Colorado Measures of Academic Success

Test Administrator Manual
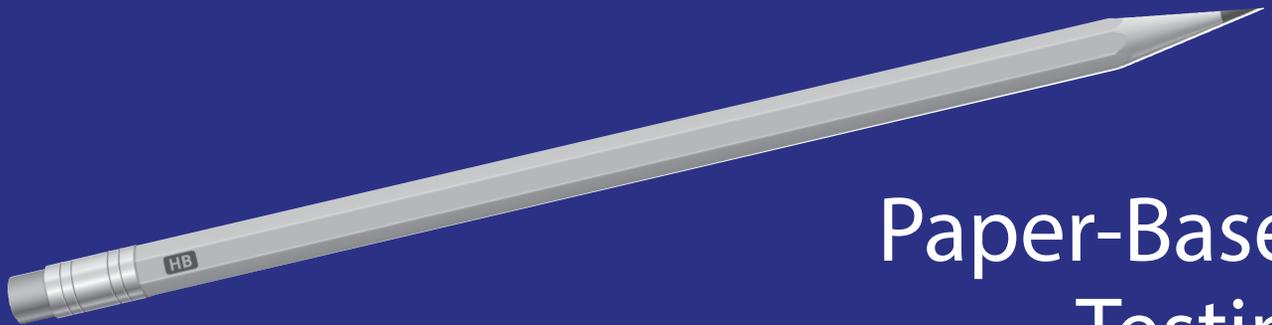
Paper-Based Testing

2019 Spring
Administration

COLORADO
Department of Education

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1.1 Program Overview

All public school students enrolled in Colorado are required by state law to take the standards-based summative assessments that correspond to their grade level. Every student, regardless of language background or ability, must be provided with the opportunity to demonstrate their content knowledge. The Colorado Measures of Academic Success (CMAS) is Colorado's standards-based assessment designed to measure the Colorado Academic Standards (CAS) in the content areas of mathematics, English language arts (ELA), science, and social studies. Eligible English learners in grades 3 and 4 may take the Colorado Spanish Language Arts (CSLA) assessment as an accommodation in place of ELA. A small number of students with significant cognitive disabilities who meet specific criteria may demonstrate their content knowledge on the Colorado Alternate (CoAlt) assessment which measures the Extended Evidence Outcomes of the CAS. CMAS and CoAlt assessments must be administered under standardized conditions to ensure the reliability and validity of results.

These state assessments are intended to provide students and parents with unbiased, objective feedback about whether students are on track to meet the expectations of college and careers. Districts use data from the assessments to improve their work throughout classrooms, programs, and schools. For the broader community, accurate test results, which measure Colorado's expectations for students, are critical indicators of the health of the overall school and district. Statewide assessment is an important way in which taxpayers can gauge the results of their public investment.

1.1.1 Background

The CAS were adopted by the Colorado State Board of Education in December 2009 which required the development of assessments aligned to the new standards. Following the full implementation of the CAS in Colorado school districts, the CMAS science and social studies assessments were administered operationally for the first time in spring 2014 and ELA and math assessments were administered for the first time in spring 2015. In spring 2019, students in grades 3 through 8 will take the CMAS English language arts and math assessments and students in grades 5, 8, and 11 will take the CMAS science assessments. In accordance with Senate Bill 15-56, social studies assessments will be administered on a sampling basis to students in grades 4 and 7, with about one-third of schools administering the assessment each year.

1.1.2 About this Manual

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

1.2 Responsibilities of the Test Administrator

The Test Administrator is an individual at the school ultimately responsible for providing a standardized, ethical administration of the CMAS assessments. This ensures every student has an equal opportunity to demonstrate, within the standard conditions provided to all students in Colorado, his or her knowledge and skills.

Test Administrators must:

- Be employed by the school/district. School/district employees may administer the assessments at the grade levels of their children, but must not administer the test to their own children, nor be in the testing environment with their children during testing. Test Administrators **must NOT** be assigned to a room where a relative is being tested.
- Actively supervise the test administration at all times.
- Ensure necessary accommodations and accessibility features, such as text-to-speech and color contrast, are available to the appropriate students.

Note: Student teachers may not be Test Administrators, but may serve as proctors in the test environment.

During All Stages:

■ Ensure all test materials are secure at all times following state requirements. Test materials must be kept in a secure, locked central location when not in use for testing. Test materials must not be stored in classrooms.

■ Maintain test security and the chain of custody for secure materials. Document movement of materials on chain of custody forms used by the school or district.

1.2.1 Annual Training Requirements

All Test Administrators must be trained each year on the current CMAS administration procedures prior to administering an assessment or monitoring in a testing environment.

■ Test Administrators must read the instructions in the *CMAS Test Administrator Manual* and familiarize themselves with test administration procedures prior to administering the test to students. **All units of the test for all content areas must be administered in order, including for make-up testing.**

■ Test Administrators who are administering assessments for which students are provided accommodations must be trained on the specific accommodations.

1.2.2 Ethical Practices

All licensed Colorado educators and Test Administrators must conform to ethical practice when administering the CMAS assessment.

Quality instruction produces quality student performance on state tests. While familiarizing students with the online testing environment and providing some regular instruction using formats similar to those found on standardized tests is appropriate, instruction explicitly designed as practice for the assessment (i.e., "teaching to the test") provides students with negative messages about what is important to their education and performance. This is not considered an ethical practice. Further clarification regarding appropriate test preparation is provided in the table below.

CMAS Test Preparation and Administration	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 released test items for **professional development purposes** and as examples in the classroom.	■	
Using student resources (including released test items in ePATs) to **familiarize** students with different item formats, TestNav tools, and how to indicate responses.	■	
Motivating students to perform well on the assessment by talking to students and their parents about the purposes (from the individual to the community as a whole) of assessments.	■	
Developing curriculum based on specific test items.		■
Preparing instructional objectives based on specific test items and teaching accordingly, rather than developing instructional objectives based on the Colorado Academic Standards.		■
Using released test items as the sole basis for curriculum and instruction.		■
Sharing a secure CMAS test instrument (e.g., individual test question or test book) 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 a secure CMAS assessment for use in instructional planning, classroom instruction, or assessment.		■

CMAS Test Preparation and Administration	Is This an Ethical Practice?	
	Yes	**No**
Making a copy of the CMAS assessment 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*.		■
Telling students the correct responses or allowing them to discuss answers among themselves.		■
Influencing, altering, or interfering with a student's responses in any way, including but not limited to erasing stray marks in test books and 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 assessments.		■

1.3 Student Resources

Paper practice items are comprised of sample CMAS items that provide students an opportunity to become familiar with the format of test items in the paper-based test books. Paper practice items are available at http://avocet. pearson.com/CO/Home. While the use of the sample items is not required, it is encouraged, as it will help ensure students are familiar with the types of items they may encounter while taking the paper-based test, including:

Selected Response Items

- **Math:** Selected response items are multiple choice questions. To respond, the student indicates their response in an answer grid or by filling in the circle(s) next to their answer choice.
- **ELA/CSLA, Science, and Social Studies:** Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.

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Correct Mark: **Incorrect Marks:**

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Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes his or her answer in the response box in the test book.

Technology-enhanced items (TEIs) converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram

Math only:

- Interact with a number line
- Graph points and lines on a coordinate grid
- Divide and shade shapes to indicate fractions

Refer to the ePAT guides at http://avocet.pearson.com/CO/Home#alpha-E > ePATs for scoring information, including answer keys, scoring guides, and scoring rubrics.

2.1 Security Requirements

CMAS and CoAlt administrations are secure testing events. Maintaining the security of assessment content and materials before, during, and after test administration is crucial to obtaining valid and reliable results. The School Assessment Coordinator (SAC) must distribute materials to and collect materials from Test Administrators on each day of testing, and securely store and deliver materials to the District Assessment Coordinator (DAC) after testing is completed.

2.1.1 Security Plan

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

- All individuals involved in the administration are trained and sign the *CMAS and CoAlt Security Agreement* form,
- A documented chain of custody is maintained, and
- All students take the assessments in a standardized manner following state requirements and instructions in this manual.

Test Administrators are expected to ensure student test materials are not left in open or unattended areas. No student test materials are to leave the school building or be removed from locked storage for any purpose other than administering the test.

Student tests are not to be viewed by anyone before or after tests have been administered. This includes handling the test material for a purpose other than test administration, such as a Test Administrator viewing a test book after school. Test Administrators must not actively read test content or test items while students are testing. Only students being tested are allowed to access the test at the time of testing. Students must not have access to secure test content before or after the scheduled test session. Students are not to disclose test content to teachers, Test Administrators, or any school personnel. Test Administrators are not allowed to answer questions about the test items at any time (during or after testing). Test Administrators may, however, answer questions about test administration "SAY" directions or procedures.

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

2.1.2 Chain of Custody

A documented chain of custody must be maintained to track the movement of all assessment materials before, during, and after test administration. The following chain of custody requirements apply to assessment administration:

- All secure CMAS 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 materials to and from Test Administrators each day of administration, preferably within 15 minutes of the start and end of test unit administration. Test Administrators are not to have extended access to materials before or after administration, with the following exceptions:
  - Under the supervision of the SAC or DAC, a Test Administrator providing auditory presentation of the paper-based assessment in English or Spanish may access oral scripts 24 hours prior to administration.
  - Under the supervision of the SAC or DAC, Test Administrators/translators providing a signed or auditory presentation accommodation in a language other than English or Spanish for computer or paper-based testing may access oral scripts for translation up to four working days prior to administration.

- Under the supervision of the SAC or DAC, Test Administrators/Teachers of the Visually Impaired (TVIs) administering a braille form may access the Teacher Notes for braille prior to administration to ensure all needed materials are procured. TVIs are not allowed to review the test book contents during review of the Teacher Notes.

- All test materials must be secured while in the Test Administrator's possession. Test materials must not be stored in classrooms in advance of or following the administration.
- Test Administrators who are involved with administration of the paper-based assessments may have access to student test materials only on the day the grade level and content area is assessed.
- 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 or the school's chosen chain of custody document, and must return all materials to the SAC.

> **If any secure materials are unaccounted for during or after testing, the Colorado Department of Education (CDE) will require additional documentation from the Test Administrator, SAC, DAC, and any other school or district staff who came into contact with the materials.**

2.1.3 CMAS and CoAlt Security Agreement

The *CMAS and CoAlt Security Agreement* is located in *Appendix A*. Test Administrators certify their acknowledgement of and their agreement to the security protocols that appear in this manual and those listed on the form under the categories "CMAS Test Administrators and CoAlt Test Examiners" and "All individuals involved in CMAS and/or CoAlt administration" by signing this form. As noted on the form and in this manual, engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action. All individuals authorized to be involved in test administration must sign the *CMAS and CoAlt Security Agreement* and return it to the SAC prior to testing.

2.2 Testing Irregularities and Security Breaches

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

Testing Environment Irregularities
Building evacuation, lock-down, or severe weather event.

