Colorado Measures of Academic Success (CMAS) Administration Training for DACs

Spring 2014

Materials for this Training

- Procedures Manual

- Access to ePATs at PearsonAccess.com>Colorado>Support

- An editable copy of this PowerPoint for note taking

Contacts

- TCAP: Clayton Hollingshead (303) 866-6997

- IEP/504 Accommodations: Mira Monroe (303) 866-6709

- Linguistic Accommodations: Heather Villalobos Pavia (303) 866-6118

- Data Questions, including student data upload (SDU) Jessica Allen (303) 866 6281 or Sarah Underwood (303) 866-6198

- CMAS Procedures: Jason Clymer (303) 866-6808 or Sara Loerzel (303) 866-3266

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Science and Social Studies Administration

- Overview
- Scheduling and Make-Ups
- Accessibility and Accommodations
- Security
- Test Environment
- Test Administration
- Testing Irregularities
- Training
- Receiving and Returning Test Materials
- Roles and Responsibilities

Topics Not Covered Today

- Colorado Alternate Assessments (CoAlt)

- Technology Readiness
  - Please set up a technology site visit at the Assessment Unit technology page: http://www.cde.state.co.us/assessment/newassess-dtc
  - Contact Collin Bonner for technology concerns.

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CMAS: Science and Social Studies Program Overview

Colorado Measures of Academic Success

CMAS

Colorado-Developed Science and Social Studies

PARCC-Developed English Language Arts and Mathematics

CMAS Components

- TestNav: Software that runs the assessment
  - Make sure your apps are up-to-date
    - 7.5 is the old software
    - 8.0 is new software that supports iPads and Chromebooks
- PearsonAccess: Software that is used to manage student data
- PearsonAccess.com: Web portal to PearsonAccess and other resources
- ePAT: Practice test environment (available in TestNav 8 on March 3)
- ePAT Sampler: Sample for accommodations planning

Definitions

- **PearsonAccess Test Session:** Virtual data grouping of students who are grouped together within PearsonAccess for test management purposes

- **Test Section:** The parts of a CMAS: Science and Social Studies assessment. Each grade and content area of the CMAS: Science and Social Studies assessments include three sealed test sections

- **Physical Testing Group:** Students who test within a physical testing environment at the same time

- **Test Administrator:** Formerly called a Test Proctor in TCAP

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What is a "Standardized" Assessment?

- All students will have the same test content, resources, directions, testing conditions, and scoring procedures.

- A score obtained by one student in one part of Colorado will mean the same as the same score obtained by another student in a different part of Colorado.

Spring 2014 CMAS Assessment Window

CMAS: Science and Social Studies	
Assessment	**Testing Dates**
Grade 4 Social Studies	April 14 – May 2, 2014
Grade 5 Science	
Grade 7 Social Studies	
Grade 8 Science	

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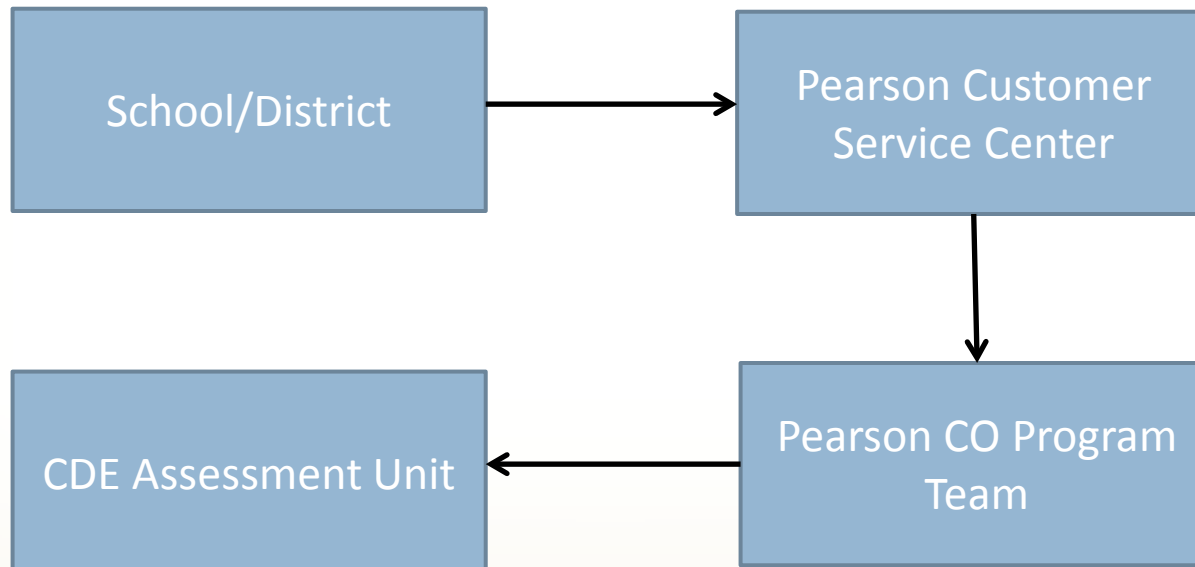
Test Structure

- Each grade level and content area consists of three sections of 21-24 items each.

