><tr><td>Resume time + 15 minutes</td><td>9:53 (10-minute warning)</td></tr><tr><td>Resume time + 25 minutes</td><td>10:03 (stop time)</td></tr></table>
Option 3 or 4 – Students remain for 80 minutes	• Add 70 minutes to the start time and at that time, give the 10-minute warning to the students. • Add 80 minutes to the start time and write the 80 minute stop time on the blackboard, white board, chalkboard, or other display. *Example:* <table><tr><td>Start time</td><td>8:40</td></tr><tr><td>Start time + 70 minutes</td><td>9:50 (10-minute warning)</td></tr><tr><td>Start time + 80 minutes</td><td>10:00 (stop time)</td></tr></table>

Refer to the "Time Limits Policies and Procedures" section on page 17 of this manual for information on breaks. If the student must temporarily leave the room during testing, the student must close his or her test book before leaving the room. With the exception of a school emergency, only one student may leave at time. Even individual students should only be allowed to exit under extreme circumstances.

*While students work, move around the room. Ensure that students are focused on their own work. Do not interact with the students in any way unless they are working in the wrong section or are behaving in a manner that is disruptive or that might result in their test being invalidated. Make sure that they are using No. 2 pencils, **not** pens.*

Test Administrators must be actively engaged in observing student behavior at all times during the administration of CMAS: Science and Social Studies assessments. Test Administrators should confirm that students do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test Administrators may not view or discuss individual test items or responses with students or with other adults.

If a student is off task (e.g., the student is sleeping or not paying attention to the task), you may redirect the student's attention to the test without coaching or assisting the student in any way. You may do this by saying, **"[*Student name*], please continue working."** *You may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment, except at the 10 minute warning. You may not use redirection as a pacing strategy.*

If a student has finished before time is called, ask, **"Are you completely done with this section?"** *Upon student confirmation, remove all test materials from the student's work area. After he or she has turned in test materials, the student may leave, stay, or be permitted to read silently. Refer to the Procedures Manual for allowable reading materials. This privilege is granted at the discretion of each school district. No talking and no other schoolwork is permitted.*

If your district allows students who have completed and exited the test to leave after 55 minutes, follow your school's directions pertaining to how to dismiss students who finish early.

After students have been testing for 70 minutes, if any students are still working on the test,

SAY **There are 10 minutes remaining. Remember to check your work and make sure that you try to answer all the questions. Continue working.**

When students have tested for 80 minutes,

SAY **Stop. This is the end of the test section. Close your test book.**

Collect all test materials. Collect scratch paper and place the scratch paper in the secure return envelope. Do not seal the envelope. Return the secure return envelope to your SAC at the end of the section according to school security protocol. Make sure that the name of each student is written on his or her test book before you collect it.

If a student is off task, you may redirect the student by saying "[*Student Name*], please continue working" or "Continue working."

Read for Test Section 3

SAY **Today you will be taking Section 3 of the CMAS Grade 5 Science assessment.**

The only material you should have with you is a pencil [*add additional materials needed as part of an accommodation plan*].

If your district allows reading materials, read the following:

SAY **If you brought a book with you, place it under your seat.**

Make sure students do not have access to cell phones or other electronic devices during testing. These devices are prohibited and their use for any purpose may result in a misadministration.

SAY **Cell phones and other electronic devices are not allowed. If you have your cell phone or any other devices with you, I will collect them now and return them to you at the end of the section.**

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

SAY **I am going to give each of you a test book and a piece of scratch paper. You will need these materials to take the Science assessment. When you get your materials, do not open them, write on them, or break the seal on the edge of your test book until I ask you to do so. Do not fill in any information unless I ask you to do so. If you have any questions while I am passing out the materials, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

As you distribute scratch paper,

SAY **I am placing a piece of scratch paper on the corner of your desk. Leave it there for now.**

As you distribute the test books,

SAY **I am going to give each of you a test book. The test book contains all of the questions that you will answer. When you get your book, do not open it, write on it, or break the seal on the edge of your book until I ask you to do so. Do not fill in any information unless I ask you to do so. Keep your pencil on your desk until I tell you that you may use it.**

Distribute the test books. If Pre-ID labels have already been affixed to the test books, make sure students get the test book with their Pre-ID label. Note any students who are absent and pass this information on to the SAC after the test section to arrange for make-up testing. Answer any questions before continuing.