2.2.1 Testing Environment Irregularity Procedures

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

- The safety and security of students and staff is of paramount concern.
  - Assume the threat is real and initiate the district building-evacuation/lock-down procedure.
  - Note the time of the disruption so the remaining time for the test unit can be calculated. When possible and feasible, record this information in writing.
- Time is of the essence in an emergency situation. Collect test materials only if time permits prior to leaving the testing environment. Leave all test materials in the testing room.
- If possible:
  - Secure the room (lock doors).
  - Keep tested and non-tested students separated.
  - Redirect student conversations regarding the test.
- As soon as possible, communicate the situation and circumstances to the SAC so it may be determined how and when the assessment should resume.
  - Before students or other school personnel return to the testing environment, SACs (or the district designee) should collect and secure all test materials and exit students from TestNav if testing online.
- Upon resuming testing, Test Administrators must prepare students for the continuation of the test:
  - Ask students, "Are there any questions about the instructions for this unit?"
    - Identify how many minutes remain in the test unit for students.
    - Display the updated start and stop time of the resumed unit for students.

2.2.2 Reporting Security Breaches and Misadministrations

If test security or administration procedures are violated, student tests may be invalidated. Test incidents that violate test security or administration procedures must be reported to the SAC and DAC. Reasons for reporting test incidents include, but are not limited to, the following:

- If a student cheats
- If test security is violated such as:
  - Discussing, reproducing, or transmitting, by any means, secure test materials or descriptions of secure test materials
  - Leaving secure materials unattended
  - Losing secure test materials
- If improper test administration occurs such as:
  - Providing a student with an unapproved accommodation (e.g., oral script or text-to-speech on the English language arts assessment without a CDE-approved Unique Accommodation Request (UAR)) or failing to provide a student with a documented accommodation per their IEP, 504, or EL plan
  - Timing procedures are not properly followed (e.g., students provided with more than the unit testing time)
  - Test units are administered out of order (e.g., student takes Unit 1, Unit 3, then Unit 2)
- Any violation of ethical practices such as a teacher, administrator, or other person giving students hints, prompts, or answers to questions (see *Section 1.2.2*)

2.3 Testing Environment

The CMAS 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 assessments.

All students in the testing room must be read the Administrator "SAY" instructions at the same time. Absent students will complete testing under the same standardized conditions during make-up test sessions.

2.3.1 Choice of Test Setting

Every assessment setting should have a comfortable room temperature, adequate lighting, and should be as free as possible from noise and other interruptions. No characteristic of the room's environment should hinder any student's test performance. Chairs should be comfortable and tables should be at an appropriate height with sufficient room for materials.

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

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

2.3.2 Freedom from Distractions

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

2.3.3 Requirements for Maintaining Security of the Testing Environment

Students should not be able to see each other's work from a normal testing position. If students cannot be placed far enough away from each other to prevent this, dividing screens may be used as physical and visual barriers between workspaces.

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

- Seat students in every other seat
- Seat students back-to-back
- Seat students in a semicircle
- Seat students in widely spaced rows or in every other row (appropriate for a classroom setup)

If an appropriate seating configuration is not possible, cardboard, plastic, or other types of partitions may be used as physical and visual barriers between students. 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 student
- Card stock (e.g., manila folders) or flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between students
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between students
- Cardboard carrels

2.3.4 Posted Materials Guidelines

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

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

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

Test Administrators should discuss the appropriateness of any specific displays with their SAC.

Note: No exhaustive posted materials list will be created due to the limitless possibilities. Always refer to the general guideline when making decisions about what should and should not be posted during CMAS administrations. Calendars do not need to be covered or removed.

2.3.5 Student Materials

Students may have **only** the following materials at their work space during testing:

Paper-based materials

Required:

- Paper test materials and accommodated materials
  - **Some large print test kits** include visual description documents that describe some of the images or graphics in the student's test materials. Descriptions are not included for all visuals; they are included to increase accessibility to select images.
- No. 2 pencils with erasers
- Scratch paper (refer to *Scratch Paper Specifications*)
- **Mathematics assessments**
  - Mathematics Reference Sheets (Grades 5-8 Math only)
  - Any rulers and/or protractors included in test kit
  - Handheld calculators (refer to *Calculators for Mathematics Assessments*)

Optional:

  - Geometry tools for **Grade 8 Math only** - tracing paper, reflection tools, straight edges, and compasses

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Scratch Paper Specifications

Scratch paper must be provided for all paper-based administrations. Scratch paper may be plain, lined, or graphed. If an alternative scratch paper is indicated in a student's IEP or 504 plan, it must be provided to the student. All scratch paper must be inspected before use to verify it is free of any writing. Each student must be provided with scratch paper for each test unit. Students may exchange used scratch paper for a new piece of scratch paper, but may only have one piece at a time. All **used** scratch paper must be collected at the end of the unit and returned to the SAC in an unsealed secure return envelope.

Large Print and Braille Test Materials

The large print test books are spiral bound. The dimensions of the books are 14 inches by 18 inches. Test Administrators administering the large print accommodated form use the "SAY" directions found in *Section 4.4*.

Braille test materials are not sealed. Teachers of students with visual impairment (TVIs) who are administering the assessment in braille need early access to the braille Teacher Notes, up to one day prior to administering the assessment, in order to gather additional materials needed to provide students with access to the assessment. While reviewing the Teacher Notes, TVIs are not to review the test book contents. TVIs administering the braille accommodated form use the "SAY" directions in the Teacher Notes document and do not use the "SAY" directions in the *CMAS Test Administrator Manual*.

Spanish Test Materials including CSLA

Spanish test materials, which provide test content in Spanish, are available for use by English learners who meet the accommodation criteria (see *Section 6.0 Administrative Considerations, Accessibility Features, and Accommodations* in the *CMAS and CoAlt Procedures Manual* for additional information). These printed books are sealed by unit.

Calculators for Mathematics Assessments

Students may use hand-held calculators (provided by either the school or the student).

- For grades 3–5, calculators are allowed for unique accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions and must be approved for use of the unique accommodation by CDE.

- For grades 6–7, students may only use four-function calculators with square root and percentage functions for all calculator sections.

- For grade 8, students may only use scientific calculators for all calculator sections.

Students must only use calculators that are allowable for their grade assessment. Only students with a specific calculator accommodation may use calculators outside of their grade level.

If a student needs a calculator in a non-calculator section as a unique accommodation, CDE-approval through the Unique Accommodation Request (UAR) process is required. If a student needs a specific calculator (e.g., large key, talking), the student may bring his or her own, provided it is specified in his or her approved IEP or 504 plan.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during the assessments.
- Students are NOT allowed to share calculators with another student during a test unit.
- Test Administrators must confirm that the memory on all calculators is cleared before and after the testing sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.

2.3.6 Prohibited Materials

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

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

Materials Prohibited During All Units
- All cell phones, including camera phones and smartphones.*   - Other non-test-related personal electronic equipment (e.g., smart watches, electronic pens, eBooks, personal document scanners)   - Any electronic equipment capable of performing computations or providing other assistance (exception: appropriate calculators for math and science)   - Instructional aids related to the content being assessed   - Reference books (exception: word-to-word dictionary for English learners)

*Test Administrators may only use cell phones to contact the SAC.

Note: Test Administrators, Assessment Coordinators, and Technology Coordinators may NOT take pictures of TestNav screens or secure test materials.

A student with a disability or who has been identified as an English learner may be allowed, under certain circumstances, the use of certain tools and materials as test accommodations that are otherwise prohibited. However, under no circumstances may any student be allowed access to the Internet outside of the secure TestNav environment (online testing only), a visual recording device, or a cell phone (exception: if a student uses a cell phone to monitor a documented medical condition, the student may have the device in the testing environment as long as the Test Administrator can see the device). Test accommodations must be listed in the student's IEP, 504, or EL plan and documented on the Personal Needs Profile in PA[next], as appropriate, by the SAC or a school or district employee assigned the Sensitive Data role.

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

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

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

2.3.7 District/School Decisions

Districts/schools are to provide Test Administrators guidance on locally determined administration policies. Please note the district/school selected option for the following decision points:

Local Decision Point	Options
Students who finish testing before the unit testing time is reached should:	■ Remain in the testing environment and read or sit quietly ■ Continue testing in the next unit once all students in the session complete the current unit ■ Be dismissed*
Whether a **minimum** unit time is set for schools by the district (e.g., 90 minute units have a 60 minute minimum, 80 minute units have a 55 minute minimum, 65 minute units have a 45 minute minimum), then:	Students who complete testing must sit quietly until the district-determined minimum unit testing time is reached, but may then: ■ Read quietly ■ Be dismissed* ● If this option is selected, follow the school's plan that will allow dismissed students to leave the testing environment without interrupting students who have not completed testing.

*If this option is selected, follow the school's plan that will allow dismissed students to leave the testing environment without interrupting students who are still testing.

Materials Allowed ONLY AFTER a Student Completes Testing

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

Note: If the student is sure that s/he is completely finished with the assessment before time expires, the Test Administrator must remove the student's test materials from the desk/working area before the student may read.

2.3.8 Invalidating a Test

A test score is not produced if a test is invalidated. If misconduct or a security breach rises to the level of test invalidation (refer to *2.2.2 Reporting Security Breaches and Misadministrations*), an appropriate test invalidation code must be submitted for the student test in PA[next]. While the SAC, DAC, or other designated individual enters this information in PA[next], the Test Administrator must communicate necessary details about the situation to the SAC.

2.3.9 Unauthorized Visitors

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

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

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

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

2.4 Time Limits, Policies, and Procedures

The scheduled test administration time for each unit of each content area assessment should include an additional 10 minutes (estimated) for set up and transition. Time for set up and transition includes distributing materials and reading directions. The unit testing time begins when the Test Administrator tells students to begin working on the test. Units for all content area assessments must be administered in order.

The following CMAS Test Administration Time tables include testing time by content area and unit which must be made available to all students. For science and social studies, time-and-a-half is included in the unit testing time and is available to all students as an accessibility feature. Math and ELA units do not include time-and-a-half. Unless students have an extended time accommodation documented on an IEP, 504, or EL plan, they must **not** be given more than the unit testing time.

Districts/schools may determine if a minimum testing time is required and if students who finish testing should remain in the testing environment and read or sit quietly, continue testing in the next unit once all students in the test session complete the current unit, or if they may be dismissed (refer to *2.3.7 District/School Decisions* for additional information). However, if **all** students in a physical testing group complete the test unit any time before the unit testing time is reached, the Test Administrator may end the test unit.

Once the testing time (indicated in the following tables) is reached, Test Administrators must instruct any students who are still testing to put their pencils down and close their test books.

Each student must be allowed to work at his or her individual speed. Students must not be directed to speed up or slow down. Students requiring extended time beyond the unit testing time must be placed in a separate test session. Regardless of IEP, 504, or EL accommodations, all students must complete any started test unit within the same school day. Districts establish days and times for testing within the administration's state testing window.

English Language Arts/Literacy

ELA Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)*
	Paper-based	
Unit 1	Grade 3, Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	110
Unit 2	Grade 3, Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	110
Unit 3	Grade 3, Grade 4, Grade 5	90
	Grade 6, Grade 7, Grade 8	110

Colorado Spanish Language Arts

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

Mathematics

Math Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)*
	Paper-based	
Unit 1	Grade 3, Grade 4, Grade 5 (*non-calculator*)	65
	Grade 6, Grade 7, Grade 8 (*non-calculator/ calculator*)	65
Unit 2	Grade 3, Grade 4, Grade 5 (*non-calculator*)	65
	Grade 6, Grade 7, Grade 8 (*calculator*)	65
Unit 3	Grade 3, Grade 4, Grade 5 (*non-calculator*)	65
	Grade 6, Grade 7, Grade 8 (*calculator*)	65

Science and Social Studies

S/SS Unit	Grades that May Be Grouped Together	Unit Testing Time (minutes)*
	Paper-based[1]	
Unit 1	Grade 4 and 7 Social Studies, Grade 5 and 8 Science	80
	High School Science	50
Unit 2	Grade 4 and 7 Social Studies, Grade 5 and 8 Science	80
	High School Science	50
Unit 3	Grade 4 and 7 Social Studies, Grade 5 and 8 Science	80
	High School Science	50

[1]Paper-based social studies tests and paper-based science tests cannot be administered in the same room as the test materials and administration scripts are different (science has a test book (high school science has a periodic table), but social studies has a test book and a source book).

