

Colorado Alternate Assessment

# Examiner's Manual



## Science & Social Studies

Spring  
2015



**COLORADO**  
Department of Education

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# Contact Us

## Telephone Assistance

| For questions about  | Contact   |
|--|---|
| <ul style="list-style-type: none"> <li>• Colorado assessment policies</li> <li>• Accommodations</li> <li>• Test incidents and security violations</li> <li>• General testing questions</li> </ul>        | <p><b>Colorado Department of Education's Assessment Unit</b><br/>           Telephone: 1-303-866-6929<br/>           Fax: 1-303-866-6680<br/>           Email: monroe_m@cde.state.co.us<br/>           Website: <a href="http://www.cde.state.co.us/assessment">http://www.cde.state.co.us/assessment</a></p>   |
| <ul style="list-style-type: none"> <li>• Shipment status</li> <li>• Missing shipments</li> <li>• Additional orders</li> <li>• Student information updates or changes</li> <li>• PearsonAccess</li> </ul> | <p><b>Pearson Customer Service</b><br/>           Telephone: 1-888-687-4759 (Monday through Friday, 7:00 a.m. to 6:00 p.m. MT)<br/>           Live Chat: <a href="http://www.pearsonaccess.com/co">http://www.pearsonaccess.com/co</a><br/>           Email: COHelp@support.pearson.com<br/>           Website: <a href="http://www.pearsonaccess.com/co">http://www.pearsonaccess.com/co</a></p> |

For technology issues during test administration, please **call** Pearson at 1-888-687-4759.

## Resources Available Online

| Reference materials                     | Located at  |
|---|---|
| <i>CMAS and CoAlt Procedures Manual</i> | <a href="http://www.cde.state.co.us/assessment/newassess-sum">http://www.cde.state.co.us/assessment/newassess-sum</a>       |
| <i>CoAlt Examiner's Manual</i>          | <a href="http://www.pearsonaccess.com/co">http://www.pearsonaccess.com/co</a> > Support > Resources > Manuals and Documents |
| CoAlt Training Materials                | <a href="http://www.pearsonaccess.com/co">http://www.pearsonaccess.com/co</a> > Support > Resources > Training              |
| Important Dates                         | <a href="http://www.pearsonaccess.com/co">http://www.pearsonaccess.com/co</a> > Support > Resources > Important Dates       |
| Memos                                   | <a href="http://www.pearsonaccess.com/co">http://www.pearsonaccess.com/co</a> > Support > Resources > Memos                 |
| <i>PearsonAccess User Guide</i>         | <a href="http://www.pearsonaccess.com/co">http://www.pearsonaccess.com/co</a> > Support > Resources > Reference Guides      |
| Released Items                          | <a href="http://www.cde.state.co.us/assessment/CoAlt-Items.asp">http://www.cde.state.co.us/assessment/CoAlt-Items.asp</a>   |

All assessment resources are posted on Avocet, the online searchable master index available at <http://avocet.pearson.com/CO/Home>.

# Overview of the Colorado Alternate Assessment (CoAlt)

## Purpose of the CoAlt: Science and Social Studies

The Colorado Alternate Assessment (CoAlt) is an academic, standards-based assessment designed specifically for eligible students with significant cognitive disabilities. The primary purpose of the assessment program is to determine the level at which Colorado students with significant cognitive disabilities meet the Extended Evidence Outcomes (EEOs) of the Colorado Academic Standards in the content areas of science and social studies.

## CoAlt Test Books and Item Types

### Test Books

The pages of the CoAlt: Science and Social Studies test books are oriented so that the CoAlt Test Examiner administers the test while facing the student. The test book includes scripted text for the CoAlt Test Examiner to read test questions and answer choices to the student.

### Item Types

**Selected Response** items present three answer options from which the student selects an answer to the question presented.

**Supported Performance Tasks** (SPTs) require students to complete a chart or graphic. Students use option cards to respond to three related prompts for each item. Students may manipulate the option cards independently or indicate the desired placement to the CoAlt Test Examiners through their preferred mode of expressive communication, such as verbal directions or eye gaze. This item type allows students to demonstrate their knowledge and skills to create a product, revealing a different level of understanding of specific concepts and skills than that which can be demonstrated through Selected Response items alone.