- The assessments are composed of the following item types:
  - Selected Response
  - Constructed Response
  - Computer-Enabled/Technology-Enhanced
  - Simulations (science)
  - Performance Events (social studies)

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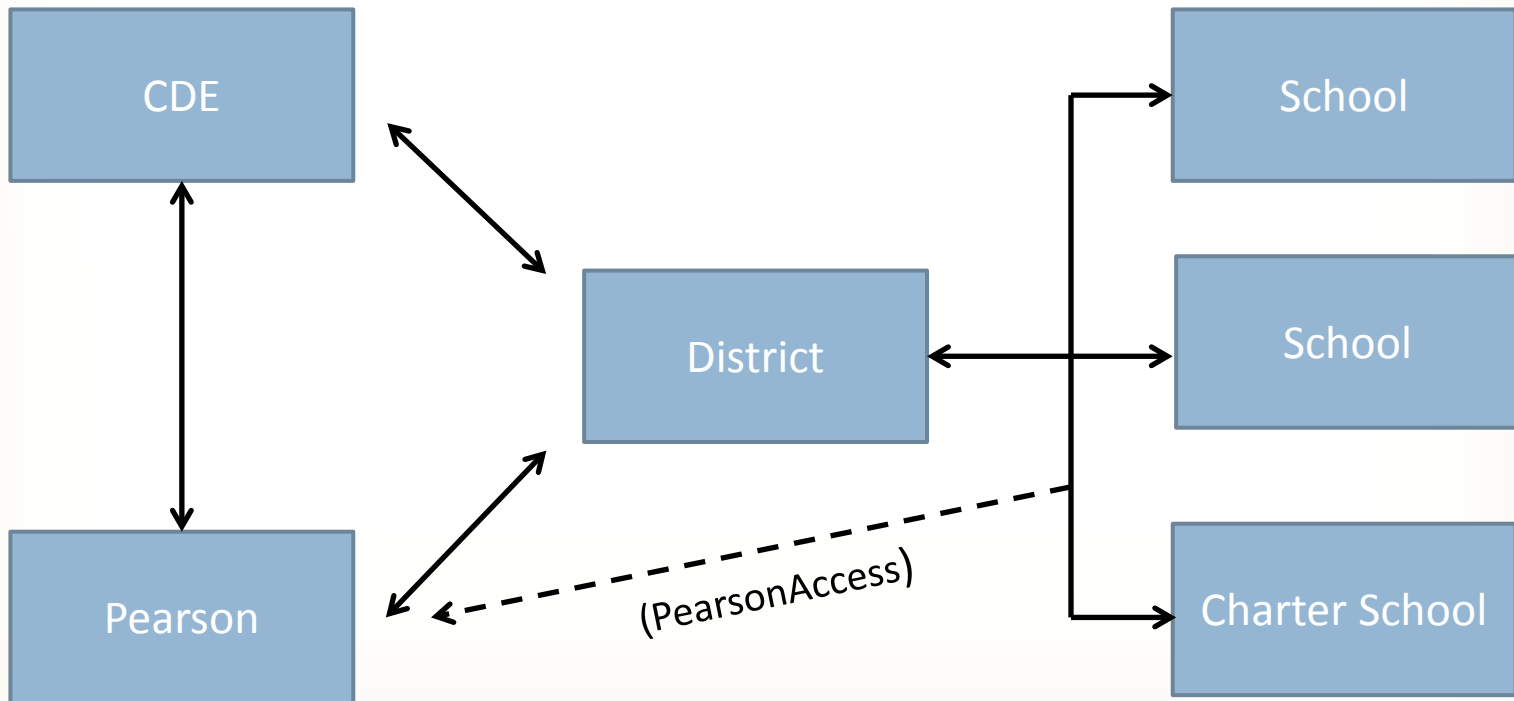
Assistance and Escalation for Technical Issues

CDE Recommends that districts allow individuals beyond the DAC to contact Pearson Customer Service Center directly during actual testing

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│                  │         │  Pearson Customer    │
│  School/District │ ──────> │  Service Center      │
│                  │         │                      │
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│                  │         │  Pearson CO Program  │
│ CDE Assessment   │ <────── │  Team                │
│ Unit             │         │                      │
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Alert Customer Service Center when testing is in progress for rapid escalation

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Contact Pearson for

- Procedures pertaining to PearsonAccess
  - SDU
  - Student information updates and changes
  - Additional orders
  - PearsonAccess test session management
- Technical issues related to site readiness, including device questions
- Technical issues related to TestNav 8
- Materials issues

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Contact Assessment Unit for

CDE Contact	Contact for issues concerning
Jason Clymer	- Frameworks and Content - Procedures and Scheduling - Testing Irregularities
Mira Monroe	IEP and 504 Accommodations
Heather Villalobos Pavia	Linguistic Accommodations
Sara Loerzel	Procedures and Operations
Margo Allen	- General Assistance - Locating Resources
Jessica Allen	- Data and Data Pipeline - Student Biographical Data (SBD)
Jasmine Carey	Score Reports

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Scheduling and Testing Time Procedures

CMAS Scheduling Considerations

- Each grade level and content area consists of 3 sections
- Test sections can only be administered to students in consecutive order
- One grade level and one content area at a time except for make-ups
- To the extent <u>possible</u>, all students within a grade should be assessed at the same time. If not possible, all students should be assessed within the shortest timeframe practicable.
- Scheduling may be site dependent

CMAS Scheduling Considerations

- Schedule first group/first day with more of a time cushion than other groups if you can

- If you have to do multiple sessions, schedule smallest group first

- Determine whether grades will complete testing one at a time or alternate testing (make-ups excluded)

- Determine whether the district wants to condense testing (make-ups excluded) or spread throughout the testing window

- Recommendation: Schedule students for only one section per day (make ups excluded)

- Remember: This is Colorado

CMAS Scheduling Considerations: Accommodated Sessions

- All students now have time and a half included in their test sessions

- Students using Text to Speech (TTS, replaces English Oral Scripts) may be in the same session with other students if they use headphones if headphone noise does not impact other students

- Students who need double time (110 minutes) must be scheduled in a separate session

- "Teacher Read Directions" Accommodations is not available in CMAS Science and Social Studies.