*If all students in a physical testing group complete the test unit before the unit testing time is reached, the Test Administrator may end the test unit.

2.4.1 Late-Arriving Students

A student who arrives after testing has begun must test in a separate location in order to provide the full unit testing time. SACs determine where the student will complete testing (location must meet all testing environment requirements).

2.4.2 Stops in Testing

Two types of breaks are allowed during a unit. Refer to the following procedures for each type of break:

- **Bathroom breaks for an individual student.** During testing, only one student should be allowed to leave the room at a time. Talking among students is not allowed at any time. Students should not have access to cell phones or other prohibited electronic devices during breaks. Bathroom breaks do not stop the testing clock. 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.
- **Short breaks for students.** At the discretion of the Test Administrator, one stretch break of up to three minutes is allowed for all students in the testing group (at the same time) during each unit of the assessment. Students are not allowed to talk and must not exit from the test environment. Students testing on paper must close or cover their test materials. Adjust the end of unit stop time by three minutes at the end of the stretch break.

Interruptions to the test unit are not considered breaks. Follow the procedures outlined below for interruptions in testing.

- **Emergency situations that significantly interrupt testing.** In the event of a school-wide emergency that causes a disruption in testing, ensuring the safety of students and staff is the top priority. Refer to *2.1.1 Security Plan* for more information.
- **Medical situations and ill students.** If a student becomes ill or experiences a medical or family emergency during testing:

Paper-based
- The Test Administrator must note the exact place in the test where the student stopped and the amount of time remaining in the test unit.   - The Test Administrator must collect the student's test materials and return them to the SAC.   - The student must finish their test during make-up testing.

2.4.3 Make-up Testing

The district and/or school determines the logistics for providing make-up testing time to students who were absent or missed a regularly scheduled session for another reason. All make-up units must be administered in order (e.g., a student who missed Unit 1 due to absence may not take Unit 2 with their class before making up Unit 1; however, the student could take Unit 1 while the rest of the class takes Unit 2 if the timing and directions are the same).

2.5 Assessment with Accommodations

Accommodations are changes to materials, procedures, or techniques that allow students with disabilities and English learners (ELs) to participate meaningfully in classroom instruction and assessment activities. Assessment accommodations must be listed in the student's IEP, 504, or EL plan (EL plans can be at the district, school, or individual student level). These include linguistic accommodations and presentation, response, and timing accommodations for students with disabilities.

Computer-based and paper-based accommodations are available for CMAS assessments; however, some accommodations, such as large print, braille, and CSLA, are only available through paper-based forms. Many students who receive approved testing accommodations documented in their IEP, 504, or EL plan may test in the same environment as their peers; however, if the accommodation changes unit testing time (e.g., double time),

requires auditory presentation of assessment content from an adult (oral script), specifies small group or one-on-one testing, etc., the student will need to test in a separate environment. Refer to *Section 6.0 Accommodations, Accessibility Features, and Administrative Considerations* in the *CMAS and CoAlt Procedures Manual* for more information.

Certain accommodations that may impact the construct being measured by the assessment require approval by CDE before they can be provided to students, even if the accommodations are listed on a student's IEP or 504 plan. A Unique Accommodation Request (UAR) form must be completed, including current data supporting the need for the accommodation, and submitted by the DAC to the CDE Assessment Unit for review. Providing the following unique accommodations without CDE approval may result in misadministration or suppression of scores:

- Auditory presentation of the ELA assessment, including text-to-speech (TTS) and oral script
- Scribe for constructed response questions on the ELA assessment
- Calculator on non-calculator units of the math assessment
- Any accommodation that may impact the construct being measured by the assessment or an accommodation that is not included in *Section 6.0 Administrative Considerations, Accessibility Features, and Accommodations* of the *CMAS and CoAlt Procedures Manual*.

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 (outside of the secure TestNav environment used for online testing). **It is the SAC's responsibility to provide Test Administrators with information and training about the accommodations that a student is to receive on the testing day.**

This section includes checklists of activities to complete before paper-based testing. Activity areas include training, preparing students, and testing setup.

3.1 Training

- Attend trainings provided by the district or school. For additional information regarding proper testing procedures and training, go to: http://avocet.pearson.com/CO/Home.
  - Understand that units must be administered in order for all content areas, including for make-up testing. Out of order testing will result in misadministration or suppression of scores.
- Sign the *CMAS and CoAlt Security Agreement* form and return it to the SAC (form located in *Appendix A*).
- Review the *CMAS Test Administrator Manual* and the *CMAS and CoAlt Procedures Manual*, including *Section 6.0 Administrative Considerations, Accessibility Features, and Accommodations* (if administering an accommodated form of the assessment).

3.2 Preparing Students

Test Administrators are not allowed to assist students with indicating answers during paper-based testing. Available resources should be used prior to testing to preview sample questions and answer students' questions about indicating answers.

- Refer to *1.3 Student Resources* for more information.
- Discuss accommodations with students prior to testing to explain the materials or types of assistance that 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.

3.3 Testing Setup

- Prepare the testing space appropriately.
- Post the "Do Not Disturb" sign on the door outside the testing space.
- 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 or if the pre-ID label is not affixed, Test Administrators may be designated to complete the demographic page on the test book. Check with the SAC for guidance.
- Receive paper-based test materials from the SAC.
- Verify that all materials are received for the administration of accommodated forms (e.g., visual descriptions with some large print test kits, oral script for auditory presentation, Spanish test books, etc.).
- If the SAC has not done so, prior to testing, write school, district, and teacher information on the front covers of students' test materials. (This may be done immediately after the testing session.)

This part of the Test Administrator Manual includes information about administration of paper-based testing. Information includes:

- Preparing for Administration
  - Accessing Secure Test Materials
  - Monitoring the Paper Test Session
  - Interruptions to Testing
- During Testing Checklist
- Administrator "SAY" Directions

4.1 Preparing for Administration

Accessing Secure Test Materials

- Test Administrators administering paper-based assessments may have access to test materials only on the days the assessments are administered.
  - Test Administrators providing accommodations to students may need access to accommodated materials (i.e., oral scripts, braille teacher notes) prior to the testing day.
- Test materials must be distributed just prior to administration.
- CDE recommends distributing tests no more than 15 minutes prior to the testing session and collecting tests within 15 minutes after the testing session.
- Test Administrators are only allowed to read the administrator "SAY" directions from the *CMAS Test Administrator Manual*. These instructions may be repeated or clarified as long as the substance of the directions is not changed.

Monitoring the Paper Test Session

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

Clarify only general administration instructions (i.e., questions regarding test procedures) after reading the "SAY" directions word-for-word. Do not answer any questions related to test content.

Test Administrators must not read the test content appearing in the students' test materials.

Interruptions to Testing

If there is an interruption to testing, students must close their test materials. This includes:

- Giving students breaks.
- Changing test rooms.
  - When changing testing rooms, students may not carry their own test materials.
  - The new room must be properly prepared for testing.
- Allowing a student to leave the test room in emergency situations.
  - 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 the SAC.

4.2 During Testing Checklist

- Account for all students enrolled in the test session.
  - If a student is absent, notify the SAC to arrange make-up testing.
- Keep track of make-up students who may be taking a different unit of the test than other students in the same room.
  - Units must be administered in order for all content areas, including for make-up testing.
  - If a student is making up a previously started unit, monitor and ensure the student does not alter any previous responses.
  - Contact the SAC for further instructions on make-up testing.
- Read aloud the administrator "SAY" directions exactly as printed in the *CMAS Test Administrator Manual*.
  - **Test Administrators providing Auditory Presentation: Oral Script (i.e., *PBT English Oral Script, PBT Spanish Oral Script, PBT Oral Script for Translation* [for translation into languages other than English or Spanish including sign language]) must follow the guidelines in the oral script document that is provided separately.**
  - Clarify only general administration instructions (i.e., questions regarding test procedures) after reading the "SAY" directions word-for-word. Do not answer any questions related to test content.
- Distribute materials to students (e.g., test books, social studies source books, high school science periodic tables, math reference sheets, protractors, rulers, scratch paper, visual descriptions with some large print test kits). If pre-ID labels were previously applied to test materials, ensure the materials are distributed to the correct students.
- Actively administer the test.
- Maintain the security of all secure materials, including accommodated materials and used scratch paper.
- At the end of each test unit:
  - Collect any used and unused secure test materials and deliver them to the SAC.
  - Document the return of all secure test materials (used and unused) on the school's chain of custody form.
- Document any unusual circumstances or breaches of test security regulations.

4.3 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 "SAY" symbol and printed in bold type. The material in italics is information meant for Test Administrators and should not be read aloud to students.

> **Test Administrators providing Auditory Presentation: Oral Script must follow the guidelines in the *PBT Oral Script* document (English, Spanish, or for Translation) that is provided separately.**

After the "SAY" directions are read word-for-word, they may be repeated or clarified, at the request of students, as long as the substance of the directions is not changed. "SAY" directions may be repeated as many times as needed. No test items may be clarified.

If providing the **General Administration Directions Clarified in Student's Native Language** accommodation to an English learner, these guidelines must also be followed in providing clarifications in the student's native language.

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

SAY	Precedes the directions the Test Administrator is to read aloud to students. "SAY" directions are printed in **bold type**.
(clock symbol)	Accompanies any information concerning the timing of the test.
★	Appears with a page number at the end of the "SAY" directions, indicating where the Test Administrator should begin reading "SAY" directions if students are proceeding to the next test unit immediately after completing the current test unit.
(calculator symbol)	Accompanies any information concerning calculators and calculator sections of Grades 6, 7, and 8 mathematics.
(handout symbol)	Indicates that the Test Administrator is to handout specified materials to students while reading "SAY" directions.

Test Administrator Notes

1. Distribute No. 2 pencils to students before starting the SAY directions.
2. The SAY directions indicate when to distribute the following student test materials:
   - Test materials with school, district, and teacher name completed
   - Scratch paper
3. Note any students who are absent and provide this information to the SAC to arrange for make-up testing.
4. Administration directions may need to be adjusted for students requiring additional materials needed as part of an accommodation plan.

4.4 Paper-based "SAY" Directions

4.4.1 Social Studies Grades 4 and 7 – All Units

Use this script for all units of the paper-based CMAS Social Studies assessments for grades 4 and 7. Units must be administered in order, including for make-up testing. Testing units out of order will result in misadministration or suppression of scores.

Paper-Based Testing, Social Studies

Required Materials	When to Distribute
Test Book	
Social Studies Source Book	As indicated in Test Administrator SAY Directions
No. 2 Pencil	
Scratch Paper	

Read to students for each unit:

SAY **Today you will take Unit ___** *(fill in the appropriate unit)* **of the CMAS Grade ___** *(fill in the appropriate level: 4 or 7)* **Social Studies assessment. You should not have any materials in your workspace** *[except materials needed as part of an accommodation plan].*

If you have any make-up students in the room, communicate the unit, if different.