# Administering the CoAlt

All CoAlt Test Examiners must thoroughly read the *CoAlt Examiner's Manual* and practice administration procedures prior to test administration. Following the guidelines and test administration instructions within this manual and practicing the appropriate procedures will ensure that every student taking the assessment receives the same standard directions and administration conditions during the assessment.

## Responsibilities of the CoAlt Test Examiner

The primary responsibility of the CoAlt Test Examiner is to provide a standardized, ethical administration of the CoAlt. This will ensure that every student has an equal opportunity to demonstrate what he or she knows within standard conditions provided to all students taking the test.

CoAlt Test Examiners must perform the following tasks:

### During All Stages

- Ensure that all materials are secured at all times according to state policy and the chain of custody requirements on page 5 of this manual.
- Follow the schedule for test administration as communicated by the School Assessment Coordinator (SAC).
- Follow the communication protocol for the school and, if a problem occurs, immediately notify the SAC.

### Before Testing

- Read this manual, the *CoAlt Examiner's Manual* (also available on PearsonAccess and the Colorado Department of Education [CDE] website).
- Participate in district and/or school CoAlt administration training, which includes Score Entry and Administration training video clips.
- Ask the SAC or District Assessment Coordinator (DAC) for clarification of procedures as needed.
- Sign the Certification Form and deliver the signed form to the SAC.
- Receive CoAlt test books and task manipulatives from SACs and review them at least one week before testing students.
- Inform the SAC if items are missing or damaged.
- Prepare task manipulatives as described on page 6.

- Determine if any accommodations are needed for students. If adaptations need to be prepared, CoAlt Test Examiners must notify their SACs and prepare/secure the needed accommodations for their assigned students. Accommodations for students must be indicated on the student's Individualized Education Program (IEP) prior to assessment administration.
- A few days before testing, administer several available released items to students to prepare them for testing.
- Prepare the testing environment as described on page 6.

### **During Testing**

- Administer the assessment according to instructions included in this manual and trainings.
- Administer all items of the CoAlt: Science and Social Studies to all eligible students who are in attendance at any point during the assessment window. Students should be administered items at the grade level in which they are enrolled.
- Track each student's time on test.

### **After Testing**

- Enter accommodations on IEPs, accommodations used during testing, and student scores into PearsonAccess.
- Answer test validation questions in PearsonAccess, including time on test.
- Sign the Secure Return Form. The form must be inserted (but not sealed) into the secure return envelope with all task manipulatives.
- Return test materials to the SAC after each individual administration session.

# Test Materials

The following table lists the test materials for CoAlt: Science and Social Studies assessments.

| Resources Provided by Pearson   | Materials to Prepare  |
|---|---|
| <p><b>CoALT PACKET</b></p> <ul style="list-style-type: none"><li>• CoALT TEST BOOK (combined <i>Examiner’s Manual</i> and test items)</li><li>• CoALT SECURE RETURN ENVELOPE</li><li>• TASK MANIPULATIVES<ul style="list-style-type: none"><li>• Secure Return Form</li><li>• Score Recording Form</li><li>• Task Manipulatives for SPT items</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Pencil/pen</li><li>• Individualized CoAlt accommodations (as needed)</li><li>• Black marker</li><li>• Clock, watch, or stopwatch to record time on test</li><li>• Clear plastic zip-top bag or alternate storage container (optional)</li></ul> |

## Test Security

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### Reproducing Test Materials

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Reproduction or redistribution of the test books, task manipulatives, and score recording forms is not permitted in any way, except for allowable CoAlt accommodations using procedures detailed in “CoAlt Test Accommodations” on pages 12 and 13. Reproduction or redistribution includes discussing, memorizing, photocopying, photographing, scanning, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that may violate the security of the test.

Student materials may be reproduced for individualized accommodations but must be treated as secure. Any individualized accommodations made to the student materials must be returned to the SAC after production and after each individual assessment session for secure storage. Before and during the testing window, all CoAlt assessment materials must be stored in a locked location that is not in the classroom. Distribution of assessment materials must be tracked using a documented chain of custody. After testing, accommodated materials are returned by the SAC to the DAC for secure destruction.