SAY **Look at the front of your test book. Does everyone see "GRADE 5 Science" on the front of your books?**

Assist any students who do not have the correct test book.

SAY Look at the front of your book. Be sure it has your name on it.

When all students are ready, continue.

SAY Open your test book to page 53.

Wait for students to open their test books.

SAY As you work through the test, you will see icons at the bottom of each page indicating "Go On" or "Stop" at the end of each test section. When you finish each test section, you may go back and review your answers within that test section only. Right now, you are to work only on Section 3.

Read each question then mark the space for your answer in your test book. Do NOT make additional marks or notes in your test book; use the scratch paper provided. If you mark an answer and then want to change it, be sure to erase your first answer completely.

Pause.

SAY Does anybody have any questions about the directions?

Pause to answer any questions.

SAY You will take the assessment by yourself. You may not use materials from class, look at another student's test or answers or show another student your test or answers. In addition, you may not communicate with other students by talking or writing during or after the test about test questions or answers.

You may use the scratch paper that has been provided to you, but it will be collected at the end of the test section. If you need a second piece of scratch paper during the test, raise your hand and I will bring it to you. You may only have one piece of scratch paper at a time, and only two pieces of scratch paper in this test section. You may not share your scratch paper with other students.

Pause.

SAY I cannot help you answer any test questions. I will be able to help you only with questions about the directions. You may or may not know the answers to all of the questions. Answer the best you can.

Pause.

Options for timing of the test administration will vary. Read the option below based on your district's policy. If Option 1 or 2 is selected, prior to administering this test section, you must fill out instructions for where students may report if they have completed the test after 55 minutes.

Option 1 – Students may read for the remainder of the 55 minutes and then leave the room.	**SAY** **You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you may sit quietly or read, but you must not do any writing. If after 55 minutes you have completed the test, I will excuse you to _____.**
Option 2 – Students are to sit quietly for the remainder of the 55 minutes and then leave the room.	**SAY** **You will have 80 minutes to complete the test, but you must remain in your seat for at least 55 minutes. If you have completed the test before 55 minutes are up, you must sit quietly for the remainder of the time. If after 55 minutes you have completed the test, I will excuse you to _____.**
Option 3 – Students may read for the remainder of the 80 minutes.	**SAY** **You will have 80 minutes to complete the test. If you have completed the test before time is up, you may sit quietly or read, but you must not do any writing.**
Option 4 – Students are to sit quietly for the remainder of the 80 minutes.	**SAY** **You will have 80 minutes to complete the test. If you have completed the test before time is up, you must sit quietly for the remainder of the time.**

SAY **Continue working until you come to a STOP icon. You must stop when you come to a STOP icon. You may check your answers in this section only after you have finished this section. At the end of this section, you will see text at the bottom of the page that reads: "You have finished this section. Check that you have answered every question in this section." You must not go beyond this page or to the previous section. Answers written on scratch paper will not be scored. You will not be allowed to record answers in your test books after the time limit has expired. When you finish checking your work, close your test book, and place your pencil on top of the test book. While you are working on the test, I will be quietly moving around the room to make sure that you are following the directions and working independently.**

Pause to answer any questions and then continue.

SAY **Are there any questions?**

Answer all questions. When all students are ready, continue. Directions for breaking the seal follow. Pick up one of your students' test books and, without breaking the seal, demonstrate as you read the following.

SAY **Look at your test book. The last seal on the edge of your test book needs to be broken. First watch me do it. To break the seal, hold your test book in one hand. Then use your other hand to break the red tab on the edge of the test book. Break the last seal on your test book in the same way as I have demonstrated. Raise your hand if you need help.**

Monitor the students to ensure that they are breaking the correct seals. Move around the testing room to collect the detached seals and to assist any student who may be having difficulty. Dispose of any parts of seals that may have detached while breaking so that they are not returned with the test books. When all students are ready, continue.

SAY **Read all of the directions and questions carefully and mark or write your answers in the spaces provided. Remember, you must not go beyond the STOP page in your test book. You may turn the page to begin.**

Record the start time. Calculate the stop time, the 55 minute exit time if relevant, and the time to announce the 10 minute warning according to your district's policy.