If the district allows reading materials,	**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 **You may not have any electronic devices. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed. If you are found to have an unapproved electronic device during testing, your test might not be scored.**

If cell phones can be collected at the school,	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off. I will collect devices now and will return them at the end of the testing session.**
*If cell phones **cannot** be collected at the school,*	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off and securely stored.** *If the school has a policy that prohibits the collection of cell phones, be sure students store cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.*

SAY **I will hand you the materials you need to take the assessment. When you get your materials, do NOT open them, write on them, or break the seal on the edge of your test book or source book until I tell you to do so. Keep your pencil on your desk until I tell you to use it.**

Social Studies Materials for All Units	• Test book • Source book • Scratch paper • No. 2 pencil

If administering large print assessments that came with separate visual description documents	**SAY** **I will also give you a document that describes some of the images or graphics in your test book. Descriptions are not included for all visuals; they are included to help you access some of the images.**

Distribute the test materials and appropriate accommodated materials. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

Unit 1 Only	**SAY** **Look at the front of your test book and source book. Does everyone see CMAS Grade ___** *(fill in the appropriate grade level: 4 or 7)* **Social Studies?** *Assist any students who do not have the correct test materials.* **SAY** **Print your first and last name in the space marked "Name" at the top of your test book and source book.**
Units 2 and 3 Only	**SAY** **Look at the front of your test book and source book. Does everyone see CMAS Grade ___** *(fill in the appropriate grade level: 4 or 7)* **Social Studies and their name on the front of their materials?**

Ensure every student has a test book and source book with his/her name written in the space marked "Name".

NOTE: *If a student begins testing on another student's test, this may result in a misadministration.*

SAY **Open your test book to page 3 and listen as I read the directions.**

Wait for students to open their test books.

SAY **The test is divided into three units. At the bottom of each page you will see the words GO ON or STOP. When you see the words GO ON, you may go on to the next page. When you see the word STOP, do not continue until told to do so.**

Read each question, then mark the space for your answer. Some questions will ask you to use information from your source book. Do not make extra marks or notes in your test book; use the provided scratch paper. Only answers marked in your test book will be scored. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go to the next question. If you finish early, you may go back and review questions and your answers in that unit only.

Pause.

SAY **Are there any questions about the directions?**

Pause to answer any questions.

SAY **You will take this test by yourself. I will not be able to help you with the test questions during the test. You may not use materials from class or share questions or answers from the test with other students during or after testing.**

You may use the scratch paper that has been provided to you. If you need a clean piece of scratch paper during the test, raise your hand and I will bring one to you. You may not share your scratch paper with other students. Answers written on scratch paper will not be scored.

Students may exchange for a new piece of scratch paper, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up a student's test book and, without breaking the seal, demonstrate as you read the following.

★ **SAY** **Using the seals on the edge of the test book, open your test book to the first page of Unit ___** *(fill in the appropriate unit)*. **This seal 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 pull and remove the red tab on the edge of the test**

book. Break only the seal for Unit __ *(fill in the appropriate unit)***. After you have broken the seal on your test book, break the seal for Unit __** *(fill in the appropriate unit)* **on your source book. The directions in your test book will let you know when to use your source book. Raise your hand if you need help.**

Monitor the students to ensure they break the correct seal. Move around the testing room to collect the detached tabs and assist students as needed. Dispose of the detached tabs so they are not returned with the test materials. When all students are ready, continue.

SAY **After the last question, you will see the word STOP and text that reads: "You have finished this unit. Check that you have answered every question in this unit." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, you will not be able to return to the unit. Are there any questions?**

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

🕐 *Timing information to be read to students for each unit*

SAY **You will have 80 minutes to complete Unit __** *(fill in the appropriate unit)* **of the CMAS Grade __** *(fill in the appropriate grade: 4 or 7)* **Social Studies assessment.**

Pause.

SAY **I will let you know when 10 minutes of testing time remain.**

🕐 *Options for timing of the test administration vary. Read the appropriate option based on your district's policy.*

Option A – *Students are to sit quietly when they are done testing.*	**SAY** **If you complete the unit and turn in your test book and source book before the time is up, you must sit quietly for the remainder of the time.**
Option B – *Students will be dismissed when they are done testing.*	**SAY** **If you complete the unit and turn in your test book and source book before the time is up, I will dismiss you.**
Option C – *Students may read when they are done testing.*	**SAY** **If you complete the unit and turn in your test book and source book before the time is up, you may sit quietly or read for the remainder of the time.**

SAY **Remember, you must not go beyond the STOP page at the end of the unit in your test book. Turn the page and begin working now.**

🕐 *Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.*

- *Write the stop time on the blackboard, whiteboard, chalkboard, or other display.*
- *If the test is paused for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.*

At the discretion of the Test Administrator, if/ when a stretch break is taken,	**SAY** **Please stop and close your test book and source book. We will take a silent three minute stretch break. No talking is allowed.** *Adjust the stop time by 3 minutes. After 3 minutes have passed,* **SAY** **You may now resume testing.**

Monitor students

- *Move around the room and ensure students are focused on their own work and do not have access to any prohibited materials. Do not actively read test content in students' test materials.*
- *Make sure students are using No. 2 pencils, not pens.*

If a student is off task (e.g., the student is sleeping or not paying attention to the task)	*Redirect the student's attention to the test.* **SAY** **[Student name], please continue working.** *You may not remind or encourage a student to answer all questions. You may not use redirection as a pacing strategy.*

Interruptions

- *If a student must temporarily leave the testing area, the student's test book must be closed.*
- *Refer to the "Stops in Testing" section* **Section 2.4.2** *for more information.*

If a student finishes before the end of the unit testing time,	**SAY** **Are you completely done with this unit?** *Upon student confirmation, remove all test materials from the student's work area.*

🕐 *When 10 minutes of unit testing time remain, 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 questions.**

🕐 *When the unit testing time is reached (or if all students finish before the end of the unit testing time),*

SAY **Stop. This is the end of the unit. Close your test book and source book.**

Are there any questions?

Pause to answer any questions.

If students are proceeding to the next unit immediately after completing the tested unit,	*Collect any used scratch paper.* *Turn to page 25 to resume the "SAY" directions for the next unit, beginning at the star (★).*
If students are taking an extended break before the next unit or will take the next unit on another day,	*Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Return the materials to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form.*
If all students in the session have completed all units of the test,	*Collect all test materials, including any accommodated materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Refer to "Completing Paper Administration" in Section 5.0.*

4.4.2 Science Grades 5, 8, and High School – All Units

Use this script for all units of the paper-based CMAS Science assessments for grades 5, 8, and high school. Units must be administered in order, including for make-up testing. Testing units out of order will result in misadministration or suppression of scores.

Paper-Based Testing, Science

Required Materials	When to Distribute
Test Book	As indicated in Test Administrator SAY Directions
Periodic Table • High School Science only	
No. 2 Pencil	
Scratch Paper	

Read to students for each unit:

SAY **Today you will take Unit __** *(fill in the appropriate unit)* **of the CMAS ___** *(fill in the appropriate information: Grade 5, Grade 8, High School)* **Science assessment. You should not have any materials in your workspace** *[except materials needed as part of an accommodation plan].*

If you have any make-up students in the room, communicate the unit, if different.

If the district allows reading materials,	**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 **You may not have any electronic devices. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed. If you are found to have an unapproved electronic device during testing, your test might not be scored.**

If cell phones can be collected at the school,	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off. I will collect devices now and will return them at the end of the testing session.**
*If cell phones **cannot** be collected at the school,*	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off and securely stored.** *If the school has a policy that prohibits the collection of cell phones, be sure students store cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.*

SAY **I will hand you the materials you need to take the 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 tell you to do so. Keep your pencil on your desk until I tell you to use it.**

Science Materials for All Units	• Test book • Scratch paper • No. 2 pencil ***High School Only*** • In addition to above, periodic table

If administering large print assessments that came with separate visual description documents	**SAY** **I will also give you a document that describes some of the images or graphics in your test book. Descriptions are not included for all visuals; they are included to help you access some of the images.**

Distribute the test materials and appropriate accommodated materials. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

Unit 1 Only	**SAY** **Look at the front of your test book. Does everyone see CMAS ___** *(fill in the appropriate information: Grade 5, Grade 8, High School)* **Science?**
	Assist any students who do not have the correct test materials.
	SAY **Print your first and last name in the space marked "Name" at the top of your test book.**
Units 2 and 3 Only	**SAY** **Look at the front of your test book. Does everyone see CMAS ___** *(fill in the appropriate information: Grade 5, Grade 8, High School)* **Science and their name on the front of their test books?**

Ensure every student has a test book with his/her name written in the space marked "Name".

NOTE: *If a student begins testing on another student's test, this may result in a misadministration.*

SAY **Open your test book to page 3 and listen as I read the directions.**

Wait for students to open their test books.

SAY **The test is divided into three units. At the bottom of each page you will see the words GO ON or STOP. When you see the words GO ON, you may go on to the next page. When you see the word STOP, do not continue until told to do so.**

Read each question, then mark the space for your answer. Do not make extra marks or notes in your test book; use the provided scratch paper. Only answers marked in your test book will be scored. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go to the next question. If you finish early, you may go back and review questions and your answers in that unit only.

Pause.

SAY **Are there any questions about the directions?**

Pause to answer any questions.

SAY **You will take this test by yourself. I will not be able to help you with the test questions during the test. You may not use materials from class or share questions or answers from the test with other students during or after testing.**

You may use the scratch paper that has been provided to you. If you need a clean piece of scratch paper during the test, raise your hand and I will bring one to you. You may not share your scratch paper with other students. Answers written on scratch paper will not be scored.

Students may exchange for a new piece of scratch paper, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up a student's test book and, without breaking the seal, demonstrate as you read the following.

★ **SAY** **Using the seals on the edge of the test book, open your test book to the first page of Unit ___** *(fill in the appropriate unit)*. **This seal 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 pull and remove the red tab on the edge of the test book. Break only the seal for Unit ___** *(fill in the appropriate unit)*. **Raise your hand if you need help.**

Monitor the students to ensure they break the correct seal. Move around the testing room to collect the detached tabs and assist students as needed. Dispose of the detached tabs so they are not returned with the test books. When all students are ready, continue.

SAY **After the last question, you will see the word STOP and text that reads: "You have finished this unit. Check that you have answered every question in this unit." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, <u>you will not be able to return to the unit.</u> Are there any questions?**

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

🕐 *Timing information to be read to students for each unit*

Science Grades 5 and 8 Only	**SAY** **You will have 80 minutes to complete Unit ___** *(fill in the appropriate unit)* **of the CMAS Grade ___** *(fill in the appropriate grade: 5 or 8)* **Science assessment.**
High School Science Only	**SAY** **You will have 50 minutes to complete Unit ___** *(fill in the appropriate unit)* **of the CMAS High School Science assessment.**

Pause.