- CDE recommends administering Spanish Oral Scripts for social studies individually

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CMAS: Test Structure and Timing

CMAS: Science and Social Studies Section Administration Time for Elementary and Middle School			
Total Section Time	**Time for Set Up and Transition**	**Required Testing Time for All Students**	**Additional Testing Time**
90 minutes	10 minutes	55 minutes	25 minutes

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Students must have 80 minutes to test

- Required to be on task for 55 minutes
- Students are entitled to a full 80 minutes without interruption to complete section
- Start the clock when directions are complete
- Treat technology interruptions as any other "interruption to testing"
  - Note the time of the technology interruption
  - Student must be given remaining time to complete section

After 55 Minutes

- District Decisions:
  - Sit Quietly
  - Read (cannot use any electronic reading devices)
  - Must not do any writing or any other activity
  - May be released to location outside testing area
  - What to do when all students are completed with section
- School Site Considerations:
  - To where will students be released?
  - To whom will students be released?

Time for Set up and Transition

- School site log in
- Start up TestNav 8
- Log in
- Test transfer (from proctor cache)
  - First item may take up to a minute to load
- Give directions
- Review sample items

Make-Up Testing

Make-Up Testing

Priority: minimize risk of prior exposure to test content that could result in an invalidation

Make-Up Testing Option 1 (**Recommended**)

Student completes missed test section during make-up testing time in advance of re-joining original physical testing group

Sample Make-Up Testing Schedule for Option 1 - ** Recommended**

	Day 1	Day 2	Day 3
Regularly Scheduled Make-Up Testing Time (beginning of morning)	-	Absent student takes section 1	-
Physical Testing Group Testing Time (scheduled after initial morning make-up testing time)	Physical testing group takes test section 1	Absent student re-joins physical testing group for test section 2	Physical testing group takes test section 3

Make-Up Testing Option 2

Student tests with original physical testing group

Sample Make-Up Testing Schedule for Option 2

	Day 1 in Testing Environment	Day 2 in Testing Environment	Day 3 in Testing Environment	Day 4 in Testing Environment
Physical Testing Group Cohort	Section 1	Section 2	Section 3	-
Absent Student	-Missed-	Section 1	Section 2	Section 3

Make-Up Testing Option 3

Student completes missed test section in any available physical testing group in advance of re-joining original physical testing group

Sample Make-Up Testing Schedule for Option 3

	Day 1	Day 2	Day 3
Available Physical Testing Group (morning)	Section 1	Section 2 (regularly scheduled students in physical testing group) Section 1 (absent student joins this physical testing group to complete section 1 as the other students complete section 2)	Section 3
Absent Student's Original Physical Testing Group (afternoon)	Section 1	Section 2 (absent student rejoins original physical testing group to complete section 2)	Section 3

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| Considerations for all Make-Up Testing Options			
	PearsonAccess Demand on Test Administrators	**Security Risk**	**Logistical Demand**
Option 1 * Recommended* Student Completes Missed Test Section in Advance of Re-Joining Original Physical Testing Group	Medium	Lower	Medium
Option 2 Student Tests with Original Physical Testing Group	Low	High	Low
Option 3 Student Completes Missed Test Section in Any Available Physical Testing Group in Advance of Re-Joining Original Physical Testing Group	High	Lower	High

Scheduling Discussion – Guiding Questions

- How do device and facility availability affect scheduling?

- How does make-up testing affect scheduling?

- What are the advantages/disadvantages of each make-up testing option?

- Which make-up testing option is the most feasible in your district?

Accessibility Features and Accommodations

Increased Accessibility

- TestNav 8
  - Embedded features: available to all students to increase accessibility

  - Embedded accessibility features that must be requested ahead of time: available to all students to increase accessibility

  - Additional embedded and non-embedded accommodations available to students consistent with their IEP, 504, or English Learner plans