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## Chain of Custody

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A documented chain of custody must be maintained for all test materials before, during, and after test administration. The following are chain of custody requirements for CoAlt test administration.

- Anyone with access to CoAlt materials must be trained on Test Security and Ethics prior to being provided with access to assessment materials.
- All secure CoAlt 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 CoAlt materials to and from Test Examiners immediately before and after test sessions. CDE recommends that assessments be distributed no more than 15 minutes prior to the test section and be collected within 15 minutes after the test section.
  - Due to the unique nature of the CoAlt assessments, Test Examiners will need access to the student's materials in advance of administration in order to prepare any necessary accommodations and to organize the provided student materials and manipulatives.
  - If test administration for a student extends over multiple days, materials will need to be checked in and out by the Test Examiner each time the student is tested.
- All CoAlt: Science and Social Studies assessment materials must be secured while in the Test Examiner's possession and test materials must not be stored in classrooms in advance of, or following, the administration.
- Students may not have access to any secure test content or secure test materials except when they are testing with the Test Examiner.
- After testing for a student is completed, the Test Examiners must return task manipulatives, score recording forms, and security forms to the SAC in the unsealed secure return envelope. Accommodated task manipulates are returned to the SAC.
- All secure test materials, both used and unused, must be returned.
- Missing test books or any test irregularities must be reported to the SAC/DAC.

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## Ethics

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It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers; teach items on the test; share writing prompts; or coach, hint, or in any way influence a student's performance during the test administration. It is a breach of professional ethics not to administer all assessment items to a qualified student or to knowingly administer the assessment in any manner that is not consistent with this manual or training. A breach of ethics may result in invalidation of test results and school, district, or CDE disciplinary action.

## Standard Conditions for the CoAlt Test Administration

The CoAlt must be administered in a standardized manner. CoAlt Test Examiners must provide a testing environment with equitable testing conditions for all students taking the CoAlt.

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### Preparing the Testing Environment

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The testing environment must be prepared before CoAlt test administration to ensure that standard conditions are provided for each student being assessed.

- Remove or cover all reference materials, including, but not limited to, wall charts, visual aids, posters, graphic organizers, and instructional materials that may be perceived as offering assistance in answering test questions.
- Check that the lighting in the room is adequate.
- Ensure that there is adequate work space for test materials.
- Eliminate distracting sounds or visuals that may divert student attention, including, but not limited to, other students in the testing environment.

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### Preparing Materials and Students for Testing

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CoAlt Test Examiners must prepare the test materials and task manipulatives once they have been received:

- Ensure that every student has his or her own test book and write the student's name on the front of the test book.
- Check that each student has his or her own task manipulatives, score recording form, and secure return envelope.
- Write the student's name with a black marker on the secure return envelope, which may be used to store the task manipulatives associated with that form.
- The task manipulatives are provided in a shrink-wrapped package. The option cards for each performance task must be cut apart in preparation for test administration.
- It is recommended that the cut-apart option cards for SPT items be paper-clipped to the corresponding student response page. These materials may then be stored in either the secure return envelope provided by Pearson or an alternate container, such as a large clear plastic zip-top bag, to ensure that each student's materials are kept together. Prior to administration, these prepared materials may be inserted into the test book at the appropriate position for ease of administration.

The CoAlt Test Examiner must then review the materials and plan ahead:

- Read through the items and think about the specific needs of the student being assessed. Be sure to consider the student's best communication mode (e.g., verbal, communication board, picture cards, braille, eye gaze).
- Identify and secure any individualized accommodations that the student may need to complete the assessment successfully.
- Administer several of the available released items to students to prepare them for testing and to determine if the planned accommodations are appropriate to provide the student with access to the assessment.
- Review the EEOs being assessed.

The CoAlt Test Examiner must prepare students for testing:

- Help students approach testing in a relaxed, positive way.
- Encourage students to put forth their best efforts.
- Ask the student whether he or she has other needs prior to the beginning of testing.
- Discuss with the student through verbal interaction, picture cues, signing, etc., what the student will be asked to do, as related to each section.