Option 1 or 2 – Students may leave at 55 minutes	• Add 55 minutes to the start time and allow students who have completed testing by this time to leave. • If you are pausing the test while students exit the room at 55 minutes, note the resume time, and add 15 and 25 minutes. • Use the resume time + 15 minutes for the 10-minute warning. • Use the resume time + 25 minutes as the 80 minute stop time. Write this time on the blackboard, white board, chalkboard, or other display. *Example:*

Start time	8:40
Start time + 55 minutes	9:35
Resume time	9:38
Resume time + 15 minutes	9:53 (10-minute warning)
Resume time + 25 minutes	10:03 (stop time)

Option 3 or 4 – Students remain for 80 minutes	• Add 70 minutes to the start time and at that time, give the 10-minute warning to the students. • Add 80 minutes to the start time and write the 80 minute stop time on the blackboard, white board, chalkboard, or other display. *Example:*

Start time	8:40
Start time + 70 minutes	9:50 (10-minute warning)
Start time + 80 minutes	10:00 (stop time)

Refer to the "Time Limits Policies and Procedures" section on page 17 of this manual for information on breaks. If the student must temporarily leave the room during testing, the student must close his or her test book before leaving the room. With the exception of a school emergency, only one student may leave at time. Even individual students should only be allowed to exit under extreme circumstances.

*While students work, move around the room. Ensure that students are focused on their own work. Do not interact with the students in any way unless they are working in the wrong section or are behaving in a manner that is disruptive or that might result in their test being invalidated. Make sure that they are using No. 2 pencils, **not** pens.*

Test Administrators must be actively engaged in observing student behavior at all times during the administration of CMAS: Science and Social Studies assessments. Test Administrators should confirm that students do not have materials available that are not allowed, such as cell phones or other personal electronic devices. Test Administrators may not view or discuss individual test items or responses with students or with other adults.

If a student is off task (e.g., the student is sleeping or not paying attention to the task), you may redirect the student's attention to the test without coaching or assisting the student in any way. You may do this by saying, **"[*Student name*], please continue working."** *You may not remind or encourage a student to answer all questions if the student has only completed some questions on the assessment, except at the 10 minute warning. You may not use redirection as a pacing strategy.*

If a student has finished before time is called, ask, **"Are you completely done with this section?"** *Upon student confirmation, remove all test materials from the student's work area. After he or she has turned in test materials, the student may leave, stay, or be permitted to read silently. Refer to the Procedures Manual for allowable reading materials. This privilege is granted at the discretion of each school district. No talking and no other schoolwork is permitted.*

If your district allows students who have completed and exited the test to leave after 55 minutes, follow your school's directions pertaining to how to dismiss students who finish early.

After students have been testing for 70 minutes, if any students are still working on the test,

SAY ▶ **There are 10 minutes remaining. Remember to check your work and make sure that you try to answer all the questions. Continue working.**

When students have tested for 80 minutes,

SAY ▶ **Stop. This is the end of the test section. Close your test book.**

Collect all test materials. Collect scratch paper and place the scratch paper in the secure return envelope. Do not seal the envelope. Return the secure return envelope to your SAC at the end of the section according to school security protocol. Make sure that the name of each student is written on his or her test book before you collect it.

Concluding Test Administration

Complete Online Administration Process

A student's test will be submitted for scoring as soon as the student selects the green **Submit Final Answers** button in TestNav. After a student has selected **Submit Final Answers**, that student's status in PearsonAccess will automatically be updated to "Completed" in the **Status** column on the **Student Test Details** screen. If a student selects **Submit Final Answers** by mistake, the Test Administrator must call Pearson's help line at **1-888-687-4759**. The **Submit Final Answers button** should not be selected until the student has completed test section 3.

Students who cannot finish their tests due to illness or a testing irregularity should not select **Submit Final Answers**. The test should be exited and marked as complete by the Test Administrator. Test Administrators can mark a test complete by selecting the checkbox for the student(s) on the **Session Details** screen and selecting the **Mark Test Complete** button. Write the reason for marking the student's test complete.

After all students have submitted their tests, stop the session.

- All students in the session must be in "Completed" or "Marked Complete" status.
- Select the **Stop** button located on the upper-left corner of the **Session Details** screen to close the test session.

Student Authorization Tickets, scratch paper, and the seal code document must be returned to the SAC after the test session. These testing materials are considered secure and will be securely stored and shipped to Pearson by the DAC.

Complete Paper Administration Process

Test Administrators must return all used and unused test materials to the SAC. These include scratch paper, test books, and other paper accommodated materials.