Features for
All Students

Accessibility
Features

Accommodations

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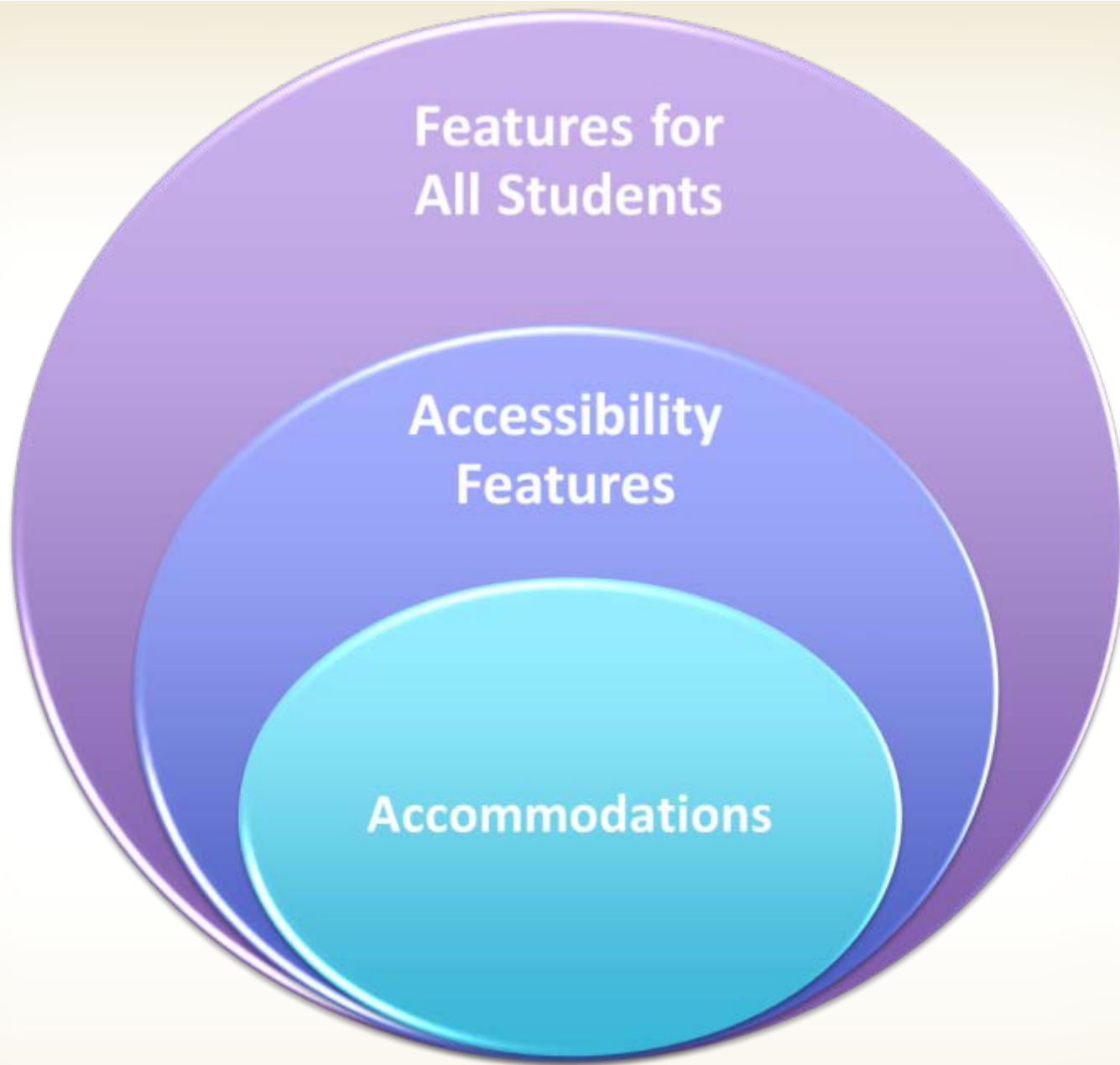
Embedded Features for All Students

Tool Bar
- Navigation
  - Back page
  - Next page
  - Flag item
  - Review
- Pointer
- Ruler (cm in 5th and 8th grade, inch in all grades)
  - Can also be used as line guide
- Calculator (4 function for 5th grade, scientific for 8th grade)
- Eliminate answer choice
- Teacher Read Directions

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Embedded Features for All Students

Drop Down
- Magnifier

Zoom
- Dependent on device

Writing tools for constructed response
- Bold, italics, and underline
- Bullet and number
- Cut, copy, and paste
- Undo and redo

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Teacher Read Directions

Administrator Script: "Please Continue Working"

Embedded Features that Must Be Requested

- **Selected by form**
  1. Text-to-speech with volume control
     - Continue to play
     - Click to hear *CDE recommends students are taught to default to this
  2. Color contrast (accommodation)
  3. Text-to-speech with color contrast (accommodation)
  4. Oral script (accommodation)
- Samplers for text-to-speech and text-to-speech with color contrast will be available in the second week of February

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Should every student be given text to speech (TTS)?

- No. Only students who really need this accessibility feature should have it

- Security issues: There is only one form for text to speech

- Training issues: students must know how to use it before testing

- Network performance issues: file sizes for items with TTS are 4-10 times larger than regular item files. Network and computer performance estimates are based on the standard file size

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Accommodations

- Must be based on an individual need documented in the student's approved IEP, 504, or English Learner plan

- A master list of all students and their accommodations must be maintained by the SAC and/or the DAC. These will need to be recorded in PearsonAccess. Please include students using text-to-speech.

- Accommodations are available for computer-based and paper-based administration.
  - Paper-based form is itself intended to be an accommodated form

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Accommodations for Computer-Based Administration

- Presentation
  - English oral script used for:
    - On-site translations into languages other than Spanish*
    - On-site sign language presentation*
  - Spanish oral script
  - Color contrast, including high contrast and reverse contrast
  - External cover overlays
  - Word-to-word dictionaries (English/native language)
  - Assistive technology devices – compatibility will need to be established

*Due to the number, length and complexity of sources in the Social Studies assessment, it is recommended that this accommodation be provided individually when practicable.