# Procedures for CoAlt Test Administration

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## Test Materials and Task Manipulatives

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Grades 4 and 7 Social Studies and Grade 5 Science have one form of the test book. Grade 8 Science test books have two unique forms. Each form is identified by either form number 015 or 025 on the cover of the test book. Each Grade 8 Science student is assigned to one form (either 015 or 025) by the CoAlt Test Examiner. This form is used throughout the test administration.

Test books are packaged in kits with task manipulatives that match only the test book with which they are packaged. **Test materials that were shrink-wrapped together must be kept together throughout the test administration.** Reusing materials or mixing materials from different kits may negatively affect scores and data for the CoAlt assessment.

In between testing sessions, task manipulatives may be stored in the secure return envelope provided by Pearson. Insert the secure return envelope into the test book to keep the materials together throughout the test administration. Another option is to store the task manipulatives in an alternate container provided by the school or district, such as a clear plastic zip-top bag.

The task manipulatives correspond to the student-facing pages within the test book for easy identification during test administration. The SPT examiner-facing pages within the test book are identified as "Task ##" with the phrase "This task requires the use of specific manipulatives" preceding the Task number. In addition, the student-facing pages within the test book have a watermark across the page stating, "Use Task Manipulatives Provided," as a reminder for the CoAlt Test Examiner to use the student response page and option cards prepared earlier for that item. For details on how to prepare task manipulatives, see "Preparing Materials and Students for Testing" on pages 6 and 7 of this manual.

## Test Layout

A test layout is provided at the beginning of each test showing the item and task sequence numbers of each form. This information can be used to plan the number of sessions required for each student based on the number of questions to be administered. It also serves to alert CoAlt Test Examiners to the placement of SPT items within the test book in order to have the associated task manipulatives ready. In the sample test layout on the following page, items 3, 10, 17, and 21 are SPTs.

## SAMPLE TEST LAYOUT

|                |                                      |
|----------------|--------------------------------------|
| <b>Item 1</b>  |                                      |
| <b>Item 2</b>  |                                      |
| <b>Task 3</b>  | Prepare manipulatives for this task. |
| <b>Item 4</b>  |                                      |
| <b>Item 5</b>  |                                      |
| <b>Item 6</b>  |                                      |
| <b>Item 7</b>  |                                      |
| <b>Item 8</b>  |                                      |
| <b>Item 9</b>  |                                      |
| <b>Task 10</b> | Prepare manipulatives for this task. |
| <b>Item 11</b> |                                      |
| <b>Item 12</b> |                                      |
| <b>Item 13</b> |                                      |
| <b>Item 14</b> |                                      |
| <b>Item 15</b> |                                      |
| <b>Item 16</b> |                                      |
| <b>Task 17</b> | Prepare manipulatives for this task. |
| <b>Item 18</b> |                                      |
| <b>Item 19</b> |                                      |
| <b>Item 20</b> |                                      |
| <b>Task 21</b> | Prepare manipulatives for this task. |
| <b>Item 22</b> |                                      |
| <b>Item 23</b> |                                      |

### CoAlt Test Items

In the test books, only text that is in **bold font, shaded gray** may be read aloud to the student. CoAlt Test Examiners may not adapt or add to this scripted text when administering the test. Additional instructions for the CoAlt Test Examiner, including the rubric for scoring the student's response, are in regular font.

Released items are available at <http://www.cde.state.co.us/assessment/CoAlt-Items.asp>. CoAlt Test Examiners must administer available released items to students to prepare them for testing.

**Note:** Maps depicted in the CoAlt: Social Studies tests are not drawn to scale. Maps are enlarged and otherwise modified to best meet the needs of the students taking CoAlt assessments.

## Selected Response Items

Selected Response items are identified as "Item ##" within the test book and contain both a primary prompt and additional prompt.

The primary prompt presents the student with a question and three answer options from which the student selects an answer. There is flexibility for presentation and response (in the student's mode of communication). However, the scripted text and the order of the answer options must be presented exactly as they appear in the test book.