SAY **I will let you know when 10 minutes of testing time remain.**

🕐 *Options for timing of the test administration vary. Read the appropriate option based on your district's policy.*

Option A *– Students are to sit quietly when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you must sit quietly for the remainder of the time.**
Option B *– Students will be dismissed when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, I will dismiss you.**
Option C *– Students may read when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you may sit quietly or read for the remainder of the time.**

SAY **Remember, you must not go beyond the STOP page at the end of the unit in your test book. Turn the page and begin working now.**

🕐 *Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.*

- *Write the stop time on the blackboard, whiteboard, chalkboard, or other display.*
- *If the test is paused for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.*

At the discretion of the Test Administrator, if/ when a stretch break is taken,	**SAY** **Please stop and close your test book. We will take a silent three minute stretch break. No talking is allowed.**
	Adjust the stop time by 3 minutes. After 3 minutes have passed,
	SAY **You may now resume testing.**

Monitor students

- *Move around the room and ensure students are focused on their own work and do not have access to any prohibited materials. Do not actively read test content in students' test materials.*
- *Make sure students are using No. 2 pencils, not pens.*

If a student is off task (e.g., the student is sleeping or not paying attention to the task)	Redirect the student's attention to the test. **SAY** **[Student name], please continue working.** *You may not remind or encourage a student to answer all questions. You may not use redirection as a pacing strategy.*

Interruptions

- *If a student must temporarily leave the testing area, the student's test book must be closed.*
- *Refer to the "Stops in Testing" section* **Section 2.4.2** *for more information.*

If a student finishes before the end of the unit testing time,	**SAY** **Are you completely done with this unit?** *Upon student confirmation, remove all test materials from the student's work area.*

When 10 minutes of unit testing time remain, 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 questions.**

When the unit testing time is reached (or if all students finish before the end of the unit testing time),

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

Are there any questions?

Pause to answer any questions.

If students are proceeding to the next unit immediately after completing the tested unit,	*Collect any used scratch paper and distribute new scratch paper to students.* *Turn to page 29 to resume the "SAY" directions for the next unit, beginning at the star (★).*
If students are taking an extended break before the next unit or will take the next unit on another day,	*Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Return the materials to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form.*
If all students in the session have completed all units of the test,	*Collect all test materials, including any accommodated materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Refer to "Completing Paper Administration" in Section 5.0.*

4.4.3 Mathematics Grades 3-5 – All Units

Use this script for all units of the paper-based CMAS Mathematics assessments for grades 3 through 5. Units must be administered in order, including for make-up testing. Testing units out of order will result in misadministration or suppression of scores.

Paper-Based Testing, Math Grades 3-5

Required Materials	When to Distribute
Test Book	
Math Reference Sheet for Grade 5 only	
Math Tools as included in Test Kit • Grade 3: ruler • Grades 4 and 5: ruler and protractor	As indicated in Test Administrator SAY Directions
No. 2 Pencil	
Scratch Paper	

Read to students for each unit:

SAY **Today you will take Unit __** *(fill in the appropriate unit)* **of the CMAS Grade ___** *(fill in the appropriate grade level: 3, 4, or 5)* **Mathematics assessment. You should not have any materials in your workspace** *[except materials needed as part of an accommodation plan].*

If you have any make-up students in the room, communicate the unit, if different.

If the district allows reading materials,	**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 **You may not have any electronic devices. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed. If you are found to have an unapproved electronic device during testing, your test might not be scored.**

If cell phones can be collected at the school,	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off. I will collect devices now and will return them at the end of the testing session.**
*If cell phones **cannot** be collected at the school,*	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off and securely stored.** *If the school has a policy that prohibits the collection of cell phones, be sure students store cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.*

SAY **I will hand you the materials you need to take the 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 tell you to do so. Keep your pencil on your desk until I tell you to use it.**

Math Grades 3-5 Materials for All Units	• Test book • Scratch paper • No. 2 pencil **Grade 5 Only** • In addition to above, mathematics reference sheet
If administering large print assessments that came with separate visual description documents	**SAY** **I will also give you a document that describes some of the images or graphics in your test book. Descriptions are not included for all visuals; they are included to help you access some of the images.**

Distribute the test materials and appropriate accommodated materials. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

Unit 1 Only	**SAY** **Look at the front of your test book. Does everyone see CMAS Grade ___** *(fill in the appropriate grade level: 3, 4, or 5)* **Mathematics?** *Assist any students who do not have the correct test materials.* **SAY** **Print your first and last name in the space marked "Name" at the top of your test book.**
Units 2 and 3 Only	**SAY** **Look at the front of your test book. Does everyone see CMAS Grade ___** *(fill in the appropriate grade level: 3, 4, or 5)* **Mathematics and their name on the front of their test books?**

Ensure every student has a test book with his/her name written in the space marked "Name".

NOTE: *If a student begins testing on another student's test, this may result in a misadministration.*

SAY **Open your test book to page 3 and listen as I read the directions.**

Wait for students to open their test books.

SAY **The test is divided into three units. At the bottom of each page you will see the words GO ON or STOP. When you see the words GO ON, you may go on to the next page. When you see the word STOP, do not continue until told to do so.**

Read each question, then mark the space for your answer. Do not make extra marks or notes in your test book; use the provided scratch paper. Only answers marked in your test book will be scored. If you need to change an answer, be sure to erase your first answer completely. If a question asks you to show or explain your work, you must do so to receive full credit.

You will not be able to use a calculator for any unit of this test. If you do not know the answer to a question, you may go to the next question. If you finish early, you may go back and review questions and your answers in that unit only.

Continue reading directions on the next page.

Unit 1 Only	**SAY** Turn to the next page while I continue to read the directions.

SAY Turn to the next page while I continue to read the directions.

Directions for Completing the Answer Grids

- **Work the problem and find an answer.**
- **Write your answer in the boxes at the top of the grid.**
- **Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.**
- **Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.**
- **Do not fill in a circle under an unused box.**
- *Grades 4 and 5 Only:* **Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.**
- **See below for examples on how to correctly complete an answer grid.**

SAY **Are there any questions about the directions?**

Pause to answer any questions.

SAY **You will take this test by yourself. I will not be able to help you with the test questions during the test. You may not use materials from class or share questions or answers from the test with other students during or after testing.**

You may use the scratch paper and math reference sheet that have been provided to you. If you need a clean piece of scratch paper during the test, raise your hand and I will bring one to you. You may not share your scratch paper or reference sheet with other students. Answers written on scratch paper and reference sheets will not be scored.

Students may exchange for a new piece of scratch paper, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up a student's test book and, without breaking the seal, demonstrate as you read the following.

★ **SAY** **Using the seals on the edge of the test book, open your test book to the first page of Unit ___** *(fill in the appropriate unit)*. **This seal 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 pull and remove the red tab on the edge of the test book. Break only the seal for Unit __** *(fill in the appropriate unit)*. **Raise your hand if you need help.**

Monitor the students to ensure they break the correct seal. Move around the testing room to collect the detached tabs and assist students as needed. Dispose of the detached tabs so they are not returned with the test books. When all students are ready, continue.

SAY **After the last question, you will see the word STOP and text that reads: "You have finished this unit. Check that you have answered every question in this unit." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, <u>you will not be able to return to the unit.</u> Are there any questions?**

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

🕐 *Timing information to be read to students for each unit*

SAY **You will have 65 minutes to complete Unit __** *(fill in the appropriate unit)* **of the CMAS Grade ___** *(fill in the appropriate grade level: 3, 4, or 5)* **Mathematics assessment.**

I will let you know when 10 minutes of testing time remain.

🕐 *Options for timing of the test administration vary. Read the appropriate option based on your district's policy.*

Option A – *Students are to sit quietly when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you must sit quietly for the remainder of the time.**
Option B – *Students will be dismissed when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, I will dismiss you.**
Option C – *Students may read when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you may sit quietly or read for the remainder of the time.**

SAY **Remember, you must not go beyond the STOP page at the end of the unit in your test book. Turn the page and begin working now.**

Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.

- *Write the stop time on the blackboard, whiteboard, chalkboard, or other display.*
- *If the test is paused for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.*

At the discretion of the Test Administrator, if/when a stretch break is taken,	**SAY** **Please stop and close your test book. We will take a silent three minute stretch break. No talking is allowed.** *Adjust the stop time by 3 minutes. After 3 minutes have passed,* **SAY** **You may now resume testing.**

Monitor students

- *Move around the room and ensure students are focused on their own work and do not have access to any prohibited materials. Do not actively read test content in students' test materials.*
- ***Make sure students are using No. 2 pencils, not pens.***

If a student is off task (e.g., the student is sleeping or not paying attention to the task)	*Redirect the student's attention to the test.* **SAY** **[Student name], please continue working.** *You may not remind or encourage a student to answer all questions. You may not use redirection as a pacing strategy.*

Interruptions

- *If a student must temporarily leave the testing area, the student's test book must be closed.*
- *Refer to the "Stops in Testing" section **Section 2.4.2** for more information.*

If a student finishes before the end of the unit testing time,	**SAY** **Are you completely done with this unit?** *Upon student confirmation, remove all test materials from the student's work area.*

When 10 minutes of unit testing time remain, 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 questions.**

When the unit testing time is reached (or if all students finish before the end of the unit testing time),

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

Continue reading directions on the next page.

Are there any questions?

Pause to answer any questions.

If students are proceeding to the next unit immediately after completing the tested unit,	Collect any used paper and distribute new scratch paper to students. Turn to page 34 to resume the "SAY" directions for the next unit, beginning at the star (★).
If students are taking an extended break before the next unit or will take the next unit on another day,	Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected. Return the materials to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form.
If all students in the session have completed all units of the test,	Collect all test materials, including any accommodated materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected. Refer to "Completing Paper Administration" in Section 5.0.

4.4.4 Mathematics Grades 6-8 – All Units

Use this script for all units of the paper-based CMAS Mathematics assessments for grades 6 through 8. Units must be administered in order, including for make-up testing. Testing units out of order will result in misadministration or suppression of scores.

Paper-Based Testing, Math Grades 6-8

Required Materials	When to Distribute
Test Book	As indicated in Test Administrator SAY Directions
Math Tools as included in Test Kit • Grades 6 and 7: ruler and protractor • Grade 8: ruler Optional Geometry Tools for Grade 8 only: • Tracing paper • Reflection tool • Straight edge • Compass	
Math Reference Sheet	
No. 2 Pencil	
Scratch Paper	
Calculator • Grades 6 and 7: four-function with square root and percentage functions • Grade 8: scientific	**Unit 1** • **Section 1 -** Calculators are not allowed • **Section 2 -** Distribute when student raises hand **Units 2 and 3** • As indicated in Test Administrator SAY Directions

Read to students for each unit:

SAY **Today you will take Unit __** *(fill in the appropriate unit)* **of the CMAS Grade ___** *(fill in the appropriate grade level: 6, 7, or 8)* **Mathematics assessment. You should not have any materials in your workspace** *[except materials needed as part of an accommodation plan].*

If you have any make-up students in the room, communicate the unit, if different.