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Accommodations for Computer-Based Administration

- Response
  - Written responses in Spanish
  - Scribe (must be individually administered)
    - English
    - Other languages
  - Assistive technology devices – compatibility will need to be established

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Assistive Technology

- Devices with demonstrated TestNav 8 compatibility:

    www.pearsononlinetesting.com/at

Accommodations for Computer-based Administration

- Setting
  - Small group
  - Individual
- Timing
  - Extended time greater than time and a half
  - Time of day
  - Multiple breaks (requires separate setting)

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Accommodations for Paper-based Administration

The paper-based form is an accommodation.

Use only a #2 pencil!

Paper-based form is available for a student who:

- Has a neurological disorder, a condition that causes seizures, or another health condition that prevents the student from accessing the computer*

- Needs a braille form with tactile graphics

- Requires assistive technology not compatible with TestNav 8

- Writes responses in a language other than English or Spanish

*Students with disabilities that prevent them from utilizing devices safely may meet this criterion.

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Accommodations for Paper-based Administration

- Presentation
  - Braille with tactile graphics
  - Large print (Reminder: computer-based has zoom and magnifier)
  - External cover overlays
  - English oral script (text-to-speech in computer-based)*
    - On-site translations into languages other than Spanish
    - On-site sign language presentation
  - Spanish oral script (also computer-based)*
  - Word-to-word dictionary (English/native language)

*Due to the number, length and complexity of sources in the Social Studies assessment, it is recommended that this accommodation be provided individually when practicable.

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Accommodations for Paper-based Administration

- Response
  - Braille note-taker
  - Scribe (also for computer-based)
    - Must be administered individually
  - Speech-to-text
  - Assistive technology devices (word prediction)
- Setting (same as computer-based)
  - Small group
  - Individual
- Timing (same as computer-based)
  - Extended time greater than time and a half
  - Time of day
  - Multiple breaks (requires separate setting)

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CDE Accommodations Contacts

- Mira Monroe – IEP and 504 Accommodations

- Heather Villalobos Pavia – Linguistic Accommodations

Security

Test Security Protocols

- Protection of student information and data
- Protecting the validity of the state assessments
- Financial considerations

Security Plan

- Successful Security Plan requirements:
  - All personnel have appropriate training
  - All involved personnel understand security protocols
  - All involved personnel have signed security agreements
  - **Think broadly about who is in the testing environment!**
  - Test environments are secured against unauthorized personnel
  - Establish a documented chain of custody
  - Materials are kept in a central, secure location

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Test Materials Security

Secure

- Student Authorization Tickets
- Seal codes
- Used scratch paper
- Paper test booklets
- Social Studies source books
- Oral scripts

Non-Secure

- Test Administrator Manual (TAM)
- Procedures Manual

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Maintaining Security of CMAS

- All secure test materials **must be secured** while in the Test Administrator's possession

- No duplication of secure CMAS materials is permissible (exception: Oral Scripts translated into languages other than Spanish)

- No cell phones or other communication, reproduction or recording devices are allowed during test sections

  - Manage devices!

Secure Materials — do NOT reproduce

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Chain of Custody

- Document before, during, and after testing
- Deliver materials to schools no more than 1 week in advance
- Complete school security checklist
- Deliver paper-based forms and materials (oral scripts) on the day of testing
- Distribute <u>only</u> the content area being assessed
- Return materials to a designated secure location
  - Not stored in classrooms
- Return materials to Pearson

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The Test Environment

Student-to-Test Administrator Ratio

- Student-to-Test Administrator ratio must not exceed 30 to 1

- Test Administrator must be able to actively monitor the space within the testing environment

- Consider room configuration
  - Make special considerations for large testing environments or environments with complicated configurations

- Test Administrators must:
  - Actively proctor
  - Remain attentive and in the room during the entire testing section
  - Circulate throughout the room during the test
    - Should be able to see students working, not student work

The Test Environment

The testing environment must:

- Be adequately lit, quiet, free of distractions and heated or cooled
- Provide an adequate writing surface
- Be free of electronic devices and music
- "Do Not Disturb/Only Authorized Personnel Allowed" sign must be placed on the door during test sessions

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The Test Environment

- No food or drinks are allowed on desks or near test materials
- The testing environment must be free of any content related posters or aids that suggest possible answers to students
  - Word walls
  - Steps for solving math equations
  - Any content related materials

The Test Environment

- Generally, posters that do not include content specific definitions, content related processes or solutions may remain on the wall
  - The Alphabet
  - Basic Number Lines

Room Configuration

- Students should not be able to see each other's work from a normal testing position

- Consider the following seating configurations to maintain test security:
  - 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)

- Dividing screens or other privacy materials may be used if students cannot be placed far enough away from each other

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Unauthorized Visitors and the Media

- Only students, Test Administrators/Examiners, and authorized school, district, state personnel or state-sanctioned test monitors may be in testing areas during administration

- Media are not allowed to have access to the tests before, during, or after test administration, or take pictures or video of testing materials or testing students

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Test Administration

Test Administration Materials

- Test Administrator's Manual (TAM)
  - Fill in and select options for after the test session
  - Read script *exactly* as written
  - Practice in advance!
- Student Authorization Tickets
  - Hand out and collect in the test environment
  - Have a master list on hand
  - Authorization Tickets are secure!
- Seal Code
  - Write on board or poster
  - **Take down after testing starts**
- Section Exit Instructions Poster
- Scratch Paper
  - One sheet at a time, 2 per section max

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Optional Scripts in (TAM)

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.