CoAlt Test Examiners score the student's performance on each selected response item using a four-point scoring rubric that incorporates both the student's response and level of independence. The scoring rubric, reproduced below, is included within the instructions and script on the examiner-facing pages of the test book.

| <b>Score Point Selected Response Scoring Rubric</b> |  |
|---|--|
| <b>4</b>  | Student responds correctly, independently                                  |
| <b>3</b>  | Student responds correctly after being presented with an additional prompt |
| <b>2</b>  | Student responds correctly after being presented with the correct response |
| <b>1</b>  | Student responds incorrectly   |
| <b>NR</b>   | Student does not respond   |

The student receives a score of 4 for a correct response after the initial reading of the primary prompt and answer choices. If the student is not engaged in the task, demonstrated by not responding in any way, the student may have a second opportunity to score a 4 after a single repetition of the prompt and answer choices. This additional opportunity to engage without affecting the student's score is available only at the score Level 4.

If at any time the student responds incorrectly, the Test Examiner moves down to the next score level.

At the score Level 3, an additional prompt is provided to give the student an example related to the assessment activity. After the additional prompt is given, the CoAlt Test Examiner repeats the primary prompt and answer choices and allows the student an opportunity to respond. The student receives a score of 3 if they respond correctly. The CoAlt Test Examiner moves down to a Level 2 if the student responds incorrectly or does not respond.

At the score Level 2, the Test Examiner shows the student the correct response. The Test Examiner then repeats the primary prompt and answer choices and allows the student an opportunity to respond. The student receives a score of 2, 1, or NR based on the response given.

### Supported Performance Tasks

SPTs are identified as “Task ##” within the test book and are made up of three prompts related to an overall task. These items require the student to manipulate option cards by placing them on the student response page (e.g., placing option cards in designated boxes within a chart or diagram).

As with Selected Response items, there is flexibility for presentation and response (in the student’s mode of communication). However, the scripted text and the order of the answer options and prompts within each item must be presented exactly as they appear in the test book.

CoAlt Test Examiners score the student’s performance on each of the three prompts using a two-point scoring rubric found on the examiner-facing pages. There are six total points possible for each SPT.

| <b>Score Point SPT Scoring Rubric</b><br>(utilized for each of three prompts within each task) |                              |
|--|------------------------------|
| <b>2</b>   | Student responds correctly   |
| <b>1</b>   | Student responds incorrectly |
| <b>NR</b>  | Student does not respond     |

Each task requires the use of specific manipulatives—a student response page and option cards that must be prepared prior to test administration. See “Test Materials and Task Manipulatives” on page 8 for additional information.

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### Record Time

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Using a clock, watch, or stopwatch, record the amount of time the student takes to complete the assessment. This recorded time will be entered into PearsonAccess after testing is complete.

Record only the time on assessment. Do not include the time it takes you to prepare test materials or any extended breaks from testing. A start and stop time area is included on the front cover of the test book. Multiple start and stop times may be needed for students who need multiple breaks.

# CoAlt Test Accommodations

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## Making the CoAlt Accessible to Students

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The CoAlt is intended to be accessible for students with significant cognitive disabilities. For this reason, all questions and answer choices are read aloud to students, and all students are assessed individually in a setting where there are no distractions or other students. Because each student taking this assessment requires individualized support to meet his or her unique learning needs, **educators may need to adapt materials and presentation methods based on each student's needs.** Accommodations may enhance a teacher's ability to present the materials and/or enhance a student's ability to respond to task requirements.

In order to provide greater accessibility, the student-facing pages of test items may be adapted (e.g., enlarged or colored) based on the student's IEP. CoAlt Test Examiners should inform their SAC and prepare these materials prior to the test administration. A PDF of student-facing pages is available from the DAC for use in electronic adaptations, as appropriate. These electronic materials are secure and may not be emailed or posted. Districts will have a process in place to ensure that all secure electronic materials have been removed from devices.

Accommodations or adaptations must be documented in the student's IEP, and used regularly during instruction and classroom assessments for at least three months prior to the assessment window to ensure that the student can successfully use the accommodations. Any adaptation of the CoAlt test materials should be done in a way that allows the individual student to access the test questions without changing the construct being assessed. The content of an item must not be changed by the use of an accommodation, as that would be considered a modification of the item and would invalidate the assessment.