If the district allows reading materials,	**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 **You may not have any electronic devices. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed. If you are found to have an unapproved electronic device during testing, your test might not be scored.**

If cell phones can be collected at the school,	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off. I will collect devices now and will return them at the end of the testing session.**
*If cell phones **cannot** be collected at the school,*	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off and securely stored.** *If the school has a policy that prohibits the collection of cell phones, be sure students store cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.*

SAY **I will hand you the materials you need to take the 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 tell you to do so. Keep your pencil on your desk until I tell you to use it.**

Unit 1 Math Grades 6-8 Materials	**Section 1 (Non-calculator):** • Test book • Mathematics reference sheet • Scratch paper • No. 2 pencil **Section 2 (Calculator):** • In addition to above, calculator
Units 2 and 3 Math Grades 6-8 Materials	• Test book • Mathematics reference sheet • Calculator • Scratch paper • No. 2 pencil
If administering large print assessments that came with separate visual description documents	**SAY** **I will also give you a document that describes some of the images or graphics in your test book. Descriptions are not included for all visuals; they are included to help you access some of the images.**

Distribute the test materials and appropriate accommodated materials. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

Unit 1 Only	**SAY** **Look at the front of your test book. Does everyone see CMAS Grade ___** *(fill in the appropriate grade level: 6, 7, or 8)* **Mathematics?** *Assist any students who do not have the correct test materials.* **SAY** **Print your first and last name in the space marked "Name" at the top of your test book.**
Units 2 and 3 Only	**SAY** **Look at the front of your test book. Does everyone see CMAS Grade ___** *(fill in the appropriate grade level: 6, 7, or 8)* **Mathematics and their name on the front of their test books?**

Ensure every student has a test book with his/her name written in the space marked "Name".

NOTE: *If a student begins testing on another student's test, this may result in a misadministration.*

SAY **Open your test book to page 3 and listen as I read the directions.**

Wait for students to open their test books.

SAY | The test is divided into three units. At the bottom of each page you will see the words GO ON or STOP. When you see the words GO ON, you may go on to the next page. When you see the word STOP, do not continue until told to do so.

Read each question, then mark the space for your answer. Do not make extra marks or notes in your test book; use the provided scratch paper. Only answers marked in your test book will be scored. If you need to change an answer, be sure to erase your first answer completely. If a question asks you to show or explain your work, you must do so to receive full credit.

If you do not know the answer to a question, you may go to the next question. If you finish early, you may go back and review questions and your answers in that unit only.

Unit 1 Only	**SAY** Turn to the next page while I continue to read the directions.
	Directions for Completing the Answer Grids
	1. Work the problem and find an answer.
	2. Write your answer in the boxes at the top of the grid.
	3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
	4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
	5. Do not fill in a circle under an unused box.
	6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
	7. See below for examples on how to correctly complete an answer grid.
	Pause.
	SAY Unit 1 Section 1 (Non-Calculator).
	This unit has two sections: a non-calculator section and a calculator section. You must complete both sections within the time allowed for this unit.
	You will now take the non-calculator section. You may not use a calculator. You will not be allowed to return to this section after you start the calculator section.
	Once you finish the non-calculator section, read the directions at the end of this section on how to continue.
	When you are ready to go on to the calculator section, raise your hand to receive your calculator.
Units 2 and 3 Only	**SAY** You may use a calculator for Unit ___ *(fill in the appropriate unit: 2 or 3).*

SAY Are there any questions about the directions?

Pause to answer any questions.

SAY You will take this test by yourself. I will not be able to help you with the test questions during the test. You may not use materials from class or share questions or answers from the test with other students during or after testing.

You may use the scratch paper and math reference sheets that have been provided to you. If you need a clean piece of scratch paper during the test, raise your hand and I will bring one to you. You may not share your scratch paper or reference sheet with other students. Answers written on scratch paper and reference sheets will not be scored.

Students may exchange for a new piece of scratch paper, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up a student's test book and, without breaking the seal, demonstrate as you read the following.

★ **SAY** **Using the seals on the edge of the test book, open your test book to the first page of Unit ___** *(fill in the appropriate unit)*. **This seal 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 pull and remove the red tab on the edge of the test book. Break only the seal for Unit ___** *(fill in the appropriate unit)*. **Raise your hand if you need help.**

Monitor the students to ensure they break the correct seal. Move around the testing room to collect the detached tabs and assist students as needed. Dispose of the detached tabs so they are not returned with the test books. When all students are ready, continue.

Unit 1 Only	**SAY** **After the last question in Section 1 – Non-calculator, you will see the word STOP and directions for receiving a calculator. You may then continue into Section 2 – Calculator.**
	After the last question in Section 2 – Calculator, you will see the word STOP and text that reads: "You have finished this unit. Check that you have answered every question in the calculator section of Unit 1 only." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, you will not be able to return to the unit. Are there any questions?
	Answer all questions. When all students are ready, continue.
Units 2 and 3 Only	**SAY** **After the last question, you will see the word STOP and text that reads: "You have finished this unit. Check that you have answered every question in this unit." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, you will not be able to return to the unit. Are there any questions?**
	Answer all questions. When all students are ready, continue.

🕐 *Timing information to be read to students for each unit*

SAY **You will have 65 minutes to complete Unit ___** *(fill in the appropriate unit)* **of the CMAS Grade ___** *(fill in the appropriate grade level: 6, 7, or 8)* **Mathematics assessment.**

Unit 1 Only	**SAY** **I will remind you to move on to the calculator section when 20 minutes of testing time remain. I will also let you know when 10 minutes of testing time remain.**
Units 2 and 3 Only	**SAY** **I will let you know when 10 minutes of testing time remain.**

🕐 *Options for timing of the test administration vary. Read the appropriate option based on your district's policy.*

Option A – *Students are to sit quietly when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you must sit quietly for the remainder of the time.**
Option B – *Students will be dismissed when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, I will dismiss you.**
Option C – *Students may read when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you may sit quietly or read for the remainder of the time.**

SAY **Remember, you must not go beyond the STOP page at the end of the unit in your test book. Turn the page and begin working now.**

🕐 *Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.*

- *Write the stop time on the blackboard, whiteboard, chalkboard, or other display.*
- *If the test is paused for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.*

At the discretion of the Test Administrator, if/ when a stretch break is taken,	**SAY** **Please stop and close your test book. We will take a silent three minute stretch break. No talking is allowed.**
	Adjust the stop time by 3 minutes. After 3 minutes have passed,
	SAY **You may now resume testing.**

Monitor students

- *Move around the room and ensure students are focused on their own work and do not have access to any prohibited materials. Do not actively read test content in students' test materials.*
- **Make sure students are using No. 2 pencils, not pens.**
- *Unit 1 only: Distribute calculators to students when they raise their hands after completing Section 1 (Non-calculator). Students are not allowed to revisit the non-calculator section once they receive their calculators.*

If a student is off task (e.g., the student is sleeping or not paying attention to the task)	*Redirect the student's attention to the test.*
	SAY **[Student name], please continue working.**
	You may not remind or encourage a student to answer all questions. You may not use redirection as a pacing strategy.

Interruptions

- *If a student must temporarily leave the testing area, the student's test book must be closed.*
- *Refer to the "Stops in Testing" section **Section 2.4.2** for more information.*

If a student finishes before the end of the unit testing time,	**SAY** **Are you completely done with this unit?**
	Upon student confirmation, remove all test materials from the student's work area.

Unit 1 Only When 20 minutes of unit testing time remain,	**SAY** **There are 20 minutes remaining. Remember, both the non-calculator and calculator sections must be completed within this time.**

When 10 minutes of unit testing time remain, 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 questions.**

When the unit testing time is reached (or if all students finish before the end of the unit testing time),

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

Are there any questions?

Pause to answer any questions.

If students are proceeding to the next unit immediately after completing the tested unit,	*Collect any used paper and distribute new scratch paper to students.* *Turn to page 40 to resume the "SAY" directions for the next unit, beginning at the star (★).*
If students are taking an extended break before the next unit or will take the next unit on another day,	*Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Return the materials to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form.*
If all students in the session have completed all units of the test,	*Collect all test materials, including any accommodated materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Refer to "Completing Paper Administration" in Section 5.0.*

4.4.5 English Language Arts/Literacy Grades 3-8 – All Units

Use this script for all units of the paper-based CMAS English Language Arts/Literacy assessments for grades 3 through 8. Units must be administered in order, including for make-up testing. Testing units out of order will result in misadministration or suppression of scores.

Paper-Based Testing, ELA

Required Materials	When to Distribute
Test Book	
No. 2 Pencil	As indicated in Test Administrator SAY Directions
Scratch Paper	

Read to students for each unit:

SAY **Today you will take Unit __** *(fill in the appropriate unit)* **of the CMAS Grade ___** *(fill in the appropriate grade level: 3-8)* **assessment. English Language Arts/Literacy assessment. You should not have any materials in your workspace** *[except materials needed as part of an accommodation plan].*

If you have any make-up students in the room, communicate the unit, if different.

If the district allows reading materials,	**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 **You may not have any electronic devices. Making calls, texting, taking pictures, using social media, and browsing the Internet are not allowed. If you are found to have an unapproved electronic device during testing, your test might not be scored.**

If cell phones can be collected at the school,	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off. I will collect devices now and will return them at the end of the testing session.**
*If cell phones **cannot** be collected at the school,*	**SAY** **If you have a cell phone or any other device with you, make sure it is turned off and securely stored.**
	If the school has a policy that prohibits the collection of cell phones, be sure students store cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.

SAY **I will hand you the materials you need to take the 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 tell you to do so. Keep your pencil on your desk until I tell you to use it.**

ELA Materials for All Units	• Test book • Scratch paper • No. 2 pencil
If administering large print assessments that came with separate visual description documents	**SAY** **I will also give you a document that describes some of the images or graphics in your test book. Descriptions are not included for all visuals; they are included to help you access some of the images.**

Distribute the test materials and appropriate accommodated materials. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

Unit 1 Only	**SAY** Look at the front of your test book. Does everyone see CMAS Grade ___ *(fill in the appropriate grade level: 3-8)* **English Language Arts/Literacy?**
	Assist any students who do not have the correct test materials.
	SAY Print your first and last name in the space marked "Name" at the top of your test book.
Units 2 and 3 Only	**SAY** Look at the front of your test book. Does everyone see CMAS Grade ___ *(fill in the appropriate grade level: 3-8)* **English Language Arts/Literacy and their name on the front of their test books?**

Ensure every student has a test book with his/her name written in the space marked "Name".

NOTE: *If a student begins testing on another student's test, this may result in a misadministration.*

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

Wait for students to open their test books.

SAY The test is divided into three units. At the bottom of each page you will see the words GO ON or STOP. When you see the words GO ON, you may go on to the next page. When you see the word STOP, do not continue until told to do so.

Read each passage and question, then mark the space for your answer. One of the questions will ask you to write a response. There will be one or more passages with questions after the written response. Your response must be written in English.

Do not make extra marks or notes in your test book; use the provided scratch paper. Only answers marked in your test book will be scored. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go to the next question. If you finish early, you may go back and review questions and your answers in that unit only.

Pause.

SAY Are there any questions about the directions?

Pause to answer any questions.

SAY You will take this test by yourself. I will not be able to help you with the test questions during the test. You may not use materials from class or share questions or answers from the test with other students during or after testing.

You may use the scratch paper that has been provided to you. If you need a clean piece of scratch paper during the test, raise your hand and I will bring one to you. You may not share your scratch paper with other students. Answers written on scratch paper will not be scored.

Students may exchange for a new piece of scratch paper, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up a student's test book and, without breaking the seal, demonstrate as you read the following.

★ **SAY** Using the seals on the edge of the test book, open your test book to the first page of Unit ___ *(fill in the appropriate unit).* **This seal 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 pull and remove the red tab on the edge of the test book. Break only the seal for Unit __** *(fill in the appropriate unit).* **Raise your hand if you need help.**

Monitor the students to ensure they break the correct seal. Move around the testing room to collect the detached tabs and assist students as needed. Dispose of the detached tabs so they are not returned with the test books. When all students are ready, continue.