Active Administration

Active Administrators:

- Ensure they have all necessary materials for each session
- Ensure a standardized testing environment
- Follow all scripts <u>exactly</u> as written
- Move throughout the room during testing
- Read directions to students when asked
- Use proximity to keep students on task
- Use "continue working" script

Administrators May Not:

- Provide feedback
- Clarify test questions
- Answer content related questions
- Interfere with the students' demonstration of skills
- Interact with students in any way that would impact student responses
- Engage in other tasks during test sections
- Read sources, items, or student responses

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Administration Steps

- Prepare the test environment and situate students
- Start session in PearsonAccess
- Follow directions and read script in the Test Administrator's Manual
- Hand out Student Authorization Tickets and scratch paper
- Assist students in logging on to TestNav 8
- Complete directions to students and start session
- Actively administer the test section
- Collect Student Authorization Tickets and scratch paper
- End test section
- Close session in PearsonAccess **after third section only**
  - At this point, the status of all tests for all students in the session should be "Completed" or "Marked Complete"

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Testing Irregularities

Testing Irregularities

- Misadministrations
- Security Breaches
- Emergencies/Unforeseen Circumstances
- Technology Issues

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Misadministrations

A misadministration is any event that leads to the invalidation of one or more student test scores in one or more given test sections.

- DACs investigate, identify, and declare misadministrations.

Misadministrations

- A student moves on to the next test section

  - Note: this will be extremely rare. Train Test Administrators to erase/remove Seal Codes once a test is underway

- A student receives help from anyone on a test item

- A student uses an unauthorized instrument, such as a calculator, cell phone or notes, during a test session

- A student is denied appropriate accommodations or given the wrong accommodations

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When a Misadministration Occurs

- The student must stop working on that section, but should still complete other test sections as normal
- The Test Administrator must inform and consult with the SAC, who must inform and consult with the DAC
- Use discretionary judgment
- The appropriate invalidation code must be entered into the student's record in PearsonAccess
- The student receives a "no score" for the content area

Major Misadministrations

- Misadministrations affecting an entire class or group of students

- Systematic unethical behavior
  - A teacher, administrator or other person gives students hints, prompts or answers to questions
  - A teacher, administrator or other person violates security procedures

- A Test Incident Report must be submitted to CDE

Breach of Secure Test Materials

- Students obtain or share secure test materials
- Discussing, reproducing, or transmitting, by any means, secure test materials, or descriptions of secure test materials
- A Test Incident Report must be submitted to CDE

Student Illness that Interrupts Testing

- Be mindful of student illness prior to testing. If a student is likely to become sick, schedule them for a make-up
- The student's needs are the primary consideration
- The student may make up the test
- The student may only have the amount of time that was left when the test was suspended

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Emergencies

- If there is an emergency requiring the test to be stopped:
  - Evaluate and respond to the emergency… safety first!
  - If it is possible to do so without any risk to students, note the time remaining in the test session.
  - Students will be allowed to use the remainder of the testing time to complete the session at a later date.
- Ensure that personnel who "clear" the testing space are authorized personnel.

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District Policies for Testing Irregularities

- Misadministrations and test security breaches are declared to preserve the validity of test scores and assessment data
- Districts should establish policies and procedures for investigating and declaring misadministrations and test security breaches
- A record of testing irregularities must be kept by the DAC
- Reports or suspicions of major misadministration and security breaches must be reported to CDE as soon as practicable
- Invalidations should not be used as a disciplinary measure
- Districts should establish policies and procedures for how and when to apply disciplinary actions to students or staff arising from testing irregularities
- CDE reserves the option to investigate and declare misadministrations and apply its own disciplinary sanctions

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Testing Irregularities: Assistance and Reporting

- If there has been a major misadministration or security breach, the DAC must notify Jason Clymer, in the Assessment Unit.

- For assistance in determining whether or not a misadministration has occurred, please contact the Assessment Unit.

- For major misadministrations and security breaches, submit a Test Incident Report to CDE.

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Training

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District Training

Everyone involved in CMAS administration must be trained each year. This includes DACs, SACs, CMAS Test Administrators, technology personnel and any other school or district staff involved in CMAS administration

DACs and SACs are responsible for ensuring that all individuals involved in test administration receive training and sign a security agreement

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Training

- Comprehensive training must include:
  - Test Security
  - Standardized Test Environment
  - Test Administration
  - Test Session Management (for appropriate personnel)
  - Test Administrator Role vs. Teacher Role
  - Opportunity for personnel to ask questions

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Receiving and Returning Test Materials

Test Materials

- Online and Paper
  - Test Administrator's Manual
  - Scratch Paper
  - CMAS Secure Return Envelope
  - School Security Checklist
- Online Only
  - Student Authorization Tickets
  - English and Spanish Oral Scripts for Online Form
  - Onsite Translations into Languages other than English/Spanish
- Paper Only
  - Test Books, including Braille and Large Print
  - Source Book (Social Studies Only)
  - English and Spanish Oral Scripts for Paper Form
  - Onsite Translations into Languages other than English/Spanish

Receiving Test Materials

- Materials will be shipped to districts
  - Purple Pearson labels on all boxes
    - Box with ONLY a purple label contains the District Coordinator Kit
    - District Coordinator Kit contains forms for DAC to check in materials
      - Pallet Detail
      - District Packing List
      - District Receipt Form
  - Green labels on CMAS boxes
  - Pink labels on CoAlt boxes