Adaptations of materials by size or contrast levels, use of concrete rather than two-dimensional testing materials, and assistive technology devices are all types of accommodations that make test materials accessible to the student. CoAlt Test Examiners should use the picture symbols in the CoAlt test materials provided, **except** in the following circumstances:

- The student needs to use objects/realia rather than pictures.
- The student needs pictures of real objects rather than drawings.
- The student has a personal lexicon with a specific representation for the concept or words in the student answer choices. In this case, all answer choices must be from the student's personal lexicon.

For students with visual impairments including blindness, additional information related to materials adaptations, including standardized picture descriptions, is available through the DAC.



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## List of Accommodations

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CoAlt Test Accommodations for each student must be indicated in PearsonAccess. Both the accommodations listed in the student's IEP and those used during the assessment must be entered. If the student did not use any accommodations during testing, please select "None."

The accommodation types recorded in PearsonAccess are:

- Assistive technology (including high technology and low technology devices, such as DynaVox, switches, E-tran board, and Velcro boards)
- Braille
- Eye gaze
- Modified picture symbols (e.g., any adaptations of the student materials such as enlarged pictures and/or pictures of real objects)
- Objects (any materials presented as three-dimensional objects or representative objects)
- Translation into student's native language
- Other
- None

### Transferring Information to PearsonAccess Online Score Entry System

As you assess the student, you will need to record the student's scores within the test book or on the score recording form. Student scores must ultimately be entered into PearsonAccess.

Information about the student's accommodations must also be entered into PearsonAccess. There are two columns under the Accommodations section of the score entry page in PearsonAccess. In the left column, indicate all state assessment accommodations from the student's IEP. In the right column, record only those accommodations used during this administration of the CoAlt.

Enter student scores after entering accommodation information. Each score point selected on the screen will correspond to a score recorded in the test book or on the score recording form. Each score point for SPT items is recorded separately. Care must be taken to ensure that scores are entered on the correct line in PearsonAccess.

The CoAlt Test Examiner should then answer the following test validation questions in PearsonAccess.

- How familiar are you with this student? (Very Familiar, Somewhat Familiar, Familiar, Somewhat Unfamiliar, Unfamiliar)
- How many hours per week does this student spend in instruction on this content area? (less than 1 hour, 1 to 2 hours, 2 to 3 hours, 3 to 4 hours, 4 to 5 hours, more than 5 hours, Do Not Know)
- Approximately how much instructional time for this content area is in the general education classroom? (25%, 50%, 75%, 100%, None)
- This student's primary receptive communication is: (Oral Language, Reading, Picture Communication, Tactile, Other, Do Not Know)
- This student's primary expressive communication is: (Oral Language, Writing, Picture Communication, Tactile, Other, Do Not Know)
- I feel that the student's responses accurately reflect their understanding of the material. (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Do Not Know)
- How much time did this student take on the assessment?

**Note: The last test validation question requires that you record the amount of time it took for the student to complete the assessment. Please plan in advance of test administration so that you may accurately answer this question.**

Once accommodation information, score entry, and test validation questions are completed, the CoAlt Test Examiner must select Save to submit the student's scores.

It is very important that each field in the Online Score Entry system is filled in completely and correctly. For information on how to enter and submit scores and information into PearsonAccess, please see the *PearsonAccess User's Guide* located on the **Support** tab at <http://www.pearsonaccess.com/co>.

## Preparing Test Materials for Return to the SAC

After testing is complete, the CoAlt Test Examiner must ensure:

- The student's name is written on the cover of the test book.
- The student's start and stop time is written on the cover of the test book.
- The student's name, the teacher's name, and the school and district names are written in black marker on the secure return envelope.
- All of the following materials are placed in the secure return envelope:
  - All pieces of task manipulatives,
  - All used score recording forms, and
  - A signed and dated Security Form.
- All accommodations to the student materials are returned to the SAC as secure test materials.

At the completion of testing, the CoAlt Test Examiner must return all test materials and any unused materials to the SAC. Do NOT seal the secure return envelope. The SAC or DAC (as determined by the DAC) will verify the materials and seal the envelope.