SAY **After the last question, you will see the word STOP and text that reads: "You have finished this unit. Check that you have answered every question in this unit." You must not go beyond this page. When you finish, close your test book, raise your hand, and I will collect your test materials. Once I have collected your materials, <u>you will not be able to return to the unit.</u> Are there any questions?**

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

🕐 *Timing information to be read to students for each unit*

ELA Grades 3-5 Only	**SAY** **You will have 90 minutes to complete Unit __** *(fill in the appropriate unit)* **of the CMAS Grade __** *(fill in the appropriate grade: 3-5)* **English Language Arts/Literacy assessment.**
ELA Grades 6-8 Only	**SAY** **You will have 110 minutes to complete Unit __** *(fill in the appropriate unit)* **of the CMAS Grade __** *(fill in the appropriate grade: 6-8)* **English Language Arts/Literacy assessment.**

Pause.

SAY **I will let you know when 10 minutes of testing time remain.**

🕐 *Options for timing of the test administration vary. Read the appropriate option based on your district's policy.*

Option A – *Students are to sit quietly when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you must sit quietly for the remainder of the time.**
Option B – *Students will be dismissed when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, I will dismiss you.**
Option C – *Students may read when they are done testing.*	**SAY** **If you complete the unit and turn in your test book before the time is up, you may sit quietly or read for the remainder of the time.**

SAY **Remember, you must not go beyond the STOP page at the end of the unit in your test book. Turn the page and begin working now.**

🕐 *Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.*

- *Write the stop time on the blackboard, whiteboard, chalkboard, or other display.*
- *If the test is paused for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.*

At the discretion of the Test Administrator, if/ when a stretch break is taken,	**SAY** **Please stop and close your test book. We will take a silent three minute stretch break. No talking is allowed.**
	Adjust the stop time by 3 minutes. After 3 minutes have passed,
	SAY **You may now resume testing.**

Monitor students

- *Move around the room and ensure students are focused on their own work and do not have access to any prohibited materials. Do not actively read test content in students' test materials.*
- ***Make sure students are using No. 2 pencils, not pens.***

If a student is off task (e.g., the student is sleeping or not paying attention to the task)	*Redirect the student's attention to the test.* **SAY** **[Student name], please continue working.** *You may not remind or encourage a student to answer all questions. You may not use redirection as a pacing strategy.*

Interruptions

- *If a student must temporarily leave the testing area, the student's test book must be closed.*
- *Refer to the "Stops in Testing" section **Section 2.4.2** for more information.*

If a student finishes before the end of the unit testing time,	**SAY** **Are you completely done with this unit?** *Upon student confirmation, remove all test materials from the student's work area.*

When 10 minutes of unit testing time remain, 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 questions.**

When the unit testing time is reached (or if all students finish before the end of the unit testing time),

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

Are there any questions?

Pause to answer any questions.

If students are proceeding to the next unit immediately after completing the tested unit,	*Collect any used paper and distribute new scratch paper to students.* *Turn to page 44 to resume the "SAY" directions for the next unit, beginning at the star (★).*
If students are taking an extended break before the next unit or will take the next unit on another day,	*Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Return the materials to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form.*
If all students in the session have completed all units of the test,	*Collect all test materials, including any accommodated materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Refer to "Completing Paper Administration" in Section 5.0.*

4.4.6 Colorado Spanish Language Arts Grades 3-4 – All Units

Use this script for all units of the paper-based CMAS Colorado Spanish Language Arts assessments for grades 3 and 4. Units must be administered in order, including for make-up testing. Testing units out of order will result in misadministration or suppression of scores.

Paper-Based Testing, CSLA

Required Materials	When to Distribute
Test Book	
No. 2 Pencil	As indicated in Test Administrator SAY Directions
Scratch Paper	

Read to students for each unit:

SAY **Hoy tomarán la Unidad ____** *(fill in the appropriate unit)* **de la prueba de Artes del Lenguaje en Español de ___ grado** *(fill in the appropriate grade level: 3°–4°)* **de CMAS. No deben tener ningún material en tu espacio de trabajo** *[except materials needed as part of an accommodation plan].*

If you have any make-up students in the room, communicate the unit, if different.

If the district allows reading materials,	**SAY** **Si trajeron un libro, colóquenlo debajo del asiento.**

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 **No se permite ningún dispositivo electrónico. Se prohíbe hacer llamadas, enviar mensajes de texto, tomar fotos, utilizar medios sociales y navegar en internet. Si durante la prueba se descubre que tienen un dispositivo electrónico no autorizado, es posible que su prueba no se califique.**

If cell phones can be collected at the school,	**SAY** **Si traen un teléfono celular o algún otro dispositivo, asegúrense de que esté apagado. Yo pasaré a recogerlos ahora y los devolveré al final de la sesión de prueba.**
If cell phones **cannot** be collected at the school,	**SAY** **Si traen un teléfono celular o algún otro dispositivo, asegúrense de que esté apagado y guardado.** *If the school has a policy that prohibits the collection of cell phones, be sure students store cell phones in lockers, backpacks, or other designated areas prior to starting the assessment.*

SAY **Les voy a entregar los materiales que necesitan para tomar la prueba. Al recibir los materiales, NO los abran, no escriban en ellos ni rompan el sello en la orilla del cuaderno de prueba hasta que yo les diga que lo hagan. Mantengan el lápiz encima del escritorio hasta que yo les diga que lo usen.**

CSLA Materials for All Units	• Test book • Scratch paper • No. 2 pencil

Distribute the test materials and appropriate accommodated materials. Note any students who are absent and provide this information to the SAC after the testing session to arrange for make-up testing.

Unit 1 Only	**SAY** **Observen la portada del cuaderno de prueba. ¿Todos ven Artes del Lenguaje en Español de ___ grado** *(fill in the appropriate grade level: 3°–4°)* **de CMAS?**
	Assist any students who do not have the correct test materials.
	SAY **Escriban su nombre y apellido en el espacio que dice "Nombre" en la parte superior de su cuaderno de prueba.**
Units 2 and 3 Only	**SAY** **Observen la portada del cuaderno de prueba. ¿Todos ven Artes del Lenguaje en Español de ___ grado** *(fill in the appropriate grade level: 3°–4°)* **de CMAS y su nombre en la portada de sus cuadernos de prueba?**

Ensure every student has a test book with his/her name written in the space marked "Name".

NOTE: *If a student begins testing on another student's test, this may result in a misadministration.*

| Unit 1 Only | **SAY** **El sello en la orilla del cuaderno de prueba se tiene que romper. Obsérvenme mientras lo hago yo primero. Para romper el sello, detengan el cuaderno de prueba en una mano. Luego, usen la otra mano para jalar y quitar la pestaña roja en la orilla del cuaderno de prueba. Levanten la mano si necesitan ayuda.** |
| | *Monitor the students to ensure the seal is broken. Move around the testing room to collect the detached tabs and assist students as needed. Dispose of the detached tabs so they are not returned with the test books. When all students are ready, continue.* |

SAY **Abran su cuaderno de prueba en la página 3 y escuchen mientras yo leo las instrucciones.**

Wait for students to open their test books.

SAY **La prueba está dividida en tres unidades. En la parte inferior de cada página verán las palabras CONTINÚA o ALTO. Cuando vean la palabra CONTINÚA pueden pasar a la siguiente página. Cuando vean la palabra ALTO, no continúen hasta que se les indique.**

Lean cada pasaje y cada pregunta, luego marquen en espacio para su respuesta. Una de las preguntas les pedirá que escriban una respuesta. Habrá una o más pasajes con preguntas después de la respuesta escrita. Su respuesta debe estar escrita en español.

NO hagan marcas adicionales o notas en el cuaderno de prueba; usen el papel en blanco que se les proporcionó. Solo se calificarán las respuestas marcadas en su cuaderno de prueba. Si necesitan cambiar una respuesta, asegúrense de borrar la primera respuesta completamente.

Si no saben la respuesta a alguna pregunta, pueden pasar a la siguiente pregunta. Si terminan temprano, pueden regresar a revisar las preguntas y sus respuestas solamente de esa unidad.

Pause.

SAY **¿Tienen alguna pregunta sobre las instrucciones?**

Pause to answer any questions.

SAY **Tomarán esta prueba solos. Yo no podré ayudarles con las preguntas de la prueba durante la prueba. No pueden usar materiales de la clase ni compartir preguntas o respuestas de la prueba con otros estudiantes durante o después de la prueba.**

Pueden usar la hoja de papel que se les proporcionó. Si necesitan una nueva hoja de papel durante la prueba, levanten la mano y yo se las llevaré. No pueden compartir su hoja de papel con otros estudiantes. Las respuestas escritas en la hoja de papel no se calificarán.

Students may exchange for a new piece of scratch paper, but may only have one piece at a time.

Directions for breaking the seal follow. Pick up a student's test book and, without breaking the seal, demonstrate as you read the following.

★ **SAY** **Usando los rotulos en el lado del cuaderno de prueba abren su libro a Unidad ___** *(fill in the appropriate unit)* **se tiene que romper. Levanten la mano si necesitan ayuda.**

Monitor the students to ensure they open their test books to the correct unit. When all students are ready, continue.

SAY **Después de la última pregunta, verán la palabra ALTO y el texto que dice: "Has terminado esta unidad. Verifiquen que hayan respondido todas las preguntas en esta unidad". Es imperativo que no se pasen de esta página. Cuando terminen, cierren el cuaderno de prueba, levanten la mano y yo pasaré a recoger los materiales de prueba. Una vez que yo haya recogido los materiales, <u>no podrán regresar a la unidad.</u> ¿Tienen alguna pregunta?**

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

🕐 *Timing information to be read to students for each unit*

SAY **Ustedes tendrán 90 minutos para completer la Unidad __ de la prueba de Artes del Lenguaje en Español de __ grado** *(fill in the appropriate grade level: 3°–4°)* **de CMAS.**

Pause.