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Receiving Test Materials

- DACs to use Pallet Detail to identify which boxes go to each school

- SAC to verify materials received with the School Packing List

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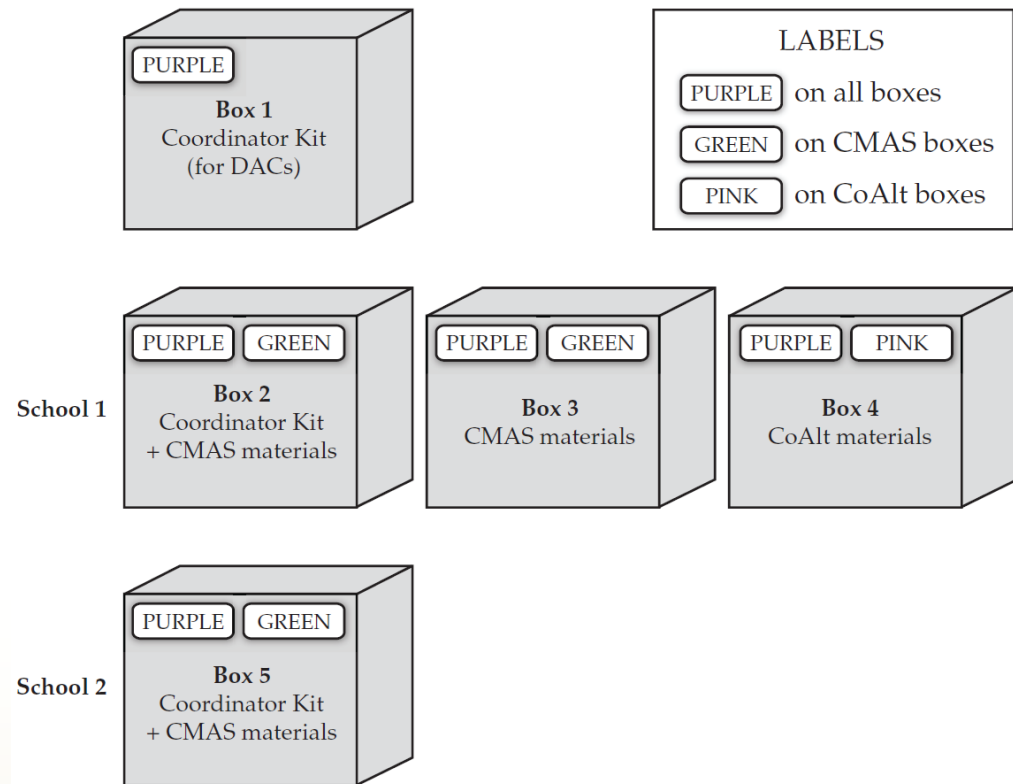
SACs

- Collect all secure materials and group as follows:
  - Secure return envelopes
  - Scorable test books
  - Unused test books
  - Accommodated materials
  - Electronic materials must be removed from any devices after testing and verification sent to the DAC
- Prepare materials for packaging
  - Check and deliver CMAS scorable test books to the DAC ASAP
  - Check and deliver CMAS non-scorable materials to the DAC
  - Return materials in original boxes

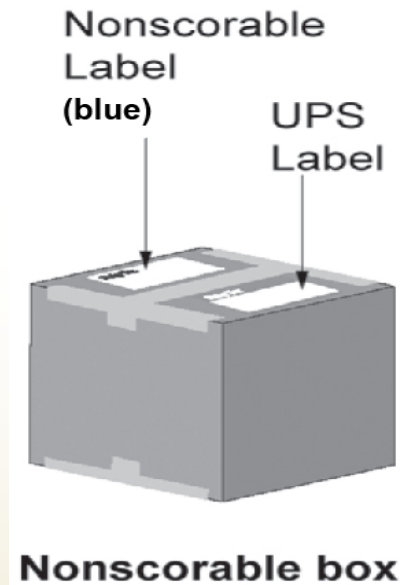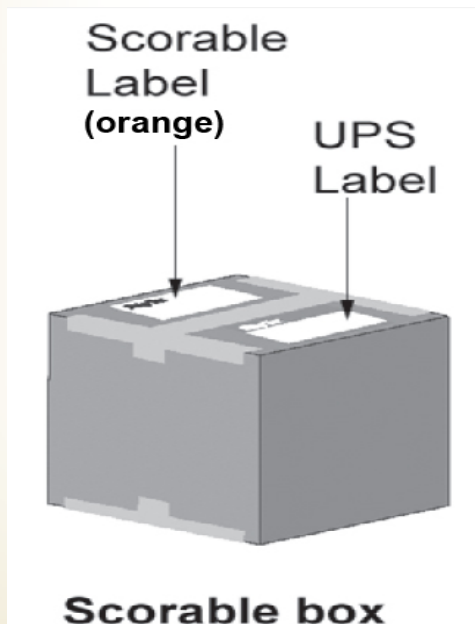COLORADO DEPARTMENT *of* EDUCATION

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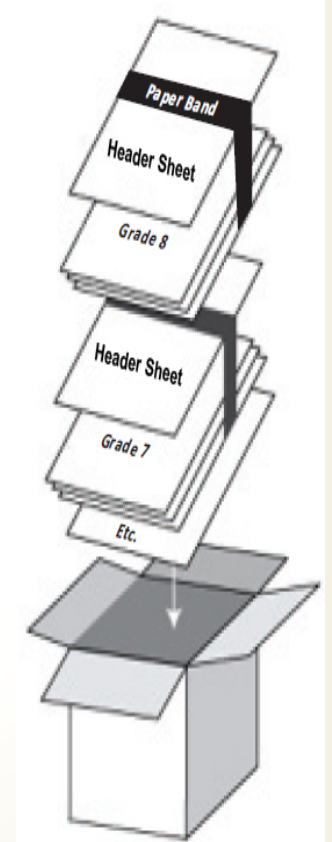
Returning Test Materials-DACs

- Use District Receipt Form to verify that all materials are signed in from SACs*

- Sort materials (scorable and non-scorable) for return to Pearson

- Scorable materials must have a header sheet for each grade/content

- Prepare boxes for shipping

- Schedule pickup with UPS by May 7, 2014

  - Deadline for UPS pickup of materials is May 9, 2014

*Collect and return scorable materials to Pearson as soon as possible

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Returning Test Materials-DACs

- Collect all secure materials from SAC

  - Collect all scorable materials from SACs immediately after testing ends, these must be shipped back to Pearson as soon as the school has finished testing with a header sheet for each grade/content

- Use District Receipt Form to verify that all materials are signed in from SACs

Scorable
Label
(orange)

UPS
Label

Scorable box

Nonscorable
Label
(blue)

UPS
Label

Nonscorable box

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Roles and Responsibilities

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Key Personnel

- District and School Leadership
- District Assessment Coordinator (DAC)
- Student Enrollment (Data)
- District Technology Coordinator (DTC)
- Accommodations Specialists
- School Assessment Coordinator (SAC)
- School Technology Coordinator (STC)
- Test Administrators
- Students!

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Key DAC Responsibilites

- Understand all procedures and coordinate with key personnel
- Develop district specific procedures
- Employ a security plan
- Schedule assessments and make-ups with SACs
- Include all schools (REACH OUT TO CHARTER SCHOOLS)
- Train SACs in security, administration, and district procedures
- Assign permissions in PearsonAccess
- MONITOR TESTING
- Receive, manage, and return materials
- Manage required Forms
- Manage tasks in PearsonAccess
- Investigate, declare, and report misadministrations

Forms

Timing	Form
Before Testing	Security Agreement
	Verification of District Training
During Testing	Test Incident Report Form
After Testing	Post-Test Compliance

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Pearson Access Tasks for the DAC

- Before and During Testing
  - See PearsonAccess Training for specific instructions
  - Set up user accounts and assign permissions
  - Assign students to test sessions
  - Assign specific forms to students
  - Add/remove students based on enrollment
  - Order additional materials
- After Testing
  - Verify that all sessions are completed
  - Update data files to include accommodations that were used

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Student Enrollment (Data)

- District may assign student data management tasks to designated personnel. Alternatively, many DACs will also be the student enrollment person.

District Technology Coordinator (DTC)

- All DTCs must have site readiness training
- Participate in Pearson/CDE site visits
- Participate in regional DTC meetings
- PROCTOR CACHE!
- Identify local device availability
- Identify local bandwidth needs
- Manage updates
- Secure technology
- Provide district technology support
- Assist in developing school site schedules
- Work with School Technology Coordinators (STC)

Accommodations Specialists

- Special Education and Linguistic
- Maintain IEP/504/English Learner Plans
- Assist in planning for and training for accommodations

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School Assessment Coordinator

- Train all Test Administrators
- Provide security training to all personnel that will be in the testing area
- Collect and maintain security agreements
- Work with other personnel to develop school site schedule and procedures (including accommodated sessions and make-ups)
- Maintain secure location for test materials and chain of custody
- Ensure test environment compliance
- MONITOR TESTING!
- Transcribe student responses from large print and braille test books into scannable test books
- Collect, sort, secure, and return all test materials to DAC by district determined date

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PearsonAccess Tasks for the SAC

- Set up user accounts
- Assign students requiring special forms for the computer-based assessment to the appropriate form
- Request and manage materials for paper based form
- Request, from your DAC, additional secure and non-secure materials as needed
- Assign all students to a test session
- Register/add new students
- Verify all testing sessions have been completed
- Verify that PearsonAccess has been updated to reflect the accommodations used during testing, including students taking paper-based assessments

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CMAS Test Administrator

- Individual at school level responsible for directly administering the CMAS: Science and Social Studies assessments
- Must be employed by the school/district
- Be trained and have read the Test Administrator's Manual prior to any assessment administration
- Be trained in any specific accommodations they are providing
- Must sign security agreement before assessment administration begins
- Read the directions to students *exactly* as they appear in the Test Administrator's Manual
- Test session management
- Administer sections *actively*

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Students

- Meet with students to review school testing policies and expectations
- Test results should be reflective of individual effort
- Practice Testing Environments (ePATs)
  - Expose students to sample items
  - Familiarize students with online test engine, TestNav 8, and embedded supports
  - Available on pearsonaccess.com
- Item Samplers (for accommodations planning)
  - Text-to-speech and color contrast
  - Text-to-speech and color contrast will require form assignment

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Thank You!

- Questions? Contact:
  - Jason Clymer or Sara Loerzel for procedures
  - Jessica Allen for SDU/student data
  - Mira Monroe for IEP/504 accommodations
  - Heather Villalobos Pavia for Linguistic Accommodations
  - Pearson for questions about technology and PearsonAccess
- For TCAP questions:
  - Please contact Clayton Hollingshead or Sara Loerzel

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