SAY **Les avisaré cuando falten 10 minutos para terminar.**

🕐 *Options for timing of the test administration vary. Read the appropriate option based on your district's policy.*

Option A – *Students are to sit quietly when they are done testing.*	**SAY** **Si han completado la unidad y han entregado el cuaderno de prueba antes del límite de tiempo, pueden sentarse en silencio en lo que queda del tiempo.**
Option B – *Students will be dismissed when they are done testing.*	**SAY** **Si han completado la unidad y han entregado el cuaderno de prueba antes del límite de tiempo, les dare permiso para salir.**
Option C – *Students may read when they are done testing.*	**SAY** **Si han completado la unidad y han entregado el cuaderno de prueba antes del límite de tiempo, pueden sentarse en silencio y leer en lo que queda del tiempo.**

SAY **Recuerden, no pueden pasarse de la página que dice ALTO al final de la unidad en su cuaderno de prueba. Den vuelta a la página y comiencen.**

🕐 *Record the start time. Calculate the stop time and the time to announce the 10 minute warning. At the discretion of the Test Administrator, a 3 minute class stretch break may be allowed during the unit.*

- *Write the stop time on the blackboard, whiteboard, chalkboard, or other display.*
- *If the test is paused for a 3 minute stretch break, the stop time must be adjusted by 3 minutes at the end of the break.*

At the discretion of the Test Administrator, if/when a stretch break is taken,	**SAY** **Deténganse por favor y cierren en cuaderno de prueba. Ahora tomaremos un descanso de tres minutos en silencio para estirar el cuerpo. No se permite hablar.** *Adjust the stop time by 3 minutes. After 3 minutes have passed,* **SAY** **Ahora pueden continuar con la prueba.**

Monitor students

- *Move around the room and ensure students are focused on their own work and do not have access to any prohibited materials. Do not actively read test content in students' test materials.*
- ***Make sure students are using No. 2 pencils, not pens.***

If a student is off task (e.g., the student is sleeping or not paying attention to the task)	*Redirect the student's attention to the test.* **SAY** **[Student name], por favor sigue trabajando.** *You may not remind or encourage a student to answer all questions. You may not use redirection as a pacing strategy.*

Interruptions

- *If a student must temporarily leave the testing area, the student's test book must be closed.*

- *Refer to the "Stops in Testing" section* **Section 2.4.2** *for more information.*

If a student finishes before the end of the unit testing time,	**SAY** **¿Has terminado completamente con esta unidad?** *Upon student confirmation, remove all test materials from the student's work area.*

🕐 *When 10 minutes of unit testing time remain, if any students are still working on the test,*

SAY **Quedan 10 minutos. Recuerden revisar su trabajo y asegúrense de tratar de contestar todas las preguntas.**

🕐 *When the unit testing time is reached (or if all students finish before the end of the unit testing time),*

SAY **Detenganse. Ya terminaron la unidad. Cierren el cuaderno de prueba.**

¿Tienen alguna pregunta?

Pause to answer any questions.

If students are proceeding to the next unit immediately after completing the tested unit,	*Collect any used paper and distribute new scratch paper to students.* *Turn to page 48 to resume the "SAY" directions for the next unit, beginning at the star (★).*
If students are taking an extended break before the next unit or will take the next unit on another day,	*Collect all test materials, including any accommodated test materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Return the materials to the SAC. Document the return of all secure test materials (used and unused) on the school's chain of custody form.*
If all students in the session have completed all units of the test,	*Collect all test materials, including any accommodated materials, and place used scratch paper in an unsealed CMAS Secure Return Envelope. Make sure the name of each student is written on his or her test materials before the materials are collected.* *Refer to "Completing Paper Administration" in Section 5.0.*

Test Administrators must return all used and unused test materials to the SAC. These include test books, periodic tables, used scratch paper, math reference sheets, and other paper accommodated materials (e.g., oral scripts). Document the return of all secure test materials on the school's chain of custody form.

After Testing Checklist

■ Report any unusual circumstances or breaches of test security regulations to the SAC, who must then notify the DAC.

Security Agreement

Spring 2019 CMAS and CoAlt: Math, ELA, Science and Social Studies

Maintaining the security of all test materials is crucial to obtaining valid results from the CMAS and CoAlt: Math, ELA (including CSLA), Science and Social Studies assessments. The security of all test materials must be maintained before, during, and after test administration. Because you are involved in the administration of the CMAS and/or CoAlt: Math, ELA, Science and Social Studies assessments, it is important for you to know that the prohibited activities on the following list threaten the integrity of the test. Engaging in prohibited activities may result in an investigation, suppression of scores, and possible disciplinary action.

This form must be signed by all individuals involved in the administration of the CMAS and/or CoAlt: Math, ELA, Science and Social Studies assessments to certify that security measures will be maintained and that prohibited activities, such as the examples identified below, have been acknowledged and understood.

District Assessment Coordinators (DACs)

- I have completed all CMAS and CoAlt training as provided by CDE and the assessment vendor.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a district security plan.
- I will provide training to all Sensitive Data personnel, DTCs, and SACs in my district in regard to test security, administration policies, and procedures.
- I will collect, inventory, and follow all secure chain of custody requirements documented in the *CMAS and CoAlt Procedures Manual*.
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt Procedures Manual*, to CDE.

Sensitive Data

- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures, as they apply to my role.

District Technology Coordinators (DTCs)

- I have completed all CMAS and CoAlt training as provided by CDE and the DAC.
- I will read the appropriate sections of the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.

School Assessment Coordinators (SACs)

- I have completed all CMAS and CoAlt training as provided by the DAC.
- I will read the *CMAS and CoAlt Procedures Manual* and maintain all identified security measures and administration policies and procedures.
- I will establish and carry out a school security plan.
- I will train all CMAS Test Administrators and CoAlt Test Examiners in regard to test security, administration policies, and procedures.
- I will not remove secure test materials from the school's campus unless returning the materials to the DAC.
- I will collect, inventory, and follow all secure chain of custody requirements documented in the *CMAS and CoAlt Procedures Manual* and as determined by the district.
- I will report testing irregularities or security breaches, as specified in the *CMAS and CoAlt Procedures Manual*, to the DAC.

CMAS Test Administrators and CoAlt Test Examiners

- I have completed all CMAS Test Administrator or CoAlt Test Examiner training as provided by the SAC.
- I will maintain security measures and administration policies and procedures identified in the *CMAS Test Administrator Manual* or the *CoAlt Examiner's Manual*.
- I will not download any part of the assessments, unless an assistive device that requires downloading content is used for a student with an approved accommodation. In this rare situation, the content must be securely removed from the device immediately after the student completes the assessment.
- I will not remove secure test materials from the school's campus.

- I will remove or cover prohibited visual aids in the testing environment and configure the room to prevent a student from viewing another student's test materials or testing device screen.
- I will not leave test materials unattended or fail to keep test materials secure when in my possession.
- I will not explain or read passages, sources, or test items to students. (Exception: Reading is only allowed if administering an oral script or CoAlt assessment.)
- I will not coach students (e.g., give students verbal or non-verbal cues) during testing, or alter or otherwise interfere with students' responses in any way.
- I will not engage in activities that will result in lack of supervision of students at any time (e.g., use a cell phone or other prohibited electronic device [unless for purposes of communicating with the SAC, DTC, or technology support], check email, grade papers), including leaving students unattended at any time during the test session.
- I will not allow students to communicate with each other in any way or cause disturbances at any time during the test session.
- I will not allow students to use cell phones or other prohibited materials and electronic devices (e.g., smartphones, smart watches, iPods, eReaders) at any time during the test session.
- I will not encourage students to finish any test unit early.
- I will not provide students with more time than is allotted for testing (except for students who have an extended time accommodation listed in their approved IEP, 504, or EL plan).
- I will collect, inventory, and follow all secure chain of custody requirements as determined by the school/district.
- I will not actively read, view, or comment on student responses (except when viewing student responses for accommodation purposes, such as scribing or transcription).
- Some CMAS accommodations require Test Administrators, and all CoAlt Test Examiners, to view and read test content, and/or transcribe student responses. If I am administering such an accommodation or the CoAlt assessment, I will not disclose any test content that I view while providing these accommodations.
- I will report testing irregularities or security breaches, as specified in the *CMAS Test Administrator Manuals* or the *CoAlt Examiner's Manual*, to the SAC.

All individuals involved in CMAS and/or CoAlt administration
- I will not actively read or view the assessment items or content before, during, or after testing except if necessary to administer an oral script or CoAlt assessment.
- I will not copy or otherwise reproduce **any part of** secure test materials including test stimuli, test items, and student responses or save any part of the assessments.
- I will not discuss the content of the assessments with anyone, including students or school personnel, through verbal exchange, email, social media, or any other form of communication before, during, or after testing.
- I will not score—formally or informally—test items or student responses.
- I will not engage in any activity that will adversely affect the validity, reliability, or fairness of the test(s).

I acknowledge the information above, pertaining to my role in the CMAS and/or CoAlt: Math, ELA, Science and Social Studies administration, and agree to all of the statements associated with my role. I also acknowledge that a failure to abide by the terms of this agreement may result in serious consequences, as described above.

I acknowledge that I have read and will follow 2.0 Test Security and Administration Policies of the CMAS and CoAlt Procedures Manual, and/or the Test Administrator Manuals or CoAlt Examiner's Manual as they apply to my role(s).

In the spaces below, indicate your role(s) in the administration, print your name, sign, and date the form.

Role (check all that apply):

☐ District Assessment Coordinator ☐ School Assessment Coordinator ☐ Sensitive Data

☐ District Technology Coordinator ☐ CMAS Test Administrator ☐ CoAlt Test Examiner

☐ Other _____

_____

Printed Name   *Signature*   *Date*

_____

District Name and Code   *School Name and Code (if applicable)*

DAC – Submit signed Security Agreement electronically through the **Assessment Forms** folder on **CDE Assessment Syncplicity**. The form must be saved with the file name indicating **district name, form name, and the date on which the file was saved** (e.g., District A_Security Agreement_031219).

DTC, SAC, Sensitive Data – Submit signed Security Agreement to your DAC.

Test Administrator, CoAlt Test Examiner – Submit signed Security Agreement to your SAC.

Signed Security Agreements must be maintained physically or electronically by the district/school for three years.

CMAS
TESTING

Do Not Disturb

(Only Authorized Personnel Allowed)

Customer Support

For questions about	Contact Pearson Customer Service
■ TestNav and online testing ■ Test session management in PearsonAccess^next^ ■ Test form assignments	Telephone: 1-888-687-4759 (Monday through Friday, 7:00 a.m. to 6:00 p.m. MT) Live Chat: https://co.pearsonaccessnext.com > Sign in for Chat (Monday through Friday, 7:00 a.m. to 6:00 p.m. MT) Email: https://co.pearsonaccessnext.com > Contact COLORADO Support Website: https://co.pearsonaccessnext.com

Resources Available Online

Reference materials available online	Located at
Recorded Trainings	http://avocet.pearson.com/CO/Home > Training
Important Dates	http://avocet.pearson.com/CO/Home > Critical Dates
Spring 2019 CMAS and CoAlt Procedures Manual	http://avocet.pearson.com/CO/Home > Manuals
Spring 2019 CMAS Test Administrator Manuals	http://avocet.pearson.com/CO/Home > Manuals
Student Resources	https://co.pearsonaccessnext.com > CMAS > Student Resources
Educator Resources	https://co.pearsonaccessnext.com > CMAS > Educator Resources
PearsonAccess^next^ User Guide	https://support.assessment.pearson.com/x/BYDy

Additional assessment resources are posted on Avocet, an online searchable master index available at http://avocet.pearson.com/CO/Home.

Paper-Based Testing:
Are you ready?

☐ Receive test materials from SAC and track receipt using the Chain-of-Custody.

☐ Distribute test materials to students and administer the assessment according to the directions in this manual and using the appropriate administration script.

☐ Monitor testing time.

☐ Supervise test administration and provide breaks (if applicable).

☐ Return all testing materials to the SAC.

☐ Complete necessary documentation for reporting any testing irregularities or security breaches.

Paper-Based Testing:
After you're done

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

Return materials to the SAC

☐ Test Administrator Manual

☐ Mathematics Reference Sheets

☐ Mathematics tools, if applicable

(e.g., calculator, rulers, protractors)

☐ Used scratch paper

Secure materials which must be returned to Pearson (scorable or nonscorable)

☐ Test books (all grades and subjects)

☐ Source books (social studies)

☐ Periodic tables (high school science)

☐ Oral Scripts

☐ Braille test materials

☐ Large print test materials